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THE DEVELOPMENT AND VALIDATION OF A
MULTIPLE INTELLIGENCES INVENTORY
FOR FILIPINO ADOLESCENTS

A Dissertation
Presented to
The Faculty of the Graduate School
Technological University of the Philippines
Manila

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education--Career Guidance

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By

LIBERATO BELNAS MOISES
March, 2001

APPROVAL SHEET

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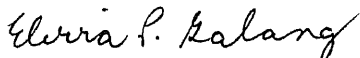
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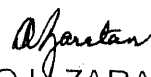
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This humble accomplishment is

Lovingly dedicated to

My wife, Sally and
children, Lisa Vim, Lily Claire
& Lyra Jane

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation for Doctor of Education—
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Title: THE DEVELOPMENT AND VALIDATION OF A MULTIPLE
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The main objective of this study was to develop and standardize the Multiple Intelligences Inventory for Filipino Adolescents (MIIFA) that would serve as a tool for assessing the dominant intelligence of the Filipino adolescents. Respondents were fourth year students' from nine public and private high schools in the National Capital Region and the Region IV.

The findings of the study are the following: The difficulty index of each component ranged from .55 to .71,

while the average discriminative index ranged from .45 to .62. It shows that the result is above the acceptable level of .15 for difficulty index and .20 for discriminative index. This is an indication that the components had a difficulty and discriminative indices that are statistically acceptable. In the cognitive part of the instrument that composed the three components, such as the linguistic, logical-mathematical and spatial, there were statistically significant differences that exist between the mean scores of the samples when grouped according to sex, age, type of school, and location of school. In the linguistic component, age, sex, and school type were statistically significant, while the school location, no statistically significant differences existed in the mean scores of the samples. In the logical-mathematical and spatial components, sex was not statistically significant and all the rest of the variables were statistically significant.

The second part of the instrument, which was the affective and composed of the following five components—the musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist, the variable that was not statistically

significant was sex, while the rest of the variables were statistically significant. The established validity of the instrument was found to be .62 indicating a very high relationship and the obtained reliability coefficient was 90. This shows that the test was highly valid and reliable. The modal profile of the normative sample in the eight components were as follows: linguistic mean equals 13.84; logical-mathematical mean equals 16.49; spatial mean equals 16.63; bodily/kinesthetic mean equals 68.25; musical mean equals 59.86; interpersonal mean equals 67.75; intrapersonal mean equals 67.73; and naturalist mean equals 72.41. The overall mean score is 47.87.

The norms obtained for the Multiple Intelligences Inventory for Filipino Adolescents were the standard score, z-score, t-score and percentile ranks.

The result of the study guided the researcher to make the following conclusions: (1) The MIIFA is an acceptable instrument that can assess the dominant intelligence of Filipino adolescents. (2) The demographic factors such as sex, age, type of school, and type of location were differentiating variables of the MIIFA, except for sex and location of school, which were not statistically

significant. A high degree of relationship exists between the cognitive and the affective parts of the instrument.

(3) Based on the results of the item analysis, all items had discriminative and difficulty indices that were statistically acceptable.

In the light of the findings and conclusions, the researcher would like to make the following recommendations: (1) A similar study be conducted among college students especially to the first and second year levels. (2) The instrument be further administered on expanded norms based on various variables, such as age, sex, type of schools, location of the schools, and among ethnic groups in the different regions of the country. (3) Guidance counselors in colleges and universities use the instrument as a tool to determine the dominant intelligence of students for career guidance. And, (4) in order for the instrument to be more effective and understood even in the remote barangay high schools, a Filipino translation or Tagalog version must be produced.

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