

**MULTIPLE INTELLIGENCES AND CAREER CHOICES OF HIGH SCHOOL
STUDENTS IN SELECTED PRIVATE SCHOOLS
IN IMUS CITY, CAVITE**

Undergraduate Thesis
Submitted to the Faculty
of the Department of Social Sciences
Cavite State University-Imus Campus
Imus City, Cavite

In partial fulfillment of
the requirements for the degree
Bachelor of Science in Psychology

MARIA THERESA C. BACANI
April 2013

ABSTRACT

MARIA THERESA C. BACANI; Multiple Intelligences and Career Choices of High School Students in Selected Private Schools in Imus City, Cavite. Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University Imus Campus. April 2013. Adviser: Ms. Janine Gale Fernandez-Ikan.

This thesis aimed to determine the student's proper identification of career development in terms of multiple intelligences (Linguistic, Logical-Mathematical, Musical, Bodily-Kinesthetic, Spatial-Visual, Naturalist, Existential, Interpersonal and Intrapersonal). This further ensures and encourages the participants of this study to develop not just one aspect of their intelligence but also gives them the chance to develop other types of intelligences. This moreover brings the idea as to the types of intelligences that are appropriately best applied in their future job preference. A total of 215 participants from the Unida Christian Colleges, St. Emilene Academy, and De la Caresse Academy participated in this study. The Multiple Intelligences Test developed by Howard Gardner was used to determine which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways where individuals differ is in the strength of these intelligences - the so-called profile of intelligences. In this study, 114 out of 215 participants are male which has 53%. And the female subjects have a frequency of 101 which is equivalent to 47%. It implies that majority of the participants are male. Out of 215 participants were at the age of 16-17 had a frequency of 152 which is equivalent to 70.69%. Subjects ranging from 14-15 years old were 27.91% with a frequency of 60. Three out of total participants were at the age of 18-19 years old. It means that majority of the participants were at the age of 16-17 years old.

When it comes to their multiple intelligences; the results showed that 29.8% of the participants possess kinesthetic which implies that they have a sense of timing and the

perfection of skills through mind–body union. Based on the results of the career choices, most of the participants possess aesthetic which has 20.5% which means that they are more interested in the form of art, verbal expression, architecture, decoration, and music as it related to job they can become artists, reporters, musicians, and photographers. There was no significant relationship between the demographic profile and multiple intelligences of the participants where the computed Cramer's value is 0.282 and 0.242 at 0.05 level of significance. There was also no significant relationship between career choices and the demographic profile of the participants since the computed Cramer's value is 0.235 and 0.269 at 0.05 level of significance. There was a significant relationship when it comes to multiple intelligences and career choices of the participants where the computed Cramer's value is 0.298 with 0.001 at 0.05 level of significance. The multiple intelligences could determine the possible career choice that suits a participant.

TABLE OF CONTENTS

SECTION	Page
TITLE PAGE	i
APPROVAL SHEET.ii
BIOGRAPHICAL DATA	iii
ACKNOWLEDGMENT	iv
ABSTRACTvi
TABLE OF CONTENTS	viii
LIST OF TABLESxi
LIST OF FIGURESxii
LIST OF APPENDICES	xiii
INTRODUCTION	1
Statements of the problem3
Objectives of the study	4
Hypotheses5
Significance of the study	6
Scope and limitations of the study7

Definition of terms	8
Theoretical framework	11
Conceptual framework	13
REVIEW OF RELATED LITERATURE.	14
METHODOLOGY	20
Research design	20
Description of the participants	20
Time and place of the study	20
Data gathering procedures	21
Instrumentation	22
Methods of analysis	24
RESULTS AND DISCUSSIONS	26
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	38
Summary	38
Conclusions	39
Recommendations	41
REFERENCES	43

APPENDICES	44
CURRICULUM VITAE	54