MULTIPLE INTELLIGENCE, LEARNING STYLE AND SELF- EFFICACY OF SELECTED COLLEGE STUDENTS AT CAVITE STATE UNIVERSITY-MAIN CAMPUS

THESIS

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MULTIPLE INTELLIGENCE, LEARNING STYLE AND SELF-EFFICACY OF SELECTED COLLEGE STUDENTS AT CAVITE STATE UNIVERSITY-MAIN CAMPUS

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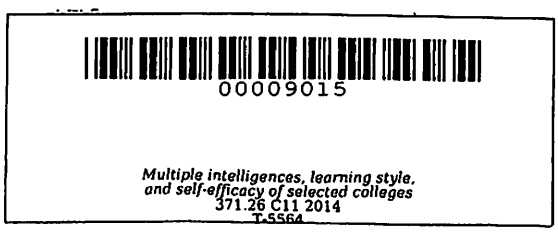
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ABSTRACT

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This study titled "Multiple Intelligences, Learning Style and Self-Efficacy of selected college students at Cavite State University-Main Campus" aimed to: 1) determine the level of multiple intelligence abilities of the college students; 2) determine the learning styles of the 380 college students; 3) determine the level of self- efficacy of the college students; 4) determine if there is a relationship between the level of multiple intelligences and learning style of college students; 5) determine if there is a relationship between the level of multiple intelligences and level of self-efficacy; and 6) determine if there is a relationship between the learning style and level of self-efficacy of college students.

This study used descriptive-correlation research design to determine the relationship and statistics were used to interpret gathered data. The sampling technique used was stratified random sampling. The participants of the study were 380 non-academic scholars student of Cavite State University. This study utilized survey techniques which includes Multiple Intelligences Scale, Learning Style Questionnaire and Self-Efficacy.

Based on the result, the researchers found out that the verbal/ linguistic, bodily/kinesthetic, logical/mathematical, visual/spatial, musical, interpersonal, naturalist intelligence of most of the participants were average while the intrapersonal intelligence

of the participants is high. The activist, pragmatist, reflector and theorist learning style of the students found to be moderate.

Furthermore, the self-efficacy of the participants is average which specifically categorized to those who believe in their capabilities but sometimes they get confused.

Lastly, result showed that the null hypothesis of no significant relationship between multiple intelligences, learning style, and self-efficacy was accepted. It further showed that multiple intelligences, learning style and self-efficacy have no relationship with each other.

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INTRODUCTION

Every student has his/her own knowledge and strategy to learn and succeed. Each has his/her own tool and instrument to move further. Students are expected to be the active leaders of tomorrow. Therefore, provisions for individual differences in learning are considered important and competitive. It is not only a matter of high intelligence quotience, but there is also a collection of individuals' skills and abilities.

From birth, all human beings have different abilities and every child has unique properties. Until 1940's, as Rogers stated that children are meritorious because of their inner potentials, creativity, power to learn, ability to learn languages, potential to use brain (Rogers, 1940) (as cited by Akboy, 2004).

It is important that students are made to understand and to improve the style and the techniques of their learning. Furthermore, self-efficacy is highly specific and differs among areas. Intellectual capacities and capabilities play a major role in improvement of attitudes and confidence. So the educators, motivators and enhancer must step on the