

Perceived Long-Term Impact of the Multiple Intelligence Program on Alumni Development: An Exploratory Sequential Mixed-Methods Study

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Abstract

The present study explored the perceived longitudinal impacts of the Multiple Intelligences (MI) Program at Red University Senior High School (pseudonym). As a co-curricular endeavor rooted in the Theory of Multiple Intelligences formulated by Gardner, the program is designed to foster holistic development among students. A mixed-method approach was adopted using an exploratory sequential design. Semi-structured interviews were conducted with nine alumni, forming the qualitative portion, where the experiences and perceived developmental impacts were probed. Themes generated from the qualitative analysis served as the basis for constructing the MI Program Evaluation Questionnaire used in the quantitative phase. Responses were gathered from 220 alumni across five strands in the senior high school of the institution, namely STEM, ABM, HUMSS, GAS, and ICT. Internal reliability of the instrument was assessed using Cronbach's alpha coefficient, which yielded a good internal consistency ($\alpha = .844$). Overall, there was high agreement on all domains measured: Experiences and Participation ($M = 4.71$, $SD = 0.54$); Academic Development ($M = 4.64$, $SD = 0.61$); Professional Development ($M = 4.48$, $SD = 0.69$); Personal Growth and Values Formation ($M = 4.56$, $SD = 0.66$); and Personal and Social Development ($M = 4.57$, $SD = 0.65$). Using the Kruskal-Wallis test for significance, the only significant difference found in the strand-based distribution was in the Experiences and Participation domain ($H(4) = 11.67$, $p = .020$, $\epsilon^2 = .0533$). Integration of the findings implies that MI-based co-curricular activities are useful in ensuring ongoing development in academic preparedness, professional competency, personality, and interpersonal skills.

Keywords: Multiple Intelligences, co-curricular program, holistic development, mixed methods, senior high school