



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 2- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Exploring the Pedagogical Influence of the Multiple Intelligence Learner Enhancers (MILE) Program on Lower Elementary Learners: A Qualitative Inquiry

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Publication Date: **06-05-2026**

ABSTRACT

This qualitative phenomenological study explored the pedagogical influence of the Multiple Intelligence Learner Enhancers (MILE) Program on lower elementary learners. Specifically, the study examined teachers' and learners' experiences regarding learner engagement, instructional practices, participation patterns, and perceived developmental outcomes associated with the implementation of the MILE Program. Data were gathered through semi-structured in-depth interviews and classroom observations involving twelve purposively selected lower elementary teachers implementing the program. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that the MILE Program strengthened learner participation, classroom interaction, creativity, confidence, and motivation through varied and learner-centered activities aligned with multiple intelligences. Teachers observed that music-based, visual, kinesthetic, interpersonal, and collaborative activities improved learners' engagement and classroom responsiveness. Participants also identified challenges related to time management, preparation of differentiated activities, classroom management, and limited instructional resources. Despite these concerns, teachers demonstrated adaptability and instructional creativity in implementing intelligence-based and contextualized learning experiences. The findings underscore the importance of learner-centered, differentiated, and multiple-intelligence-based pedagogical approaches in promoting holistic development and meaningful learning among lower elementary learners.

Keywords: Multiple Intelligence Learner Enhancers, differentiated instruction, multiple intelligences, learner engagement, elementary education, qualitative research, learner-centered instruction

Received: 03-02-2026

Revised: 03-23-2026

Accepted: 05-30- 2026

Published: 06-05-2026

ISSN:3116-2991





International Journal of Education, Literacies, and Curriculum Studies

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Introduction

Lower elementary education plays a crucial role in shaping learners' foundational literacy, numeracy, communication, creativity, and socio-emotional development. At this stage, learners demonstrate diverse learning preferences, interests, strengths, and developmental needs that require responsive and differentiated instructional approaches. Consequently, educational programs that recognize learners' varied intelligences and learning styles become important in promoting meaningful and inclusive learning experiences.

The Multiple Intelligence Learner Enhancers (MILE) Program is an instructional initiative grounded in the principle that learners possess diverse forms of intelligence and varied ways of processing information. Anchored on the theory of multiple intelligences, the program promotes differentiated and learner-centered activities designed to address learners' strengths in linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic domains. Through varied classroom activities, the MILE Program seeks to improve learner engagement, participation, creativity, and holistic development.

Teachers implementing the MILE Program are expected to design instructional experiences that accommodate diverse learner needs through interactive, collaborative, and experiential learning opportunities. Activities such as storytelling, music integration, role-playing, games, movement-based instruction, group collaboration, visual presentations, and contextualized tasks are commonly utilized to strengthen learner participation and classroom interaction.

Despite its pedagogical advantages, implementing multiple-intelligence-based instruction also presents challenges related to instructional preparation, classroom management, time allocation, and resource availability. Teachers are therefore expected to demonstrate instructional adaptability, creativity, and responsiveness in facilitating differentiated learning experiences among young learners.

Although learner-centered and differentiated pedagogies continue to gain educational attention, limited qualitative studies examine the lived pedagogical experiences of teachers implementing the MILE Program in lower elementary education. Understanding these instructional experiences is essential in identifying effective pedagogical practices, classroom realities, and developmental outcomes associated with multiple-intelligence-based instruction.

This study explored the pedagogical influence of the Multiple Intelligence Learner Enhancers (MILE) Program on lower elementary learners. Specifically, it examined learner engagement, instructional practices, participation experiences, and perceived developmental outcomes associated with the implementation of the program.

Objectives of the Study

This study aimed to:

1. Explore teachers' lived experiences in implementing the MILE Program among lower elementary learners;
2. Examine learner participation, engagement, and instructional experiences associated with multiple-intelligence-based activities; and



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ISSN: 3116-2991

Volume 2 Issue 2- 2026

<https://ijelcs.minduraresearch.com/journal/index>

3. Identify perceived developmental outcomes and implementation challenges related to the MILE Program.

Review of Related Literature

The Theory of Multiple Intelligences proposed by Howard Gardner (1983) emphasizes that learners possess varied intellectual strengths and learning preferences. Instructional approaches that recognize these differences improve learner participation, confidence, and engagement. Differentiated learning environments provide opportunities for learners to express understanding through varied modalities and activities.

Research by Tomlinson (2019) highlighted that differentiated and learner-centered instruction strengthens participation, motivation, and academic performance by addressing learners' individual needs and abilities. Interactive and collaborative learning activities further improve communication, creativity, and social interaction among elementary learners.

Studies on experiential and active learning also emphasize the importance of varied instructional strategies in promoting meaningful classroom experiences. According to David A. Kolb (1984), learners develop deeper understanding when they actively participate in concrete experiences and reflective learning activities.

Theoretical Framework

The study was anchored on Howard Gardner's Theory of Multiple Intelligences (1983), which explains that learners possess multiple forms of intelligence that influence learning preferences and classroom participation. The framework guided the exploration of differentiated and intelligence-based instructional practices within the MILE Program.

The study also utilized David A. Kolb's Experiential Learning Theory (1984), which emphasizes learning through direct participation, interaction, and experiential engagement.

Methodology

This study employed a qualitative phenomenological research design to explore the pedagogical influence of the Multiple Intelligence Learner Enhancers (MILE) Program on lower elementary learners. Phenomenology was appropriate because it enabled the researcher to understand teachers' instructional experiences, learner participation patterns, and classroom realities related to multiple-intelligence-based instruction.

The participants consisted of twelve purposively selected lower elementary teachers implementing the MILE Program. Inclusion criteria required participants to: (1) currently teach lower elementary learners; (2) implement MILE-based instructional activities; and (3) be willing to share their instructional experiences and classroom observations regarding the program.

Data were gathered through semi-structured in-depth interviews, classroom observations, and reflective discussions focusing on instructional practices, learner engagement, classroom participation, implementation challenges, and perceived developmental outcomes. Ethical considerations including



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Volume 2 Issue 2- 2026

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informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts and observation notes were transcribed, coded, and categorized to identify recurring patterns, meanings, and themes related to the pedagogical influence of the MILE Program. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

Results and Findings

Theme 1: Strengthening Learner Engagement Through Varied and Interactive Learning Activities

Participants consistently described the Multiple Intelligence Learner Enhancers (MILE) Program as highly engaging, interactive, and motivating for lower elementary learners. Teachers observed that varied classroom activities such as storytelling, singing, games, movement exercises, role-playing, drawing, music integration, collaborative learning tasks, and experiential activities significantly increased learners' participation, attentiveness, enthusiasm, and classroom responsiveness.

One participant shared:

"Mas active at excited ang learners kapag iba-iba ang activities sa classroom."

Another teacher explained:

"Kapag may music, movement, at games, mas nagiging engaged sila sa lesson."

Participants emphasized that learners became more interested and attentive when classroom instruction moved beyond traditional lecture-based activities. Teachers observed that multiple-intelligence-based tasks encouraged learners to participate actively because activities addressed different learning preferences, interests, and developmental needs.

One participant remarked:

"Mas nagiging masaya at interactive ang classroom kapag varied ang instructional activities."

Another teacher stated:

"Kapag hands-on at interactive ang activities, mas tumatagal ang focus at attention nila."

Participants further observed that learners demonstrated longer attention spans and increased classroom responsiveness during activities involving movement, visuals, music, and collaborative participation. Teachers explained that learners became less distracted and more enthusiastic when they could actively participate through games, dramatization, and creative classroom tasks.

One participant explained:

"Mas nakakapag-concentrate sila kapag interactive at may participation talaga ang activities."

Another teacher shared:

"Mas willing silang sumagot at makisali kapag enjoyable ang learning experience."

Participants also highlighted that varied instructional activities reduced classroom boredom and promoted positive classroom behavior because learners remained occupied, interested, and emotionally connected to the lesson.

The findings suggest that varied and interactive instructional activities significantly strengthen learner engagement, attentiveness, classroom participation, and motivation among lower elementary learners.



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Volume 2 Issue 2- 2026

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These findings align with Howard Gardner's Theory of Multiple Intelligences, which emphasizes that learners possess diverse intelligences and learning preferences that require differentiated instructional approaches. Similarly, Tomlinson (2019) emphasized that learner-centered and varied instructional strategies significantly improve classroom engagement and participation among elementary learners.

Theme 2: Promoting Confidence and Participation Through Learner-Centered Instruction

Teachers emphasized that the MILE Program significantly improved learners' confidence, self-expression, classroom participation, and willingness to engage during learning activities. Participants explained that differentiated and learner-centered tasks allowed learners to demonstrate understanding according to their strengths, interests, and preferred learning styles, which reduced fear and increased participation.

One participant remarked:

"Mas confident ang learners kasi may pagkakataon silang magpakita ng kanilang strengths."

Another teacher stated:

"Kahit mahiyain na learners ay mas nagiging participative kapag aligned sa interest nila ang activity."

Participants observed that learners who were usually quiet or hesitant during traditional classroom discussions became more active during activities involving music, movement, arts, storytelling, role-playing, and collaborative interaction. Teachers explained that allowing learners to participate through their strengths improved self-esteem and classroom confidence.

One participant explained:

"Mas lumalakas ang loob nilang mag-participate kapag kaya nilang gawin ang activity."

Another teacher shared:

"Kapag naaayon sa ability nila ang task, mas willing silang sumagot at magpakita ng output."

Participants also emphasized that collaborative and interpersonal activities improved learners' communication skills, peer interaction, and social confidence. Teachers observed that learners became more comfortable expressing ideas and working with classmates during group-based and interactive activities.

One participant remarked:

"Mas natututo silang makipag-communicate at makipag-cooperate sa classmates nila."

Another teacher stated:

"Mas nagiging expressive sila kapag collaborative at supportive ang environment."

Participants further described that learner-centered instruction encouraged independence, initiative, and active classroom participation because learners felt valued and included during activities.

One participant explained:

"Nagiging mas independent at mas motivated silang gawin ang tasks kapag involved sila sa activities."

The findings indicate that learner-centered and differentiated instruction positively influence learners' confidence, participation, communication skills, and classroom interaction. These findings support Vygotsky's Social Constructivist Theory, which emphasizes the importance of collaborative interaction and supportive learning environments in promoting learner confidence and participation. Similarly, Tomlinson (2019) emphasized that differentiated instruction strengthens self-esteem, participation, and



learner engagement by recognizing individual learner differences and strengths.

Theme 3: Encouraging Creativity and Holistic Learner Development

Participants described the MILE Program as highly supportive of learners' creativity, imagination, problem-solving abilities, emotional expression, and holistic development. Teachers observed that learners became more expressive, innovative, and imaginative during activities involving arts, storytelling, music, role-playing, drawing, games, and collaborative projects.

One participant shared:

"Mas nailalabas ng learners ang creativity nila sa varied activities."

Another teacher explained:

"Hindi lang academics ang nade-develop kundi pati communication at social skills nila."

Participants emphasized that multiple-intelligence-based activities encouraged learners to express ideas freely and explore different ways of learning and problem-solving. Teachers observed that learners became more imaginative and confident when they were allowed to create outputs, perform activities, and demonstrate learning through varied modalities.

One participant remarked:

"Mas nagiging creative sila kapag may pagkakataon silang gumawa at mag-express ng sariling ideas."

Another teacher stated:

"Mas nae-enhance ang imagination nila sa storytelling, arts, at role-playing activities."

Participants also emphasized that the MILE Program supported learners' emotional and social development. Teachers observed that learners developed teamwork, empathy, cooperation, patience, and respect for others during collaborative classroom activities and group interaction.

One participant explained:

"Natututo silang makisama at magtulungan habang ginagawa ang activities."

Another teacher shared:

"Mas nade-develop din ang emotional expression at social interaction nila."

Participants further observed that learners became more independent, responsible, and motivated because they were given opportunities to explore their strengths and participate actively in meaningful classroom experiences.

The findings highlight the importance of multiple-intelligence-based instruction in promoting holistic learner development, creativity, communication skills, emotional growth, and social interaction. These findings align with Howard Gardner's Theory of Multiple Intelligences, which emphasizes that education should nurture learners' varied intellectual capacities and developmental domains. Similarly, David A. Kolb's Experiential Learning Theory highlights the importance of active participation and creative engagement in meaningful learner development.

Theme 4: Navigating Instructional Challenges Through Adaptability and Creativity

Despite the positive pedagogical influence of the MILE Program, participants identified challenges related to time management, preparation of differentiated activities, classroom management, learner diversity, and limited instructional materials. Teachers explained that designing and implementing varied instructional



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activities required extensive preparation, creativity, flexibility, and classroom organization.

One participant remarked:

“Nakaka-challenge minsan ang preparation dahil iba-iba ang activities.”

Another teacher stated:

“Kailangan talagang maging creative para ma-sustain ang engagement ng learners.”

Participants explained that preparing differentiated tasks, visual materials, games, music-based activities, and collaborative learning experiences consumed significant time and effort, particularly in large classes with diverse learner needs. Teachers also emphasized that managing varied activities simultaneously sometimes became difficult because learners demonstrated different learning paces, attention spans, and behavioral responses.

One participant explained:

“Mahirap minsan i-manage ang classroom kapag sabay-sabay ang activities.”

Another teacher shared:

“Kailangan talagang planuhin nang maayos para maging organized ang lesson.”

Participants further identified limited instructional resources and insufficient materials as barriers affecting the implementation of multiple-intelligence-based activities. Teachers described improvising instructional materials, recycling available resources, and contextualizing activities according to classroom realities and available resources.

One participant remarked:

“Kapag kulang ang materials, gumagawa na lang kami ng improvised resources.”

Participants addressed these concerns through collaborative planning, peer sharing of instructional ideas, flexible instruction, contextualized activities, and adaptive classroom management strategies. Teachers emphasized that creativity, patience, and adaptability were essential in sustaining the effectiveness of the MILE Program.

One teacher stated:

“Importante talaga ang collaboration at pagiging flexible sa implementation ng activities.”

The findings suggest that successful implementation of the MILE Program requires teacher adaptability, instructional creativity, classroom management competence, and institutional support. These findings align with research emphasizing that differentiated and learner-centered instruction requires sufficient planning, resourcefulness, and pedagogical flexibility. Similarly, UNESCO (2021) highlighted that supportive instructional environments, teacher readiness, and adequate educational resources are essential in sustaining effective learner-centered educational programs.

Discussion

The findings revealed that the MILE Program significantly improves learner engagement, participation, confidence, creativity, and classroom interaction among lower elementary learners. Varied and multiple-intelligence-based activities promoted active participation and meaningful learning experiences by addressing learners' diverse strengths and preferences.

Teachers also observed that learner-centered and differentiated instruction improved communication skills, self-expression, collaboration, and socio-emotional development. Despite challenges related to



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Volume 2 Issue 2- 2026

<https://ijelcs.minduraresearch.com/journal/index>

instructional preparation, classroom management, and limited resources, teachers demonstrated adaptability and creativity in implementing varied instructional activities.

The study further highlights the importance of multiple-intelligence-based and experiential instructional practices in promoting holistic learner development and meaningful classroom engagement.

Conclusion

The study concluded that the Multiple Intelligence Learner Enhancers (MILE) Program positively influences learner engagement, participation, confidence, creativity, and holistic development among lower elementary learners. Varied and learner-centered instructional activities strengthen classroom interaction, self-expression, and meaningful participation.

Despite challenges related to instructional preparation, differentiated classroom management, and limited resources, teachers demonstrated instructional adaptability and creativity in implementing intelligence-based learning activities.

The findings underscore the importance of differentiated, experiential, and learner-centered pedagogical approaches in supporting diverse learning needs and promoting meaningful educational experiences in lower elementary education.

Implications of the Study

The findings may guide school administrators, curriculum planners, and elementary educators in strengthening differentiated and multiple-intelligence-based instructional programs in lower elementary education. Schools may further support teacher training, instructional resource development, and collaborative planning related to learner-centered pedagogy.

The study also highlights the importance of varied instructional strategies that address learners' diverse intelligences, interests, and developmental needs.

Future studies may further examine the long-term effects of multiple-intelligence-based programs on learners' academic achievement, socio-emotional development, and classroom participation across diverse educational contexts.

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Volume 2 Issue 2- 2026

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