

Multiple Intelligence of Higher Secondary Student in Puducherry Region

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Abstract

The present study has been carried out to examine the multiple intelligence of higher secondary school students in puducherry region. Normative survey method was adopted on a sample of 300 higher secondary students in Puducherry region using simple random sampling technique. To measure the Multiple Intelligence, the scale developed and validated by Thomas Armstrong was used to measure the multiple intelligences of school students. The study revealed that there was a significant differences in the Logical intelligence, Bodily intelligence, Intrapersonal intelligence, Naturalist intelligence, whole Multiple Intelligence of Higher secondary students whereas no significant difference in other intelligences such as Verbal intelligence, Musical intelligence, Interpersonal intelligences of Type of Management. Also there was no significant difference among higher secondary students of Gender, Locality, Teachers in the family, Family type, Medium of instruction and its dimensions.

Key words: Multiple Intelligence; Higher secondary students

Introduction

Education makes the students and the teachers intellect and broader in their mind. Education is believed and proved as a powerful tool in shaping and bringing out the necessary changes in the society. The entire process of education is carried out by the teacher, who plays significant role in the entire system of education. Teachers are highly focused in their career to apply the current strategies and practices so as to cater the challenging tasks at present.

If the teachers are motivated and highly qualified, learning will go in a positive extent. Intelligence is the aggregate capacity of an individual to deal effectively with the environment. It was in the minds of earlier individuals that g-factor was the one underlying factor at the intelligence base but after psychologists proved that it could not be done by such a simple method. It was Howard Gardener brought out seven intelligences, out of which bodily-kinesthetic and interpersonal are used in schools, the three are connected with arts and are connected with personal intelligences.

Use of Multiple Intelligence Theory in Classroom Set Up

The Multiple Intelligence theory makes the teacher more encouraged and steady in making the learning with intellectual ability. Teachers visualize arts, music, dance are also valuable to students as they are living in a traditional world for the understanding of the academic subjects. Very many teachers and management of the school have used the aspects of Multiple Intelligence theory in the classroom set up.

According to Gardener, learning is a social and psychological process. When students got the balance of their own Multiple Intelligence they are capable to administer their own learning and to evaluate their own strengths. Teachers can evaluate how students are intelligent and how intelligent they can be. By knowing this the teacher can encourage the students interpersonal intelligences and this will help them to have better opportunities where they can foster and shine in their education.

Need and Significance of the Study

Multiple intelligences are a comparatively new area of research in the Indian context. The growing interest in the construct of multiple intelligences can be attributed to the recent theories taking broader conceptualizations of intelligence. The world where we live in has only increasingly demonstrated the power of emotion as a human competency deserving its own high place. Multiple intelligence, as the existing literature suggests, comprises basically of two core competencies, i.e., awareness and skills in personal and social domains. Students at present needs diversified and multiple skills to enhance their academic achievement. Further this multiple intelligence makes them to travel in a optimistic way. Thus it is believed by the researcher that multiple intelligences are very much essential and need of the hour to enhance and mould ones academic achievement. Hence there felt a need by the researcher to conduct the study.

Statement of the Problem

The problem of the present investigation is stated as “Multiple Intelligence of higher secondary students in puducherry region”

Objectives of the Present Study:

The present study has the following objectives:

1. To study the Multiple Intelligence of higher secondary students.
2. To examine whether there exists significant difference in the dimensions of Multiple Intelligence of higher secondary students with regard to Gender, Locality, Teachers in the family, Family type, Medium of instruction, Type of management.

Hypothesis of the Present Study:

1. There exists significant difference in the dimensions of Multiple Intelligence of higher secondary students with regard to Gender, Locality, Teachers in the family, Family type, Medium of instruction, Type of management.

Design of the Study

Normative survey method was employed by the investigator for the present study

Tool Used In the Present Study

The Multiple Intelligence scale was developed and validated by Thomas Armstrong to measure the multiple intelligences of school students. This scale was a scientifically developed and validated measure of multiple intelligences. This scale has been suggested that there are at least eight different types of intelligence. It assesses the strengths and weaknesses of the individual separately in each type of intelligence categorized. This is a self-reported instrument/scale consisting of 80 items which measure eight types of multiple intelligences, namely,

- a) Verbal / linguistic intelligence
- b) Logical / mathematical intelligence
- c) Visual / spatial intelligence
- d) Bodily / kinesthetic intelligence
- e) Musical / rhythmic intelligence
- f) Interpersonal intelligence
- g) Intrapersonal intelligence
- h) Naturalist intelligence

This scale scoring consists of five points rating ranging from never true – 1, seldom true – 2, sometimes true – 3, often true – 4 and always true – 5.

Sample and Sampling Technique

A sample of 300 higher secondary students has been chosen for the present study using simple random sampling technique.

Data Analysis

Table-1

Significant Difference in Multiple Intelligence of Higher Secondary Students with respect to Gender, Locality, Type of Management, Family type and Medium of instruction

Variable	Group	Sub group	N	Mean	SD	't'	Sig.
Multiple Intelligence	Gender	Boys	158	25.731	34.21846	1.446	NS
		Girls	142	26.351	39.99623		
	Locality	Rural	102	25.799	38.42944	.754	NS
		Urban	198	26.140	36.49057		
	Teachers in the family	Yes	167	25.980	35.60514	.290	NS
		No	133	26.108	40.79569		
	Family type	Joint	180	26.225	35.62779	1.052	NS
		Nuclear	120	25.755	41.14411		
	Medium of instruction	English	203	26.240	36.78509	1.345	NS
		Tamil	97	25.611	40.09335		

Table-2

Significant Difference in Multiple Intelligence of Higher Secondary Students with respect to Type of Management

Variable	Source of variance	Sum of squares	df	Mean squares	'F' value	Sig.
Verbal Intelligence	Between Groups	198.995	2	99.498	3.046	.049
	Within Groups	9702.935	297	32.670		
	Total	9901.930	299			
Logical Intelligence	Between Groups	217.945	2	108.973	2.291	.103
	Within Groups	14126.642	297	47.564		
	Total	14344.587	299			
Visual Intelligence	Between Groups	114.911	2	57.456	1.335	.265
	Within Groups	12784.409	297	43.045		
	Total	12899.320	299			
Bodily Intelligence	Between Groups	264.448	2	132.224	3.473	.032
	Within Groups	11306.549	297	38.069		
	Total	11570.997	299			
Musical Intelligence	Between Groups	114.351	2	57.175	1.072	.344
	Within Groups	15847.129	297	53.357		
	Total	15961.480	299			
Interpersonal Intelligence	Between Groups	238.064	2	119.032	2.263	.106
	Within Groups	15624.123	297	52.606		
	Total	15862.187	299			
Intrapersonal Intelligence	Between Groups	337.227	2	168.614	4.472	.012
	Within Groups	11197.503	297	37.702		
	Total	11534.730	299			
Natural Intelligence	Between Groups	1002.035	2	501.018	10.614	.000
	Within Groups	14019.361	297	47.203		
	Total	15021.397	299			
MI Intelligence	Between Groups	14069.119	2	7034.559	4.761	.009
	Within Groups	438823.361	297	1477.520		
	Total	452892.480	299			

Major Findings of the Study

- On comparing Mean Multiple Intelligence scores significant differences are not observed in all the sub variables as calculated 't' value are not significant. Therefore, there doesn't exist any significant difference in Verbal / linguistic intelligence, Logical / mathematical intelligence, Visual / spatial intelligence, Bodily / kinesthetic intelligence, Musical / rhythmic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Naturalist intelligence and whole Multiple Intelligence with respect to Gender, Locality, Type of Management, Family type and Medium of instruction among Higher Secondary Students.
- The calculated F values (3.046, 3.473, 4.472, 10.614) which is greater than the table value, hence the dimensions Logical / mathematical intelligence, Bodily / kinesthetic intelligence, Musical / rhythmic intelligence, Intrapersonal intelligence, Naturalist intelligence, whole Multiple Intelligence are significant and not in the case of Verbal / linguistic intelligence, Musical / rhythmic intelligence, Interpersonal intelligence with respect to Type of management.

Discussion

The findings of this study revealed that there is a significant difference in many of the dimensions of multiple intelligence. This suggests that multiple intelligences as a significant influence of the achievement, in particular the Logical / mathematical intelligence, Bodily / kinesthetic intelligence, Musical / rhythmic intelligence, Intrapersonal intelligence, Naturalist intelligence, whole Multiple Intelligence influence better than the other intelligences such as Verbal / linguistic intelligence, Musical / rhythmic intelligence, Interpersonal intelligence. These results are in contradiction with the findings of Armstrong (2000 & Stanford, 2003), in their study, they identified that intrapersonal, natural intelligences are not significantly affects the academic achievement in mathematics. However, their findings supported that the verbal, logical intelligences, interpersonal, intrapersonal and bodily/kinesthetic intelligences. Moreover, they identified that the socio-economic characteristics and school-related variables such as class climate, teacher's relationship with parents and peer support significantly influences the academic achievement.

Educational Implications

The results of the study can be adopted in educational situations. Results clearly reveal that multiple intelligence is highly essential for students. It is the responsibility of the educational authorities and institutions to provide these intelligences to the students, so that they can fully develop and enhance their capabilities. These study results will help school administrators to develop and implement programs to enhance multiple intelligences and develop related abilities/skills. Further it enables the teachers and parents to motivate and encourage the students to understand the importance of emotional intelligence. Moreover it develops the student interpersonal relationship and social communication. Thus for the outstanding achievement of the student, the creative potentialities in them should be identified, so that the student can be encouraged with these kind of intelligences in order to mould them to be a well adjusted personality in the places of home, school and in the society. This study will help students to handle emotions with their friends, family and others independently. Moreover it stresses the importance of group activities and team work, which help higher secondary school students to develop control over their emotions and handle relationships.

Conclusion

The rationale of the study was to study the multiple intelligence of higher secondary students. This study had really contributed some strategies which can be applied to field of education and the findings also find also contributes to the future research.

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