



MULTIPLE INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

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Abstract:

This paper aims at finding the Multiple intelligence of secondary school Students. A simple random sampling technique was followed to select 1000 IX class students from Guntur district of Andhra Pradesh. The researcher adopted Multiple intelligence Scale developed by Dr. Surbhi Agarwal and Dr. Suraksha Rap (2018). using. Mean, SD and 't' values were calculated. The study revealed that there is significant difference in the multiple intelligence of secondary school Students w.r.t the variables – Gender and Locality.

Key Words : Multiple Intelligence Secondary school and Students

INTRODUCTION

According to Gardner (2005) “multiple intelligences theory has had a considerably important impact upon the whole world of education”. Actually Gardner never thought of any application of Multiple Intelligences theory in educational situations. He developed his theory of multiple intelligences with a goal of getting well advances in the fields of neuroscience, biology, and psychology. His effort was the formation of an alternate way of thinking about human cognition. Numerous educators welcomed the idea of multiple intelligences. Thousands of school teachers and researchers in many different countries have applied multiple intelligences theory in the field of education. It is clear that multiple intelligences theory can be used to identify children's relative strength and profile of intelligences.

Education is something that is provided by an external force as a teacher, tutor or parent. Education helps us to develop our natural intelligence in different ways. Many people have abilities in different areas that are made to shine, when they receive education. Others do not receive the right type of education and their abilities lie latent within them.

Need of the Study:

Multiple intelligence is best used when parents and educators treat them as individualized pathways to education and development. Usually parents and educators focus only on linguistic and logical-mathematical reasoning. All students may not have inherent strengths in these areas. Instead of classifying them as average or not so clever students, teachers need to educate them through the intelligences that they

are strong in. Another way to think them is as a learning style. Each student like to learn differently and multiple intelligences can be considered as various learning styles. Finding the one that is the most suited for the student, will help the student to learn fast and in easy way.

Ponmozhi. D.(2024) dominant factor model was statistically significant, $F(8, 140) = 921.927$, $p < .001$, and accounted for approximately 100% of the variance of Multiple intelligence ($R^2 = 0.091$ Adjusted $R^2 = 0.079$). **Parasher (2021)** findings of this study have implications for educators, policymakers, and school administrators, informing decision-making processes related to curriculum development, instructional strategies, and resource allocation. **Vemedo Kezo (2021)** found out from the hypothesis testing that there is no significance difference of multiple intelligence between boys and girls and between private and government schools. **Naval Geeta (2017)** gender effect was found in logical, musical and naturalistic intelligences. **Dr. Sanjay Kumar M. Gupta (2016)** found that boys were having higher Interpersonal intelligence and Logical Mathematical Intelligence than Girls. **Nair (2016)** revealed that there was substantial relationship between selfefficacy and components of multiple intelligence.

Title of the Study:

Relationship between Multiple Intelligences pf Secondary School Students

Operational Definitions of Key Terms:

Multiple Intelligences: Howard Gardner defined intelligence as “ The capacity to solve problems or to make new trend products that are evaluated in one or more cultural setting”

Secondary School Level: Secondary school level refers to level of students who are studying at VIII,IX and X Standards of Andhra Pradesh schools. In the present study the investigator took the sample from standard IX.

Objectives of the Study :

1. To find out the multiple intelligence of Secondary School students and to classify them.
2. To find out the multiple intelligences of secondary school students w.r.to. the following dimensions
 - 1) Linguistic (2) Logical (3) Bodily Kinesthetic (4) Spatial (5) Musical (6) Naturalistic (7) Interpersonal (8) Intrapersonal (9) Existential
3. To find out the influence of the following variables on multiple intelligence of Secondary School students
 - (a) Gender (b) Locality (c) Type of Institution

Hypotheses of the study:

- 1) There would be no significant difference between boys and girls in their multiple intelligence.
- 2) There would be no significant difference between rural and urban area school students in their multiple intelligence.
- 3) There would be no significant difference between government and private school students in their multiple intelligence.

Delimitations of the Study:

- The study is limited to 1000 IX class students in Guntur district only.

METHODOLOGY:

The present study employed Normative survey method. A simple random sampling technique was followed to select 1000 IX class students from Guntur district of Andhra Pradesh. The researcher adopted Multiple intelligence Scale developed by Dr. Surbhi Agarwal and Dr. Suraksha Rap (2018).

Statistical techniques used: Mean; SD; % of mean and 't' values were calculated

ANALYSIS AND INTERPRETATION OF DATA:

Objective – 1: To find out the multiple intelligence of Secondary School students and to classify them.

Table-1- Multiple intelligence of secondary school students

Whole sample	Mean	SD	% of mean
1000	298.16	28.21	66.26

Interpretation and Finding:

Secondary school students had above average (66.26%) level of multiple intelligence.

Classification:

Table -2-Classification of secondary school students on the basis of their Multiple intelligence

S.No	Level of Meta cognition	Range	No.of Students	Percentage
1	Extremely High	377 and above	82	8.2%
2	High	328-376	204	20.4%
3	Above Average	278-327	210	21.0%
4.	Average / Moderate	211-277	198	19.8%
5.	Below Average	162-210	136	13.6%
6.	Low	113-161	118	11.8%
7.	Extremely Low	111 and below	52	5.2%

Interpretation: :

From the observation it is interpreted on 21% of students poses Above average level of multiple intelligence. Very few students 5.2^are having extremely low level of multiple intelligence.

Objective – 2: To find out the multiple intelligences of secondary school students w.r.to. the following dimensions

- 1) Linguistic (2) Logical (3) Bodily Kinesthetic (4) Spatial (5) Musical (6) Naturalistic
(7) Interpersonal (8) Intrapersonal (9) Existential

Table 3 - Dimensions of Multiple Intelligence

S.No	Dimension	Mean	SD	% of mean	Order
1	Linguistic	32.12	3.31	64.24	VII
2	Logical	32.19	2.92	64.38	VI
3	Bodily kinesthetic	33.32	3.19	66.64	IV
4	Spatial	34.24	2.88	68.48	II
5	Musical	34.19	3.12	68.38	III
6	Naturalistic	39.23	2.83	78.46	I
7	Interpersonal	32.20	3.43	64.4	V
8	Intrapersonal	30.42	3.32	60.84	VIII
9	Existential	30.15	3.18	60.30	IX

Interpretation:

It is revealed that the area Naturalistic occupies first place, and follow the other areas like Spatial occupies second place. The area Musical occupies third and the area Bodily Kinesthetic occupies fourth place. The area Interpersonal occupies fifth place and the six place occupies Logical Intelligence. The area Linguistic occupies seventh place and the area Intrapersonal occupies eighth place. The area Existential occupies last place.

Objective – 3: To find out the influence of the following variables on multiple intelligence of Secondary School students - (a) Gender (b) Locality (c) Type of School

Hypothesis – 1: There would be no significant difference between boys and girls in their multiple intelligence.

Table 4- Mean, S.D. and ‘t’ values of boys and girls

Demographic Variable	Category	No	Mean	% of mean	SD	S.Ed	‘t’
Gender	Boys	500	292.11	64.91	28.08	1.77	2.93--
	Girls	500	297.29	66.06	28.12		

**--Significant at 0.01 level

. The obtained ‘t’ value 2.93 is greater than the table value 2.57 at 0.01 level . Therefore, it is significant at 0.01 level. Hence the hypothesis – 1 is rejected.

It may be inferred that the gender of the secondary school students have significant influence in their Multiple Intelligence.

Hypothesis – 2: There would be no significant difference between rural and urban area school students in their multiple intelligence.

Table 5- Mean, S.D. and ‘t’ values of rural and urban school students

Demographic Variable	Category	No	Mean	% of mean	SD	S.Ed	‘t’
Locality	Rural	500	292.63	65.03	28.11	1.74	2.71**
	Urban	500	297.35	66.08	28.20		

** - Significant at 0.01 level

The obtained ‘t’ value 2.71 is less than the table value 2.57 at 0.01 level . Therefore, it is significant at 0.01 level. Hence the hypothesis – 2 is rejected.

It may be inferred that the locality of secondary school students have significant influence on their multiple intelligence.

Hypothesis – 3: There would be no significant difference between government and private school students in their Multiple intelligence.

Table 6- Mean, S.D. and ‘t’ values of government and private school students

Demographic Variable	Category	No	Mean	% of mean	SD	S.Ed	‘t’
Type of School	Government	500	296.72	65.93	28.08	1.71	1.42 ^{NS}
	Private	500	298.14	66.25	28.12		

NS- Not Significant at 0.01 level

The obtained ‘t’ value 1.42 is less than the table value 1.96 at 0.05 level . Hence the hypothesis-3 is accepted.

It may be inferred that the type of school of the secondary school students did not have any significant influence on their multiple intelligence.

FINDINGS:

- Secondary school students showed average (65.13%) level of Multiple intelligence.
- Regulation of cognitive process is occupied first place. And followed by the knowledge of the cognitive process is second place.
- There is significant difference between boys and girls in their Multiple intelligence. Secondary school Girls have better Multiple intelligence than secondary school boys.
- There is significant difference between rural and urban school students in their Multiple intelligence. Urban school students have better Multiple intelligence than rural school students.
- There is no significant difference between government and private school students in their Multiple intelligence.

EDUCATIONAL IMPLICATIONS:

- The results of the present study guides teachers in modifying their methodology of teaching in order to make teaching more effective and learner centered. Teacher can use these results to create interest among students.
- Locality is highly influence on the multiple intelligence of students. Urban students have more multiple intelligence than the rural students. The administrators to provide facilities for rural students
- The results of the present study guide students in modifying their intelligences and use of these intelligences in academics. It helped them in building their carrier according to their area of their interest.

CONCLUSION:

The study found that the variable Gender and Locality are significantly influenced the multiple intelligence of secondary school students. There is no significantly influenced the multiple intelligence of secondary school students with respect to the variable Type of School.

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