



A Study of Multiple Intelligence of X Class Students In Relation to Locality, Management and Annual Income

KEYWORDS

Multiple Intelligence, Locality, management and annual income.

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ABSTRACT *Intelligence can also be strengthened and how readily the improvement occurs depends upon the biology of the person's brain and the teacher that the culture gave the person. The main objective of the present study is to study the influence of locality, management and annual income on the multiple intelligence of X class pupils. Multiple intelligence scale was developed by Gardner (1993) was adopted. A sample of 300 X class pupils representing all categories of schools is selected in YSR District of Andhra Pradesh by following the standardized procedures. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. Locality, management and annual income have significant influence on the multiple intelligence of X class students.*

INTRODUCTION

Gardner has identified eight intelligence, these areas in a culture are valued as having the ability to solve a problem or create a product in a particular way. The intelligence are like talents and gifts in that there are many combinations possible.

Gardner's intelligence are:

(a) Linguistic: The ability to use language to describe events, to build trust and report, to develop logical arguments and use rhetoric, or to be expressive and metaphoric. Possible vocations that use linguistic intelligence includes journalism, administrator, contractor, salesperson, clergy, counselors, lawyers, professor, philosopher, play writer, poet advertising, copy writer and novelist.

(b) Logical – Mathematical: The ability to use numbers to compute and describe, to use mathematical concepts to make conjectures, to apply mathematics in personal daily life, to apply mathematics to data and construct arguments to be sensitive to the patterns,, symmetry, logic and aesthetics of mathematics, and to solve problems in design and modeling. Possible vocations that use the logical mathematicians' intelligence include accountant, book keeper, statistician, trade persons, homemaker, computer programmer, scientist, composer, engineer, inventor or designer.

(c) Musical: The ability to understand and develop musical technique, to respond emotionally to music and to work together to use music, to meet the needs of others to interpret musical forms and ideas, and to create imaginative and expressive performances and compositions. Possible vocations that use the musical intelligence include technician, music teacher, instrument maker, choral, band, and orchestral performer or conductor, music critic, music collector, composer, conductor and individual or small group performer.

(d) Visual – Spatial: The ability to perceive and represent the visual-spatial world accurately, to arrange colour line, shape form and space to meet the needs of others, to interpret and graphically represent visual or spatial ideas, to transform visual spatial ideas to imaginative and expressive creations. Possible vocations that use spatial intelligence include illustrator, artist, guide photographer, interior decorator, painter, clothing designer, weaver, builder, architect, art critic, inventor, or cinematographer.

(e) Bodily – Kinesthetic: The ability to use the body and tools to take effective action or to construct or repair, to build rapport to console and persuade, and to support others, to plan strategically or to critique the actions of the body, to ap-

preciate the aesthetics of the body and use those values to create new forms of expression. Possible vocations that use the bodily- kinesthetic intelligence include mechanic, trainer, contractor, crafts person, tool and dye maker, coach, counselor, salesperson, sports analyst, professional athlete, dance critic, sculptor, choreographer, actor, dancer or puppeteer.

(f) Interpersonal: The ability to organize people and communicate clearly what needs to be done, to use empathy to help others and to solve problems, to discriminate and interpret among different kinds of interpersonal clues, and to influence administrator, manager, politician, social worker, doctor, nurse, therapist, teacher, sociologist, psychologist, psychotherapist, consultant, charismatic leader, politician and evangelist.

(g) Intrapersonal: The ability to access one's own strength, weakness, talents and interests and use them to set goals, to understand oneself to be or service to others, to form and develop concepts and theories based on an examination of oneself, and to reflect on one's inner moods, intuitions, and temperament and to use them to create or express a personal view. Possible vocations that use the intrapersonal intelligence include planner, small business owner, psychologist, artist, religious leader and writer.

(h) Naturalist: The ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna, and to recognize cultural artifacts like cars and sneakers. Possible vocations that use the naturalist intelligence include conservation, biologist, teacher, lobbyist, and park service.

Multiple intelligence is a natural way to structure learning. All the aspects of the person are taught to, meaning can be extracted, and applications can be made to life. The children in the classrooms are multifaceted and have many abilities. The teachers need to give the skills to the children and the opportunity to use their abilities enhances them throughout their life.

The field of learning disabilities, like education in the main, is undergoing calls for reform and restructuring an upheaval brought on in great part by the forces of opposing paradigms – reductionism and constructivism. Several new theories have arisen that challenge traditional practices in both general and special educational classrooms. Particularly influential has been the work of Howard Gardner, whose theory of multiple intelligence calls for a restructuring of our schools to accommodate modes of learning and inquiry with something

other than deficit approaches. At least some current research in the field of learning disabilities has begun to focus on creativity and nontraditional strengths and talents that have not been well understood or highly valued by the schools

Review of Literature

Reddy O.R. (1983) investigated that findings of the study were class X mean scores on n-achievement were significantly higher than class VII and Class VI mean scores. But boys and girls studying in the same class showed no significant difference in their n-achievement scores. Scores on achievement of high academic level students were significantly higher than n-achievement scores of low academic level students were significantly lower. The Telugu medium and English medium students showed significant difference in n-achievement level in all classes in favour of English medium students for all three classes.

Despande, S. (1986) studied that the findings were:- students parents, teachers, girl students and students of middle and upper socio economic status had a more favourable attitude towards homo work. No significant differences in their attitudes towards homework were found when teachers were classified under the four variables of marital status, gender, age and teaching experience.

Sreenivasulu Reddy (2011) investigated that locality, Gender, Management, Annual income, Religion and caste have significant influence on the multiple intelligence of IX class students.

Subba Raidu, M. (2012) found that Locality, Mother Occupation, Management, Annual income, Father occupation, Caste and Type of family have significant influence on the multiple intelligence of IX class students.

Scope of the Study: The main intention of the present study is to find the relation of multiple intelligence of X class pupils with locality, management and annual income.

Objective of the Study: To study the impact of locality, management and annual income on the multiple intelligence of X class pupils.

Hypothesis of the study: Locality, management and annual income do not have significant influence on the multiple intelligence of X class pupils.

Tools for the Study

1. A multiple intelligence scale was developed to find out the multiple intelligence of X class students. The investigator has adopted multiple intelligence scale from Gardner (1993). The statements in the study habits inventory include both positive and negative statements. The scale consists 30 items, each item had two alternatives "True" or "False", each item having a response True carries a score of "1" mark and "false" carries a Score of "0" mark. The highest score on this multiple intelligence scale shows high multiple intelligence and low score indicates low multiple intelligence of pupil.
2. Personal data regarding the student – 1. Name, 2. Locality, 3. Management, 4. Annual income.

Data Collection

The sample for the investigation consisted of 300 X class students in YSR district of Andhra Pradesh. The stratified random sampling was applied in three stages. The first stage is management i.e. Government, Private and Aided the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 3X2X2 factorial design with 300 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned students of the schools. The

students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The multiple intelligence scale, personal data sheet was administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Locality

The relationship of multiple intelligence of X class students with their locality is studied in the present investigation. On the basis of locality, the X class students are divided into two groups. The rural students form with the Group – I and Group – II forms with the urban students. The multiple intelligence of X class students of the two groups were analyzed accordingly. The multiple intelligence of X class students for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'locality' on the multiple intelligence of X class students.

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 1.

Table – 1: Influence of locality on the multiple intelligence of X class students

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	150	23.01	4.83	2.276*
2.	Urban	150	24.24	4.55	

* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of 't' (2.276) is greater than the critical value of 't' (1.97) for 1 and 298 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.05 level. Therefore it is concluded that the locality has significant influence on the multiple intelligence of X class students.

2. Management

The relationship of multiple intelligence of X class students with their management is studied in the present investigation. On the basis of management, the X class students are divided into three groups. The Government school students form with the Group – I, Group – II forms with the Private school students and Group – III forms with Aided students. The corresponding multiple intelligence of X class students of the three groups were analyzed accordingly. The mean values of multiple intelligence of X class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'management' on the multiple intelligence of X class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 2.

Table – 2: Influence of management on the multiple intelligence of X class students

S. No.	Management	N	Mean	S.D.	'F' – Test
1.	Government	100	23.93	5.22	3.913*
2.	Private	100	22.58	4.65	
3.	Aided	100	24.36	4.07	

* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 'F' (3.913) is greater than the critical value of 'F' (3.03) for 2 and 297 df at 0.05 level of significance. Hence the Hypothesis – 2 is rejected at 0.05 level. Therefore it is concluded that the management has significant influence on the multiple intelligence of X class students.

3. Annual income

The relationship of multiple intelligence of X class students with their annual income is studied in the present investigation. On the basis of annual income, the students are divided into three groups. The annual income is up to rupees fifty thousand form the Group – I, Group – II forms with annual income is above rupees fifty thousand one to one lakh and Group – III forms with annual income is above rupees one lakh. The corresponding multiple intelligence of X class students of the three groups were analyzed accordingly. The mean values of multiple intelligence of X class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of 'annual income' on the multiple intelligence of IX class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 3.

Table – 3: Influence of annual income on the multiple intelligence of X class students

S. No.	Annual income	N	Mean	S.D.	'F' - Test
1.	Group – I	86	22.72	4.33	6.496**
2.	Group – II	97	22.97	4.68	
3.	Group – III	117	24.83	4.81	

** Indicates significant at 0.01 level

It is found from the Table – 3 that the computed value of 'F' (6.496) is greater than the critical value of 'F' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 3 is rejected at 0.01 level. Therefore it is concluded that the annual income has significant influence on the multiple intelligence of X class students.

Findings: There is significant influence of locality and management at 0.05 level and annual income at 0.01 level on the multiple intelligence of X class students.

Conclusions: In the light of the findings, the following conclusions are drawn. Locality, management and annual income have significant influence on the multiple intelligence of X class students.

EDUCATIONAL IMPLICATIONS

Every child has their innate intelligence which will be reflected in a multiple manner. That is why a few significant implications of the present study are expressed below.

1. Locality is highly influence on the multiple intelligence of X class students. Urban students have more multiple intelligence than the rural students. The administrators to provide facilities for rural students.
2. Management is highly influence on the multiple intelligence of X class students. Aided school students have more multiple intelligence than the private students. The administrators to provide facilities for private school students.
3. Annual income is highly influence on the multiple intelligence of X class students. High annual income group students have more multiple intelligence than the low annual income group students. The administrators to provide economical facilities for low income fathers.
4. The quality of the society is determine by the persons those who are having quality of intellectual and social values. The teachers are transmit the intellectual abilities among the individuals the same may be preserve, conserve and transmit for the future generation on these lines the curriculum and teaching learning process may be implemented in the schools.
5. The study on multiple intelligence abilities in children with its associated dimensions are considered to be the modest contribution, for children studying in different institutions in the state.
6. Teachers should give good awareness to the students to over come stress towards adjustment problems which were mostly faced by the rural students.
7. There will be responsibility on the parent's has to provide good environment. So, teacher would communicate parents and discuss the children problems of the period of adolescents.
8. Teachers motivate to the students they were improved their skills.
9. School teachers and authority should maintain good human relations with the students to develop society adjustment efficiency among them.

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