



A Study of Multiple Intelligence of X Class Students in Relation to Specific Factors

KEYWORDS

Multiple Intelligence, Locality and Management.

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ABSTRACT

Intelligence is considered as very important ability of human. Gardner has identified eight types of intelligence. These areas in culture are valued as having the ability to solve the problem or to create a product in a peculiar way. The main objective of the present study is to find is there is relation ship between multiple intelligence of X class students in relation to locality and management. A sample of 300 students is studied in Chittoor district and found that there is significant influence of locality and management on multiple intelligence of X class students.

INTRODUCTION

"The mind, irrespective of whether one is awake or Asleep, travels to far distant corners; this far distant moving mind is the light of lights. May that mind of mine be filled with Goodwill".

Education is the essence of early civilization. Education is the light that shows mankind the right direction to surge. The purpose of education is not just making a student literate but also to add rationale thinking self sufficiency and knowledge ability from childhood. Each individual is unique. We all have different physical features – we are not all blue eyed, brown haired, five foot a tall men. We each have different personality– some people are jokesters and comedians while others are quiet, reserved and serious. We all have or own a set of talents, gifts, and abilities. Now everyone may excel in Mathematics or language. Why should we compare how smart children are or how successful they will be based on a test that measures only two aspects of who that little child is?

Gardner has identified eight types of 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. 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. There is a growing body of research and discussion, most notably in Gardner's (1983) work, that strongly suggests the need to revise our views about intelligence and our roles as educators. Gardner's groundbreaking work has advanced our knowledge beyond simplistic and native definitions of intelligence. His theory of multiple intelligences offers a more holistic accounting of individual potential and talents.

According to Gardner (1983-1993) each person possesses at least seven kinds of intelligence (Linguistic, Logical-Mathematical, Musical-Rhythmic, Visual-Spatial, Bodily-Kinesthetic, Interpersonal and Intrapersonal) and the degree to which each develops is dependent upon many variables. The most important, however, is freedom to pursue the intelligence. Because schools are deficit driven, they generally devalue or ignore intelligence other than the Logical-Mathematical and Linguistic. This perspective is based on the seemingly fallacious assumption that one's

general success in all areas is some how predicated on one's development in these areas (Gardner, 1983, 1993). Although the notion if a general intelligence measure has been widely replaced by verbal and performance composite measures in recent years, there is still a fascination with numerical representations of individual's abilities in our schools. We continue to use them to segregate populations and to dictate special curricula. Grouping for instructions exists primarily as a function of time, economics, and student ability (verbal and mathematical) rather than of individual talents, strengths, or interests.

Intelligence is the aggregate or the global capacity of the individual to act purposefully, think rationally and to deal effectively with the environment. Multiple Intelligence is an ability to solve a problem or fashion a product that is valued in one or more cultural settings. So to find out the multiple intelligence abilities of secondary school students with a set of socio-demographic variables under some specific variables is necessary.

REVIEW OF LITERATURE

Ravindranad, (2006) investigated that there is significant difference in Secondary School Students rural and urban in the different areas of multiple intelligence namely logical-mathematics, Visual-Spatial, Bodily-kinesthetic, Musical and Intrapersonal and there is significant difference in Secondary School Students in Chittoor and Kadapa, in the different areas of multiple intelligence namely linguistic, logical-mathematics, Musical, Interpersonal and Naturalist.

Sreenivasulu Reddy (2011) investigated that locality has significant influence on the multiple intelligence of IX class students. Gender has significant influence on the multiple intelligence of IX class students. Management has significant influence on the multiple intelligence of IX class students. Annual income has significant influence on the multiple intelligence of IX class students. Religion has significant influence on the multiple intelligence of IX class students. Caste has significant influence on the multiple intelligence of IX class students. Birth order has 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 multiple intelligence of X class students in relation to locality and management.

OBJECTIVE OF THE STUDY:

To know the impact of locality and management of the school on the multiple intelligence of X class students.

HYPOTHESES OF THE STUDY:

There would be no significant influence of locality and management on the multiple intelligence of X class students.

Tools for the study:

The following tools were used in the study

Multiple intelligence questionnaire

Socio – Demographic scale

The multiple intelligence abilities questionnaire contains of 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 "0" mark. The highest score on this multiple intelligence abilities shows high multiple intelligence abilities and low score indicates low multiple intelligence ability in children. The tool is adopted one Gardner theory.

SAMPLE DESIGN

The sample for the investigation consisted of 300 X class students in Chittoor district. 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.

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 –1that 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.

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

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

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their multiple intelligence

Locality is highly influence on the multiple intelligence of X class students. Urban students have more multiple intelligence than the rural students. The administrators has to provide facilities to the rural students.

Management also has high influence on the multiple intelligence of X class students. Aided school students have more multiple intelligence than the private school students.

The administrators to provide facilities for private school students.

Teachers should motivate the students to can improve their skills.

School teachers and authority should maintain good human relations with the students to develop society adjustment efficiency among them.

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