

# MULTIPLE INTELLIGENCE AND PSYCHOSOCIAL ADJUSTMENT OF HIGHER SECONDARY LEARNERS

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## ABSTRACT

Gardner's multiple intelligences are many ways of showing intelligences. Gardner discussed seven basic intelligences in Frames of mind (1983) added an eight and discussed possibility of ninth one after few years (Gardner, 1999). Psychosocial adjustment includes an individual's adjustment to one's own self and his adjustment with the pacing world around him. If the multiple ways of learning via different memory systems in brain are used properly it will lead to a perfect child developed in totality with good psychosocial adjustment. The present paper is a research oriented paper highlighting the correlation between multiple intelligence and psychosocial adjustment of higher secondary learners. The paper further elaborates on how the education of a child is for nurturing the intelligences and psychosocial adjustment among learners.

**Key Words: Multiple Intelligence, Psychosocial Adjustment, spiritual intelligence**

## Introduction

Education is a sentient and dignified process where one personality leaves impressions on another for the modification of the developments of the other via communication and manipulation of knowledge. Gardner's multiple intelligences are many ways of showing intelligences. It is the "Ability or set of abilities that allow a person to solve a problem that is valued in one or more culture." (Gardner, 1983). Gardner discussed seven basic intelligences in Frames of mind (1983) added an eight and discussed possibility of ninth one after few years (Gardner, 1999). He later on added one more into the kitty. Gardner's pluralistic view of intelligence identifies ten types of intelligences which develop autonomously to cater individual needs based on environment and heredity (Gardner, 2001). His recent researches indicate there are eleven distinct forms of intelligences "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment" (Good, 1954). Psychosocial adjustment includes an individual's adjustment to one's own self and his adjustment with the pacing world around him. One's adjustment exemplifies itself in the characteristic behavior he showcases.

## Significance of the study

A harmonious existence of once psychic forces, his social interactions and intellectual level is very essential for overall development. Modern social processes create desirable and undesirable development in social structure and effect individuals. Educator's pay much attention to intellectual capacities that help to acquire some academic skills but its extreme necessity that individual is psychosocially adjusted while he is a

learner. If the multiple ways of learning via different memory systems in brain are used properly it will lead to a perfect child developed in totality with good psychosocial adjustment. Such a child would be having a vast world vision and love for humanity. The poor adjustment at home, community and school lead a student to perversion. An educator is concerned with behavioral adjustment of learners in classrooms. In the present study the investigator desires to know the correlation of selected components of multiple intelligences on psychosocial adjustment of higher secondary learners. Study will help teachers rectify the adjustments problems of higher secondary learners. Investigator is of the view that findings would help concrete the view point of Psychosocial adjustment and Multiple Intelligence being in tandem for the development of a child into a healthy adult

## STATEMENT OF THE PROBLEM

The present study is entitled by the investigator as “A correlational study on certain selected components of Multiple Intelligence and certain psychosocial adjustment variables of higher secondary learners of Kottayam district.”

## OPERATIONAL DEFINITIONS OF TERMS

### 1. Certain select components of Multiple Intelligence

Is a combination of a set of independent intelligences that grows and develops differently in different people, depending upon their hereditary characteristics or environment experiences. Mainly there are eight basic intelligences they are Verbal/Linguistic, Logical/Mathematical, Musical/rhythmic, Visual/Spatial, Interpersonal, Bodily/Kinesthetic, Intrapersonal, Naturalistic intelligence. (Gardner, 1983).

Some have been added later on them being Existential/ Spiritual and Moral intelligences. Intelligences like Olfactory, Tactile & Auditory are being studied upon. (Gardner, 2010).

In this study investigator uses eight multiple intelligences proposed by Howard Gardner, they being, Logical/Mathematical, Intrapersonal, Interpersonal, Visual/Spatial, Verbal/linguistic, Bodily/kinesthetic and Spiritual intelligences.

### 2. Psychosocial adjustment

Psychosocial adjustment includes psychological adjustment and social adjustment. Social adjustment includes four subsets viz. social skills, family relations, school relations and community relations. Psychological adjustment includes developing good temper, attitude, interest and memory. (Aggarwal, 2007). Psychosocial adjustment is totality of scores obtained for both psychological and social adjustment.

### 3. Higher secondary learners

Refer to learners in standards XI & XII of Kerala.

## OBJECTIVES OF THE STUDY

1. To find out the relationship between certain select components of Multiple Intelligence and psychosocial adjustment of higher secondary learners.

## HYPOTHESES OF THE STUDY

**H<sub>1</sub>:** There is significant relationship between certain select components of Multiple Intelligence (in total) and psychosocial adjustment of higher secondary Learners

**H<sub>2</sub>:** There is significant relationship between psychosocial adjustment and certain select components of multiple intelligence of higher secondary learner

### **METHOD ADOPTED FOR THE STUDY**

The present study was a descriptive survey study

#### **Sample :**

. The data were collected from a sample of 450 higher secondary school learners, including both male and female by using inventories for multiple intelligences and psychosocial adjustment. 'Random Sampling' method was used to collect the required data for the study.

### **TOOLS USED IN THE STUDY**

The tools used in the present study are,

**Multiple Intelligence Inventory (MII)** It enables the investigator to record the verbal/ Linguistic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence, Interpersonal intelligence, Bodily/Kinesthetic intelligence, Visual/ Spatial intelligence, and Spiritual intelligence of higher secondary school learners. MII had a total of 56 items with maximum score of 280 and minimum of 56 scored based on likert five point scale.

**Psychosocial Adjustment Inventory (PAI)** Social adjustment included four subsets viz. social skills, Family relations, school relations and community relations.

Psychological adjustment includes developing good temper, attitude, interest and memory. Psychosocial adjustment is totality of scores obtained for both psychological and social adjustment. The tool had forty items. maximum score possible being 200 and minimum being 40 scored in five point likert scale.

### **STATISTICAL TECHNIQUES USED**

t-test and product moment correlation

## DATA ANALYSIS

### ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective is to find out the relationship between certain select components of Multiple Intelligence and psychosocial adjustment of higher secondary learners. In order to find out the relationship between certain selected components of Multiple Intelligence and psychosocial adjustment the following research hypothesis was formulated.

#### Hypothesis 1

Ho There is no significant relationship between certain selected components of Multiple Intelligence and psychosocial adjustment of higher secondary learners.

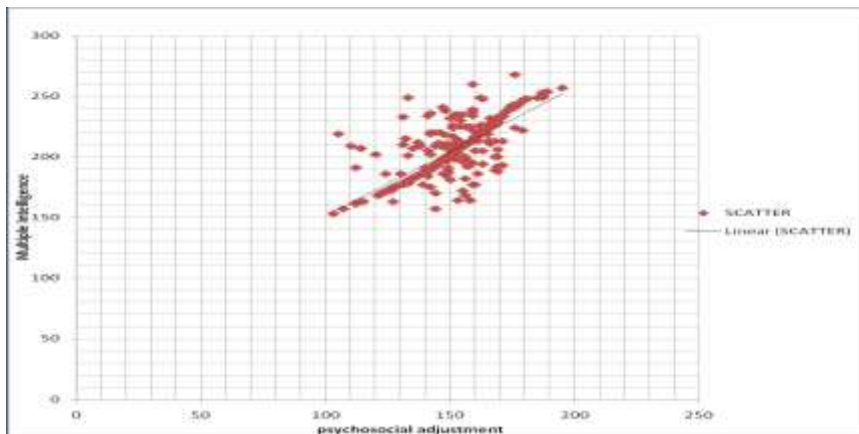
Ha There is significant relationship between certain selected components of Multiple Intelligence and psychosocial adjustment of higher secondary learners.

**Table 1**

**Number (N), t-value, Product moment correlation (r) and  $t_r$ -value of distribution of scores on certain selected components of Multiple Intelligence and psychosocial adjustment of higher secondary learners.**

Variables	N	r	t-value	$t_r$ -value	Result
Psychosocial adjustment					
Certain select components of Multiple. Intelligence	450	0.44	10.34	10.51	Significant at 0.01 level

**Fig1: Scatter plot on certain selected components of Multiple Intelligence and psychosocial adjustment of higher secondary learners**



## INTERPRETATION

From the above table and scatter plot diagram it was observed that calculated t-value 10.34 is greater than that of theoretical value 2.58 set at the 0.01 level of significance. The r-value 0.44 and tr value 10.51 shows that there is positive, moderate, substantial and significant correlation between variables at 0.01 level of significance. Hence the null hypothesis was rejected and alternate hypothesis titled 'there is significant relationship between certain select components of Multiple Intelligence and psychosocial adjustment of higher secondary learners' was accepted.

## ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective is to find out the relationship between psychosocial adjustment and select components of multiple intelligence of higher secondary learners for which the following hypothesis were formulated

**Ho:** There is no significant relationship between psychosocial adjustment and certain select components of multiple intelligence of higher secondary learners

**Ha:** There is significant relationship between psychosocial adjustment and select components of multiple intelligence of higher secondary learners

**Table 2**

product moment correlation (r), t-value and  $t_r$ -value of distribution of scores on psychosocial adjustment and certain select Multiple intelligence of 450 higher secondary learners.

Variables	r	t-value	$t_r$ -value
Psychosocial adjustment			
Logical/ Mathematical Intelligence	0.32	7.20	7.23
verbal/ Linguistic intelligence	0.42	9.69	9.91
Bodily/Kinesthetic intelligence	0.12	2.78	2.84
Intrapersonal intelligence	0.39	9.23	6.88
Interpersonal intelligence	0.31	6.88	6.88
Visual/Spatial intelligence	0.25	5.54	5.72
Spiritual intelligence	0.20	4.37	4.52

### INTERPRETATION

From the above table its found that the t values and  $t_r$  values are well above the theoretical value of 2.58 at 0.01 level of significance. The r value and  $t_r$  values show a significant correlation between the variables included hence the null hypothesis is rejected and alternate hypothesis ‘There is significant relationship between psychosocial adjustment and select components of multiple intelligence of higher secondary learners’ is accepted

## EDUCATIONAL IMPLICATIONS

The major educational implications of the study are summarized below

Psychosocial adjustment of higher secondary learners needs to be improved in school. A proper channelization of student capacity needs to be the main criteria in schools. Maladjusted defective behaviors should be curtailed with proper intervention. ( Gurubasappa, 2005).

Good counseling and guidance programs must be organized in school to deal with maladjusted behaviors. At least one trained teacher- psychologist must be appointed in every school. A social forum must be organized at least every month to hear from learners their worries and to adopt necessary measures.

Multiple Intelligence are there within every Individual. A proper interest on every intelligence can only cater them. It must be made compulsory to include at least three intelligences into a classroom within a period of 40 minutes. Intelligences in excess should be catered to zenith and others must be increased to an average level at least.

The teachers must adopt multiple ways of teaching strategies to impart knowledge. The practical methods should be of use to the student's community of Kerala. A better adjusted society is a future asset. Individualization of education to maximum extent with minimum effort must be our motto.

## CONCLUSION

Multiple intelligences cannot unravel itself without proper psychosocial adjustment. In the framework of curriculum, educators must care about imparting best knowledge without overloading the child's curriculum with curricular objectives. ( Christison, 1999). The study found out a significant relationship between certain selected components of Multiple Intelligence and psychosocial adjustment. Child's mind and future must be given utmost importance holding tightly upon the ethical values. Proper psychosocial adjustment in society, school, community and home can only maximize student capacity. Every educators, teachers curriculum framers, community members family members, parents must work for same cause to build a brighter future society.

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