A STUDY OF MULTIPLE INTELLIGENCE LEVELS OF SECONDARY SCHOOL STUDENTS

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Abstract

The purpose of this study was to gain understanding of how children learn when they are engaged in child initiated, teacher guided activities. Specifically, children's learning processes were documented and interpreted based on how they use their multiple intelligences. At this stage in the research, multiple intelligences refers to Gardner's model of multiple intelligence and his view of how children have many cognitive strengths. Ethnographic methodologies were used to observe, document and interpret children's behaviors and interactions in the classroom

Key Words: Multiple Intelligence, Disorder

Introduction

In the modern society today, one of the greatest compliment that can be paid to a person is to call him 'intelligent'. Intelligence refers to Capacity to learn with speed and accuracy. Capacity to solve problems. Capacity to adjust in the society. Intelligence is the mental capacity or mental energy helps an individual to face the new challenges and problems of life as successfully as possible. Howard Gardner has propounded a unique theory o f intelligence called the "Theory of Multiple -Intelligence." He asserted that human intelligence can be better described as a set of individuals multiple abilities, talents as mental skill related to a multiple number of domains of knowledge in a particular cultural setting. This theory acknowledges that while all the students verbally or mathematically gifted, children may have an expertise in other areas such as musical, spatial relations or interpersonal knowledge.

It is very important for students' self-esteem that they find their strengths and that they know how to use them. It is therefore important for teachers to know how to work with the different intelligences and be able to use various teaching methods. The activities have to be appealing and suitable for the students and it is good to work with different intelligences together in order to get the students to develop the intelligences that they are weaker in. Understanding the numerous ways that children acquire knowledge enables teachers

to use a variety of strategies to reach children with different types of intelligence (Campbell 2008: 187). Gardner says that our schools and culture focus most of their attention on the Linguistic and Logical-Mathematical intelligences (Fasko 2001:126). We value the highly communicative and logical people of our culture. However, Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. In fact many of these students are labeled learning disabled or "ADD" (attention deficit disorder) because they don't function in the typical classroom environment. Therefore the theory of Multiple Intelligences offers a major transformation in the way that schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection and much more (Armstrong 2000, January 15). Teachers should build up their lessons in a way which engages all or most of the intelligences. When focusing on the students' needs, it optimizes learning for the whole class. Teachers who use the Multiple Intelligence theory see the benefits such as active learners and successful students (Nolan 2003:119). Gardner suggests that almost everyone has the ability to develop all eight intelligences if they are given appropriate encouragement, enrichment and instructions (Armstrong 2000:9).

Traditionally, educators and teachers have been concerned with assessing what children learn instead of focusing on how children learn. Focusing on how children learn gives the child a comprehensive approach to teaching and learning. By taking the time to investigate how children learn, we as educators are forced "to examine our values about people, learning and education" (Guila, 1997). Children are actively involved in their learning and they work closely with their peers and teachers to make decisions and solve problems. For decades early in this century, research was based on the assumption that an infant's mind was a blank slate and how new experiences shaped the child's development (National Academy of Science, 2000). Challenges to this idea of tabula rasa led some psychologists to explore other perspectives and theories of development. For example, Piaget focused on a child's cognitive and intellectual development while Elinor Gibson focused on a child's perceptual development. Although these theories were different, they shared the view that children were "active learners who are able to set goals, plan and revise" (National Academy of Science, 2000). With new and improved methodologies, researchers found that children were active learners

in their conceptual development. (National Academy of Science, 2000). The idea of children being active learners was also emphasized by Vygotsky. Vygotsky focused on the social context of development and the role of the social environment as an important component in the development of the child.

Purpose of the Study:

The purpose of this study was to gain understanding of how children learn when they are engaged in child initiated, teacher guided activities. Specifically, children's learning processes were documented and interpreted based on how children used their multiple intelligences in the learning process.

Objectives of the study

- To determine the significant difference in multiple intelligence levels of Government and Private school students.

- To identify differences in multiple intelligence levels in different areas among boys and girl students.

Hypotheses of the study

- There is significant difference between multiple intelligence level of eight class students in Government and Private Schools.

- There is significant difference between multiple intelligence levels of Government school boys and Government school girls.

- There is significant difference between multiple intelligence levels of Private school girls and Private school boys.

- There is significant difference between multiple intelligence levels of Government school girls and Private school girls.

- There is significant difference between multiple intelligence level of Government school boys and Private school boys.

- There is significant difference in the different areas of multiple intelligence level of eight class (students) boys and girls.

Research design

The survey method is chosen for the present research.

For the selection of sample the researcher adopted stratified random sampling method.

Population of the study

To collect the relevant data needed for the study, the researcher considered students studying in VIII class in the high schools of Rangareddy district

Sample of the study: The sample is the representation of a population. The appropriate sampling technique helps to draw representation of a population. The sample selected from the population of 8th class students studying in Secondary schools following the random sampling method.

 The simple random sample technique was used in the present study to select the sample of 100 students from different High Schools drawn randomly from Rangareddy district of Telangana. In this the Participants in the study are 100 students of ninth class were selected by simple random sampling technique from Government school and Private school in Rangareddy.

Tools and techniques used for data collection

A standardized questionnaire was used for knowing the multiple intelligence level of ninth class students Government and private schools. The tool used was prepared by **Terri and Nokelainen**

Procedure of data collection

The sample was drawn from secondary schools of Rangareddy district. The sample of the study is large enough for investigation; it consists of different schools of Rangareddy district consisting of government and private schools. The researcher visited to the schools and collected the data.

This work was undertaken with real-world constraints, especially institutional settings that were not always supportive. Despite such constraints, the study considered here helped increase the under-served researchers' access to more challenging work. The procedure for data collection commenced with the identification of schools where the researcher wished to carry out the study. The study was executed in the schools with a similar locality to have a homogenous group with respect to school infrastructure. Ten schools were approached for the permission to conduct the study, out of which four schools granted approval. All the information related to the study was explained to concerned authority i.e. the topic, the objectives, the sample size needed for the study. They were also assured of data confidentiality. A total 100 students were part of this research.

Procedure of data analysis

The data was collected through the use of research tool, the data was edited, classified and tabulated for further use before analysis and interpretation of data to get the simplification and to make conclusions. The variables were taken for analysis individually and later these aspects were tested for their significant difference. The statistical techniques were used -Mean, Standard Deviation, t-test and Percentage.

Major findings of the study

- There is no significant difference between multiple intelligence level of eight class students in Government school boys and Government school girls.

- There is no significant difference between multiple intelligence level of eight class students in Private school girls and Private school boys.

- The students multiple intelligences differ in terms of gender. In the present study females did better than male's .girls is having more multiple intelligence levels than boys.

- There is no significant difference between multiple intelligence level of eight class students in Government and Private Schools.

Discussion of Results

In the above findings showing the level of multiple intelligence of ninth class students in different schools. It reveals that the level of multiple intelligence showing no significant difference in government and private school children, that is in between and among the students in different managements. But there is little difference in level of multiple intelligence in gender wise that is it is showing the girls are showing more multiple intelligence level to compare to boys.

Educational Implications

- Multiple intelligence theory based programmes have been initiated to make opportunities for students across a range of intelligences (exploration).

- MI-based programmes give students intense opportunities in areas of strengths. (Talent development).

- Individualized or personalized education   by more addressing student's intellectual strengths.

- The project on schools using multiple intelligences theory (project SUMIT) documented how Multiple intelligences was used in schools to improve student's educational experiences, particularly for students in special education.

- The MI Theory answers many questions for experienced teachers to understand those students who were bright, but didn't excel in test. Gardner's claim that there are several different kinds of intelligence gave them a way of beginning to understand those students, to look at what they could do well ,instead of what they could not do.

Conclusions

Schools have often sought to help students develop a sense of accomplishment and self confidence. Gardner's Multiple intelligences provide theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as musical, spatial relations, or other interpersonal knowledge. Educator should recognize and teach to a broader range of talents and skills.

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