

A Study of “Multiple Intelligence” among the Student of Higher Primary Level

Abstract

Multiple Intelligence test is a new technique in the field of education which provide ways for a variety of minds to gain and access knowledge. Education is the process of human enlightenment and empowerment for achievement of a higher quality of life. The present work is the study of multiple intelligence technology and its implementation on groups of students of higher primary level. It has been observed that students of higher primary level. It has been observed that students were taught the lesson according to their multiple in regular classes and it showed better results than he traditional methods.

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Introduction

Education is the process of human enlightenment and empowerment for achievement of a higher quality of life. It is a crucial plank in the process of process of development on any nation. Education is a continuous process which provides the every educated person. Swami vivekanand also said “We need the Education which builds the men independent and self sufficient.” This is only possible through training given by parents, teachers, institute, etc to the child. Presently” formal schooling” is implemented in our country in mass to educate the students or individuals. Education is the backbone of the nation. There are many new methodologies implemented in Chhattisgarh state for development the education system . Technology is one of them. Technology is one of them. Technology does not necessarily improve education platform for the studies possible, if we use it to capitalize on our new understanding of how the human mind works. Multiple Intelligence test is a new technique in the field of education which provide ways for a variety of minds to gain and access knowledge.

The present work is the study of multiple intelligence technology and its implementation on groups of students of higher primary level. It has been observed that students of higher primary level. It has been observed that students were taught the lesson according to their multiple in regular classes and it showed better results than he traditional methods.

Intelligence

Intelligence is the capacity in the individual to adjust new and different environment.

Intelligence is the ability to learn (Buckingham).

It is the ability to learn or to learn or to profile by experience. (Dearborn)

Types of Intelligence

1. Abstract Intelligence ,
2. Concrete Intelligence,
3. Social Intelligence.

Multiple Intelligence

Multiple Intelligence theory says that all human beings possess at least eight forms of intelligence. They are what make us human, cognitively speaking. But because of genetic variations and the accidents of experiences, no two of us have the same blend or combination of intelligence. Teachers and educators must take advantages of this multiply of the student’s intelligence so that all students have the chance to learn and to demonstrate what they have learned, not just those who happen to be gifted with words and numbers.

Types of Multiple Intelligence

1. Moral,
2. Linguistic,

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3. Logical Mathematical,
4. Visual spatial,
5. Musical,
6. Bodily Kinesthetic,
7. Interpersonal,
8. Naturalistic,
9. Existential,
10. Moral

Educational Importance of the Study

1. The School may receive required help from the study to improve the achievement of the students.
2. By this study, teachers and parents will understand their children and they will be treated with more affection rather than harshness.
3. Study will provide the new teaching methodology for teachers and educators.
4. The administration and management will be able to solve their problems and maintain the desired standard standard of the school.

Statement of Problem

A Study of "Multiple Intelligence" among the Student of Higher Primary Level.

Multiple Intelligence

There are 10 types of multiple intelligence (Howard Gardner). They are Moral, Linguistic, Logical Mathematical, Visual spatial, Musical, Bodily Kinesthetic, Interpersonal, Naturalistic, Existential, Moral Intelligence. As per the time provided for this study out of ten types, two types, visual-spatial and bodily-kinesthetic intelligences were selected for experimental methods.

Students

In the present study students means education given to the students of class 6th, 7th & 8th in the Government Hindi Medium School.

Objective of the Study

1. To compare the level of all five types of multiple intelligence among the students of higher primary level.
2. To categorize the students of higher primary level on the of assessment of visual-spatial and bodily-kinesthetic intelligence.

Hypothesis of the study

1. There will be differences in the compare the level of all five types of multiple intelligence among the students of higher primary level.

2. There will be maximum number of the students in visual-spatial and bodily-kinesthetic intelligence.

Area and limitation of the Study

1. The present study is the study of multiple intelligence of the students of class 7th.
2. Our 10 types of intelligence, five types of multiple intelligence tests studied among the students.
3. The school selected for the study are the Hindi medium schools run by the Govt.of Chhattisgarh.
4. The group will be formed for two types of intelligence, visual-spatial and bodily-kinesthetic.
5. There will be 120 students of class 7th for this study.
6. The area of the study is under the Dist.Raipur, City-Raipur.

Sampling Design and Methods

Independent Variable

Multiple Intelligence as Independent Variable.

Dependent Variable

Achievement in science as Dependent Variable.

Sampling Design and Methods

Purposive sampling method was used by the researcher in the study. The present dissertation is aimed "To Study the "Multiple Intelligence" Among The Student of Higher Primary Level" so the researcher have chosen the sample by purposive sample method in which 120 students of class 7th Govt. Abhyas shala, shanker nagar, school are selected and the degree of their multiple intelligence.

Research Tools of the study

Multiple Intelligence Tests

The test consists total 60 questions for all five intelligences for the present study.

Achievement Test of Science

In the present study, self made objective type pre and post tests have been implemented. Each test consists of 50 questions of multiple choices for the science subject as the science subject is chosen for the research study.

Tabulation of the Data

"Tabulation involves the orderly and systematic presentation of numerical data in a form designed to elucidate the problem under consideration."

Table 1.1

Results of Means of Pre and Tests of Achievement

Test Administrated	Experimental Group A	Experimental Group B	Controlled Group C1	Controlled Group C2
Pre Test	7.75	6.15	7.12	7
Post Test	13.566	13.900	10.8	8.9

Analysis and Interpretation of Data

H1

There will be differences in the compare the level of all five types of multiple intelligence among the students of higher primary level.

Interpretation

In the Present study all five types of multiple intelligence i.e. Visual-spatial, bodily-kinesthetic,musical,linguistic and logical-mathematical

are found in each student but the degree of the types of intelligence differs from one student to other. Out of 120 students none of the students have the same degree of intelligence a

So, the **hypothesis 1 is accepted.**

H2

There will be maximum number of the students in visual-spatial and bodily-kinesthetic intelligence.

Table 1.2
Result of Multiple Intelligence Test

Interpretation

S. No.	Types of Multiple Intelligence	Total no. of Students appeared in the Test	No. of Students as per their Highest Degree of Intelligence
1.	Linguistic	120	07
2.	Visual-spatial	120	45
3.	Bodily-Kinesthetic	120	55
4.	Logical-Mathematical	120	09
5.	Musical	120	04

As Shown in table no. 1.2 Visual-spatial and bodily-kinesthetic types of intelligence are observed more than musical, logical and Linguistic type of intelligence. These two intelligence are very common. Most of the students were found with this type of intelligence. 45 Students were found in visual-spatial category, 55 in bodily-kinesthetic, 4 in musical, 9 in logical-mathematical, and 7 in Linguistic type of intelligence. The result shown in the given table.

Therefore, hypothesis 2 is accepted

Conclusions and Suggestions

1. All the students possess more than one type of intelligence.
2. The degree of types of intelligence in each student differs remarkably.

3. The high level of visual-spatial type of intelligence is found in most of the students.
4. The level of musical intelligence is low among the students.
5. Student's achievements is directly related to their intelligence.
6. Teaching methodology affects the achievement of the students.
7. Teacher should be careful while checking the degree of multiple intelligence.
8. The teacher should know the importance of multiple intelligence.

Topics for Further Research

1. To study Multiple Intelligence in slow learners.
2. To study Multiple Intelligence among private and Government school teachers.
3. To study the teaching methods in private and Government schools with respect to Multiple Intelligence.

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