UNDERSTANDING OF MULTIPLE INTELLIGENCE OF IXTH STANDARD GOVERNMENT SCHOOL STUDENTS

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Abstract

Multiple Intelligences (MI) Theory is an amazing approach toward learning. The first scientist who proposed this idea was Gardner who suggested that "the traditional notion of intelligence as measured by IQ testing is far too limited and there are not just two ways to be intelligent, but many ways" (1983, p.51). Based on Gardner's theory people vary according to their different aspects of their intelligence and learning. One issue which makes people different from each other is related to their intelligence preferences (Ehrman, 2003). The sample comprised of 200 9th grade government school students. Adopted Multiple Intelligence Inventory developed by Howard Gardner (1983) was used know the levels of Multiple Intelligence 9th grade government school students. The results revealed that there was no significant difference between 9th grade government school students in their Multiple Intelligence on the basis of gender, age, habitation mother's qualification, father's qualification and income of the family.

Keywords: Multiple Intelligence, amazing, theory, measured, preference.

I. INTRODUCTION

At its most basic, the Theory of Multiple Intelligences tells us there is more than one type of 'smart.' This way of thinking about education was put forward by a pedagogical specialist named Howard Gardner in 1983. There are number of different intelligences can range from seven to nine, depending on one reads. Between now and the end of this USAT season, we will use the time to explore the different sorts of intelligences, how we address them in our program, and ways to engage these different types of learners. Every individual has all of these intelligences since it is a part of our species definition, and that because of our genetics and environment each one of us has a unique profile of intelligences. This means that even identical twins do not share the same intelligences because of the different experiences that they have. We teach each human being so that he or she can learn the best and how we assess each person so he or she can show what they have understood and what they haven't. When there is an important idea whether it comes out of history or mathematics or the arts or politics, we can't just present it once, we have to present it in many ways and many times. The more different ways in which we present ideas, the more intelligences that we can

activate, the more likely there is that the person will really understand the idea, the topic, the theory that we are talking about.

II.   SIGNIFICANCE OF THE STUDY

As it is said that the "destiny of our country is being made in the classroom" (Kothari Commission, 1964-66). The students are the future citizen. They are the leaders, officers and social workers. So they must have sound Multiple Intelligence. The prospective citizens are at the threshold of entering in their career. It is extremely desirable that they achieve fairly multiple intelligence and high achievement in all subjects which are important for their day to day life.

III.   STATEMENT OF THE PROBLEM

Understanding of Multiple Intelligence of IXth Grade Government School Students

IV.   OPERATIONAL DEFINITIONS

Understanding: the ability to understand something; comprehension.

Multiple: a number that may be divided by another a certain number of times without a remainder.

 Intelligence: the ability to acquire and apply knowledge and skills.

Multiple Intelligence: differentiation of human intelligence into specific 'modalities', rather than seeing intelligence as dominated by a single general ability .

 9th Grade: a student in their ninth year at school

 Govt.: It is the system by which a nation, state or community is governed.

Student: a person who is studying at a university or other place of higher education.

School: School is an institution for educating children.

V.   OBJECTIVES OF THE STUDY

i.   To find the level of significance between boys and girls of 9th grade in their Multiple Intelligence.

ii.   To find the level of significance between rural and urban students of 9th grade in their Multiple Intelligence.

iii. To find the level of significance between the boys and girls in their Multiple Intelligence of 13 years old.

iv. To find the level of significance between the boys and girls in their Multiple Intelligence of 14 years old.

v. To find the level of significance between the boys and girls in their Multiple Intelligence of 15 years old.

vi. To find the level of significance between the Multiple Intelligence of the students whose mothers are pre-metric and post matric.

vii. To find the level of significance between the Multiple Intelligence of the students whose fathers are pre-metric and post matric.

viii. To find the level of significance between high income and low income group students of 9th grade in their Multiple Intelligence

VI. TOOL USED

Adopted Multiple Intelligence Inventory developed by Howard Gardner (1983)

VII. METHOD USED

The investigator has used survey method for the present study.

VIII. POPULATION OF THE STUDY

The population selected for the study is 9th grade students of government schools of Bihar.

IX. SAMPLE

The sample consists of 200 9th standard students were randomly chosen from four schools of Patna.

X. TECHNIQUES USED

i . Mean

ii. Standard Deviation

iii. 't' Test

XI. DELIMITATIONS OF THE STUDY

i. The researcher has taken the sample from Patna district.

ii. Only 200 students are taken as sample.

iii. The present study has been limited only to government schools.

iv. The present study has been limited only to IX standard students.

XII. NULL HYPOTHESES

i. There is no significant difference between boys and girls of 9th grade in their Multiple Intelligence.

ii. There is no significant difference between rural and urban students of 9th grade in their Multiple Intelligence.

iii. There is no significant difference between the boys and girls in their Multiple Intelligence of 13 years old.

iv. There is no significant difference between the boys and girls in their Multiple Intelligence of 14 years old.

v. There is no significant difference between the boys and girls in their Multiple Intelligence of 15 years old.

vi. There is no significant difference between the Multiple Intelligence of the students whose mothers are pre-metric and post-matric.

vii. There is no significant difference between the Multiple Intelligence of the students whose fathers are pre-metric and post-matric.

viii. There is no significant difference between high and low income group students of 9th grade in their Multiple Intelligence.

Null Hypothesis – 1

There is no significant difference between boys and girls of 9th grade in their Multiple Intelligence.

Table – 1 Gender wise 9th grade Multiple Intelligence of Government School students

Gender	N	Mean	SD	t-value	Remarks
Boys		179.04	18.15		
	98			0.88	**NS**
Girls	102	176.79	17.61		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 1** that the t-value is 0.88 which is less than the table value of 1.96 at 5 % level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between boys and girls of 9th grade in their Multiple Intelligence.

Null Hypothesis – 2

There is no significant difference between rural and urban students of 9th grade in their Multiple Intelligence.

Table – 2 Locality wise 9th grade Multiple Intelligence of Government School Students

Locality	N	Mean	SD	t-value	Remarks
Rural	151	176.91	18.50		NS
Urban	49	180.91	15.55	1.49	

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 2** that the t-value is 1.49 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between rural and urban students of 9th grade in their Multiple Intelligence.

Null Hypothesis – 3

There is no significant difference between the boys and girls in their Multiple Intelligence of 13 years old.

Table – 3 Age wise 9th grade Multiple Intelligence of Government School Students

13 years Age	N	Mean	SD	t-value	Remarks
Boys	25	179.16	21.62		NS
Girls	30	175.20	16.05	0.75	

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from above the above **table 3** that the t-value is 0.75 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between the boys and girls in their Multiple Intelligence of 13 years old.

Null Hypothesis – 4

There is no significant difference between the boys and girls in their Multiple Intelligence of 14 years old.

Table – 4 Age wise 9th grade Multiple Intelligence of Government School Students

14 years Age	N	Mean	SD	t-value	Remarks
Boys	40	178.72	16.07		NS
Girls	53	176.09	18.82	0.72	

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from above the above **table 4** that the t-value is 0.72 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means,

therefore, there is no significant difference between the boys and girls in their Multiple Intelligence of 14 years old.

Null Hypothesis – 5

There is no significant difference between the boys and girls in their Multiple Intelligence of 15 years old.

Table – 5 Age wise 9th grade Multiple Intelligence of Government School Students

15 years Age	N	Mean	SD	t-value	Remarks
Boys	33	179.33	18.27		NS
Girls	19	181.26	16.07	0.39	

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from above the above **table 5** that the t-value is 0.39 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between the boys and girls in their Multiple Intelligence of 15 years old.

Null Hypothesis – 6

There is no significant difference between the Multiple Intelligence of the students whose mothers are pre-metric and post-matric.

Table – 6 Mother's Qualification wise 9th grade Multiple Intelligence of Government School Students

Qualification	N	Mean	SD	t-value	Remarks
Pre Matric	96	179.68	17.78		NS
Post Matric	104	176.24	17.88	1.36	

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 6** that the t-value is 1.36 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between the Multiple Intelligence of the students whose mothers are pre-metric and post-matric.

Null Hypothesis – 7

There is no significant difference between the Multiple Intelligence of the students whose fathers are pre-metric and post-matric.

Table – 7 Father's Qualification wise 9th grade Multiple Intelligence of Government School Students

Qualification	N	Mean	SD	t-value	Remarks
Pre Matric	45	179.80	19.85		NS
Post Matric	155	177.34	17.28	0.75	

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 7** that the t-value is 0.75 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between the Multiple Intelligence of the students whose fathers are pre-metric and post-matric..

Null Hypothesis – 8

There is no significant difference between high and low income group students of 9th grade in their Multiple Intelligence.

Table – 8 Income wise 9th grade Multiple Intelligence of Government School Students

Income	N	Mean	SD	t-value	Remarks
Less than 60,000	154	178.38	17.98		
				0.71	
More than 60,000	46	176.26	17.58		NS

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 8** that the t-value is 0.71 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is no significant difference between high and low income group students of 9th grade in their Multiple Intelligence.

XIII. CONCLUSION

There are several ways in which a teacher can accommodate every learning style by doing simple things in the classroom. Examples of this would be a certain seating arrangement or even just changing all the time to reach each students style. Knowing and learning styles might be one of the most important things to learn from your students at the beginning of each school year. There are several tests out there that can help with this, but know each style is also important. Knowing your own learning intelligence as a teacher will also help you and

is important. This allows you to know in which way you will best be able to absorb information that is important in our teaching. Multiple intelligences are a vital part of any teacher's lesson plans and are especially necessary in the ever-changing diversities of the schools. Learning styles will bring out the strengths and weaknesses. We might also be able to curve discipline problems by reaching a student in a different way. One that will make more sense to them and more enjoyable. We can include all of the intelligences in lessons to accommodate all of the students' different learning styles at once. By reaching each students intelligence we can assume that a student will perform better which, could mean students retaining more important information.

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