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ASSESSMENT OF MULTIPLE INTELLIGENCE AMONG YOUNG ADOLESCENTS 12-14 YEARS

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ABSTRACT

This theory is the backbone of smart learning. Using specific intelligence for specific skills makes the learner productive. It gets different parts of our brain to function. The theory of multiple intelligences states that the traditional way of learning binds you. The ways of learning with traditional methods are limited. If someone is strong in one area, it might be possible that this person is good at another skill. This theory helps you to find that skill. The present study was conducted with the aim of assessing the multiple intelligence area wise levels among young adolescents and to study the intelligence of differences in the levels. For this, respondents from rural area of mahendergarh district of Haryana state were selected. The total sample consisted of 200 respondents, in the age group of 12-14 years. The results of the investigation revealed that majority of the respondents were found to be having average levels of intelligence for all the nine components of multiple intelligence.

Key Words: Multiple Intelligence Levels Standardized Tool Assessment area wise Differences Mean Scores Above Average Scores

1. INTRODUCTION

Gardner claims that all human beings have Multiple Intelligences (MI). They are independent of each other. How do they exist in human beings, especially children? To study this, profiles of persons require to be assessed. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences. His assumptions were based on brain-injured patients. He stated that these intelligences are situated in the different areas of human brain and can either work independently or together. He could not definitely state locations about some of these intelligences. As brain has uniform structure, all individuals are expected to acquire all the nine intelligences. He also believes that these intelligences exist in individuals in different amount. Thus, each individual has a exceptional composition of these intelligences. Students learn in ways that are identifiably unique. The broad spectrum of students and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

Shaikh (2007) conducted a study on course preferences of the secondary school students on the basis of their type of intelligence. Findings suggest that a significant difference in the linguistic intelligence, bodily/kinesthetic and naturalist intelligence of different school types was found. ICSE (Indian certificate of secondary education) students had more linguistic intelligence than SSC (senior secondary certificate) and CBSE (central board of school education) School. A significant difference observed in linguistic intelligence, bodily/kinesthetic, Musical, interpersonal and intrapersonal intelligences of secondary school students on the basis of gender. Yang (2008) supported the fact that multiple intelligences could not only provide teachers with more choices in teaching and assessment methods, but also allow students to demonstrate what they have learned in many different ways. Another research motivation, then, is to use multiple intelligences teaching as a means for college students to explore their intelligence strengths. Since the diverse style of learning proposed by multiple intelligences theory can expose the strengths and weaknesses of students, it helps the instructors understand each student better and provide specific support where necessary. The third research motivation is to assist students in excelling in their areas of strength and to study the learning difference. Seefchak (2008) proposed the fact that teachers should first evaluate their own intelligence before carrying out multiple intelligences teaching, and use their dominant intelligence in planning materials and lesson plans. They should also keep track of student performances with observations and written records. This can help to assess each student's intelligence and provide support accordingly. Gardner thought physics, biology, humans, products, self-understanding and understanding of the world are very important educational objectives. Therefore teachers should make clear the lesson's key points and contents and teach with practical and interesting material to enrich the lessons and reinforce learning. Lastly, there is neither right nor wrong with the multiple intelligences theory itself; the key is to understand and adopt the most beneficial method for students. Bailey et al. (2008) examined the influence of multiple intelligences teaching on the students' growth of multiple intelligences seemed manifestly evident, which coincided with the materials submitted by three students mentioned below considered teaching of multiple intelligences a stimulus for the students' learning ability; deemed that implementation of multiple intelligences teaching can improve students' scores on the

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tests; concluded that teaching of multiple intelligences gives students more tolerance toward learning and more adaptability toward rules and instructions in school. Sternberg (2008) revealed that the assessments of intelligences have become a key issue in the field of education. In our society, a problem with teaching and assessing more broadly is that the kinds of standardized assessments we currently use are quite narrow. Gardner's ideas of multiple intelligences have led a generation of educators to exceed the narrow idea of IQ scores which dominated largely during the entire periods of the 20th century The new theory is considered as a revolution against the stability and unitary perspective of intelligence and created dramatic transformation from the traditional view of intelligence to a more comprehensive one that gives importance to each part of the

OBJECTIVES

To study the association of human ecological variables with multiple intelligence of the young adolescents.

2. MATERIALS AND METHODS

The present study was conducted in Haryana state. Multi stage sampling procedure was followed to have the representative sample. Out of total backward districts of Haryana state one was taken randomly. For rural sample, one block was selected at random from the selected district. From selected block one village having Government High/Senior Secondary Schools and Private High/Senior Secondary Schools was taken purposively.imilarly, for urban sample, one Government High/Senior Secondary Schools and Private High/Senior Secondary School was taken randomly from the selected city.

Selection of respondents- A list of boys students in the age group of 12-14 years was procured from both the selected schools of each area. A sample of 200 young adolescent boys was taken randomly from the list of selected schools of rural and urban areas. Out of 200 adolescent boys 100 from urban and 100 from rural areas were selected randomly. This sample of 100 adolescentboy constituted of 50 boys each from Government and Private Schools.

3. INSTRUMENT OF THE STUDY

The primary data was collected by using questionnaire-cum-interview schedule developed by Kaur, 2006. The tool consisted of nine subscales namely, linguistic, logical mathematical, bodily kinesthetic, visual spatial, interpersonal, intrapersonal, naturalistic and existential intelligences. This tool was selected as it is reliable, its retest reliability coefficients for nine components were in the range of 0.63 to 0.86 and for inter observer reliability coefficients it was ranging from 0.61 to 0.90. Tool is also valid as its content validity ratio was ranging from 0.2 to 0.8 and its cross validity was ranging from 0.02 to 3.49. Scoring pattern used for multiple intelligences is given in Table 1

Analysis of the data- Chi square test of independence was used to measure the degree of association between dependent and independent variables.

4. RESULT AND DISCUSSION

Area wise comparison for the components of multiple intelligence

The significant differences between mean scores of adolescents of rural and urban area was tested by the 'z' test. The table.1 show significance differences in the mean scores of rural and urban area respondents for logical-mathematical intelligence (z=2.77*), bodily kinesthetic intelligence (z=2.73*) and existential intelligences (2.25*).

Table .1 Area wise comparison for the components of multiple intelligence n=200

Sr. No.	Variables	Area				
		Rural(n=100)		Urban (n=100)		Z value
		Mean	S.D	Mean	S.D	
1	Linguistic	19.5	3.88	19.1	4.04	0.76
2	Logical –Mathematical	9.27	2.64	8.32	2.15	2.77*
3	Musical	17.3	4.86	18.1	3.47	1.34
4	Bodily-Kinesthetic	10.7	12.0	3.02	34.9	2.73*
5	Visual-Spatial	18.9	19.4	5.03	4.83	0.70
6	Interpersonal	15.6	16.2	3.57	3.96	1.02
7	Intrapersonal	13.4	14.2	4.04	3.77	1.56
8	Naturalistic	22.8	24.0	22.8	24.0	1.37
9	Existential	18.5	20.3	18.5	20.3	2.25*

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*Significant at 0.05

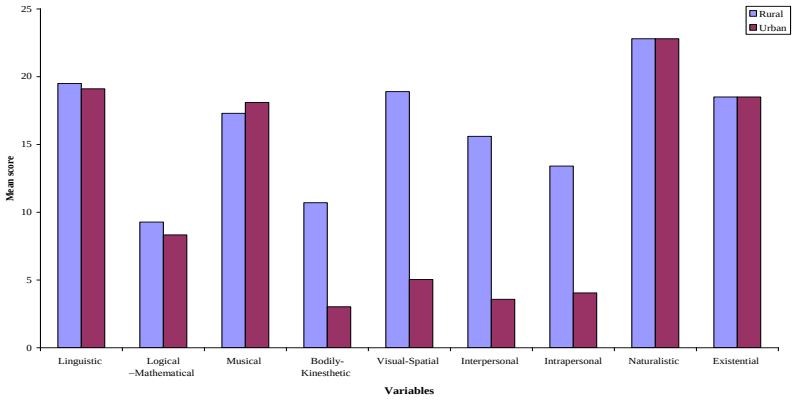

Fig. 1 Area wise comparison for the components of multiple intelligence

5. CONCLUSION

Human intelligence cannot be summarised into one particular division. Everyone has multiple. Hence, Howard Gardner proposed the theory of multiple intelligences. He presented the idea of multiple forms of intelligence. There is no single idea of intelligence, but different, multiple independent bits of intelligence. There are nine types of intelligence. Linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist intelligence are the types of intelligence proposed in the theory of multiple intelligences. These multiple intelligences are crucial for understanding concepts such as creativity and leadership. This theory also helps in planning your career. One should proceed with a career that suits their type of intelligence. This theory is the backbone of intelligent learning. Using specific intelligence for specific skills makes the learner productive.

Although, there have been numerous researches carried out worldwide on Multiple Intelligence, a very few studies have been conducted in India The present investigation has come out with significant association between the multiple intelligence and various human ecological factors. There exist differences in the level of various components of Multiple Intelligences among the respondents on the basis of their cultural settings. It was found that various human ecological factors contribute in the development of Multiple Intelligences of the respondents. There were significant differences on the basis of age, area, school environment, family size, parental education and occupation, caste, monthly family income and relationship with the peers which means that these factors contribute in the enhancement of Multiple Intelligence of the young adolescents.

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