A COMPARATIVE STUDY OF MULTIPLE-INTELLIGENCE OF MALE AND FEMALE D.T.ED STUDENTS IN ADHYAPAK VIDHYALAY

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Present paper deals with the Multiple Intelligence introduced by Dr. Howard Gardner. Dr. Howard Gardner introduced the theory in frames of minds and suggested that each individual possesses at least seven such relatively independent mental abilities of intelligence. Teachers and educators must take advantages of this multiplicity of the student's intelligence so that all students have a chance to learn and to demonstrate what they have learned not just those who happen to be gifted with words and numbers. In the present paper Researcher tried to find out that whether there is difference between Multiple Intelligence of girls and boys of D.T.Ed students as they are somewhat of same age and same intelligent level.

Keywords – the Multiple Intelligence, Linguistic Intelligence, Logical Intelligence, Musical Intelligence, Spatial Intelligence, Naturalistic Intelligence, Intra Personal Intelligence, Bodily Kinesthetic intelligence, Interpersonal intelligence,

Introduction

Today's generation is very knowledgeable. The intelligence is varying from students to students. Now a day's student's intelligence level seems higher than the earlier generations. They are acquiring more knowledge due to the latest technologies available to them. Parents are also playing a major role towards the development of student's intelligence. The way of thinking and learning style is becoming higher than the teachers due to which the teachers are facing many problems as per the increase of their perception ability. Man comes

in this world with wise brain & a generous mind. Earlier I.Q. was considered to be very important & great value was given to such knowledge of one's I.Q. But the modern psychologists have extensively investigated the characteristic of children perception, thinking & concept formation at different ages.

The Theory of Multiple Intelligences suggested by Gardner in the early 1980s as an alternative way to traditional classroom designs that as a need for the variety of ways people learn and understand. Gardner (1983) suggested that learners do not have a single intelligence, but a range of intelligences. His assumption is that all people have these intelligences but in each person one of them is more pronounced. This new view on intelligence differs from the traditional view that usually recognizes only two intelligences. Gardner made a significant contribution to cognitive science by Multiple Intelligences Theory, which builds a learner-based philosophy. With the help of this theory, people can comprehend better how individual differences can be understood, approached and improved in a teaching and learning environment. Armstrong (1987) described about the Multiple Intelligences and suggested ways of helping children to learn more intelligently. He focused the parents and suggested the various techniques and methods to teach children efficiently based on Multiple Intelligence concepts. Munro (1994) examines Multiple Intelligences model of individual ways of learning and its implications for mathematics teaching. The alternative ways that students used were mathematical ideas, management or control mechanisms and related models of learning preferences, ways in which students relate and manipulate ideas for the teaching of mathematics.

Objectives:

1. To study of the Multiple Intelligence of male students in adhyapk Vidhyalay.
2. To study of the Multiple Intelligence of female students in adhyapk Vidhyalay.
3. To compare study of the Multiple Intelligence multi-intelligence of male and female students in Adhyapak Vidhyalay.

Hypothesis:

The following hypothesis have be formulated –

1. There is no difference about linguistic intelligence among male and female students in Adhypak Vidhyalay.
2. There is no difference about musical intelligence among male and female students in Adhypak Vidhyalay.
3. There is no difference about logical-mathematics intelligence among male and female students in Adhypak Vidhyalay.

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4. There is no difference about spatial intelligence among male and female students in Adhypak Vidhyalay.

5. There is no difference about Bodily Kinesthetic intelligence among male and female students in Adhypak Vidhyalay.

6. There is no difference about Intra-personal intelligence among male and female students in Adhypak Vidhyalay.

7. There is no difference about Interpersonal intelligence among male and female students in Adhypak Vidhyalay.

8. There is no difference about Naturalistic intelligence among male and female students in Adhypak Vidhyalay.

Operation Definition:

D.T.Ed (Diploma in Teacher Education)

D.T.Ed is a professional course in which training of teacher education is given. And which is a two years course.

the Multiple Intelligence: Gardner (1983) has proposed that intelligence is not unitary but rather comprises eight Multiple Intelligences: Bodily-Kinesthetic, Interpersonal, Intrapersonal, Verbal-Linguistic, Logical-Mathematical Intelligence, Spatial, Musical and Naturalistic Intelligences. Each of these Intelligences is a distinct module in the brain and operates more or less independently on others.

Linguistic Intelligence: This intelligence as sensitive to the written and spoken language. This intelligence is mainly concerned with the ability to comprehend and compose language efficaciously both orally and in written.

Logical Intelligence: This intelligence is the ability to calculate and comprehend situations or conditions systematically and logically. This intelligence type can be connected with deductive reasoning.

Musical: This type of intelligence is the ability to identify pitch, rhythm, and emotional side of sound. It is exemplified by musicians, singers, composers and people who are interested in music.

Spatial Intelligence: This type of intelligence is described as the ability of perceiving, modifying and creating images. Artists, designers, architects, sculptors have highly this type of intelligence.

Naturalistic Intelligence: This type of intelligence is the ability to identify and classify the nature world around people.

Intra Personal Intelligence: This intelligence requires the ability to have self-knowledge and recognize people's similarities and differences among them. Gardner (1999) adds that it

involves the ability to understand yourself, and to interpret and appreciate your own feelings, emotions, desires, strengths, and motivations.

Bodily Kinesthetic intelligence: This type of intelligence refers to use the body for expression. It is also described as the potential of using body and its parts in mastering problems or creation of products.

Interpersonal intelligence: This intelligence suggests the ability to identify, comprehend and appreciate the emotions, intentions, motivations, desires, and beliefs of other people. Teachers, the rapists, sales persons, political leaders have high interpersonal intelligence. These people prefer cooperative learning, exchanging information, and studying in groups.

Scope of the Study

1. The present study is the study of multiple intelligence of all the students of D.T.Ed colleges in Pimplner city.
2. The present study is related to male and female secondary teachers.
3. The present study is limited for 100 D.T.Ed students in Pimplener City.

Delimitations of the study

1. The study was confined to D.T.Ed colleges in Pimplner City.
2. The study will confined to all medium of D.T.Ed colleges students.
3. Both male and female students will be involved.
4. The number of student will be 100 in all.
5. The study will be confined to Pimplner city only.

Research Methodology:

In the present study, the investigator aimed to compare of multi-intelligence of male and female D.T.Ed Students.

Method Adopted for the study –

The Survey method was found to be most appropriate for the present study.

Population:

D.T.Ed college Male and Female students from the population for the present study.

Sample:

The sample of the study comprised 100 D.T.Ed Students. Two D.T.Ed college students in Pimplner City were randomly selected in Dhule District. The investigator was used lottery method for selection of 50 male and 50 female students. So 100 students were as a sample of the present study.

Tools Used:

The investigator was used **Haward Gardner's** multiple intelligence measurement scale. This standardize Test was used for to find out multiple intelligence among male and female students. In the present test, there were 80 questions related to 8 types of intelligence. Each has 10 questions.

Statistical technique and tools:

The data was collected and anlyzised keeping the objectives in view and the design of the study. Descriptive stastics such as Mean, Mode, Standard Deviation and t-value were worked out to describe the nature of data. In order to find out the perceived influence of multiple-intelligence on male and female students.

Data Analysis and Interpretation:

After collecting data, the investigator analyzed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is a heap of certain facts or observations. Keeping in view the objectives of the study and their corresponding hypothesis, the data was statically processed using appropriate design and technique. Hence, after the data has been collected this must be processed and analyzed to draw proper inferences. Stastics is a good tool in the hands of a research. It can help in attaining some objectives only if one is clear about the theoretical basis of the variables and their relationship. So it is only then one can give meaning and direction to research.

Hypothesis No.01 There is no significant different between male and female students about linguistic intelligence.

	Students	Mean	SD	t-value
Male	50	26	5.28	2.03
Female	50	24	4.56	

In the test score of linguistic intelligence (the Multiple Intelligence), the t-value obtained for t test is 2.3, which is more than the table value 2.03 at 0.05 levels. This showed that there is significant difference in the linguistics intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is rejected. Hypothesis 01 is non-sustained.

Hypothesis No.02 There is no significant different between male and female students about logical mathematics intelligence.

	Students	Mean	SD	t-value
Male	50	23	5.07	2.4
Female	50	26	5.75	

In the test score of logical mathematics intelligence (the Multiple Intelligence), the t-value obtained for t test is 2.4, which is more than the table value 2.03 at 0.05 levels. This showed that there is significant difference in the logical mathematics intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is rejected. Hypothesis 02 is non-sustained.

Hypothesis No.03 There is no significant different between male and female students about spatial intelligence.

	Students	Mean	SD	t-value
Male	50	23	5.15	1.53
Female	50	25	5.42	

In the test score of spatial intelligence (the Multiple Intelligence), the t-value obtained for t test is 1.53, which is less than the table value 2.03 at 0.05 levels. This showed that there is no significant difference in the spatial intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is accepted. Hypothesis 03 is sustained.

Hypothesis No.04 There is no significant different between male and female students about Intra-personal intelligence.

	Students	Mean	SD	t-value
Male	50	23	5.14	6.56
Female	50	30	5.32	

In the test score of Intra-personal intelligence (the Multiple Intelligence), the t-value obtained for t test is 6.56, which is more than the table value 6.56 at 0.05 levels. This showed that there is significant difference in the Intra-personal intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is rejected. Hypothesis 04 is non-sustained.

Hypothesis No.05 There is no significant different between male and female students about Inter-personal spatial intelligence.

	Students	Mean	SD	t-value
Male	50	22	5.90	4.02
Female	50	16	8.76	

In the test score of Inter-personal intelligence (the Multiple Intelligence), the t-value obtained for t test is 4.02, which is more than the table value 4.02 at 0.05 levels. This showed that there is significant difference in the Inter-personal intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is rejected. Hypothesis 05 is non-sustained.

Hypothesis No.06 There is no significant different between male and female students about Bodily-Kinesthetic intelligence.

	Students	Mean	SD	t-value
Male	50	25	5.71	1.69
Female	50	23	6.15	

In the test score of Bodily-Kinesthetic intelligence (the Multiple Intelligence), the t-value obtained for t test is 4.02, which is less than the table value 1.69 at 0.05 levels. This showed that there is no significant difference in the Bodily-Kinesthetic intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is accepted. Hypothesis 06 is sustained.

Hypothesis No.07 There is no significant different between male and female students about musical intelligence.

	Students	Mean	SD	t-value
Male	50	24	4.85	0.90
Female	50	23	6.03	

In the test score of musical intelligence (the Multiple Intelligence), the t-value obtained for t test is 0.90, which is less than the table value 0.90 at 0.05 levels. This showed that there is no significant difference in the musical intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is accepted. Hypothesis 07 is sustained.

Hypothesis No.08 There is no significant different between male and female students about naturalistic intelligence.

	Students	Mean	SD	t-value
Male	50	15	6.67	8.33
Female	50	25	5.37	

In the test score of naturalistic intelligence (the Multiple Intelligence), the t-value obtained for t test is 8.33, which is more than the table value 8.33 at 0.05 levels. This showed that there is significant difference in the naturalistic intelligence among male and female D.T.Ed students.

This above observation shows that null hypothesis is rejected. Hypothesis 08 is non-sustained.

Conclusion:

1. There is significant difference in the linguistic intelligence among male and female D.T.Ed students.

2. There is significant difference in the logical mathematics intelligence among male and female D.T.Ed students.

3. There is no significant difference in the spatial intelligence among male and female D.T.Ed students.

4. There is significant difference in the Intra-personal intelligence among male and female D.T.Ed students.

5. There is significant difference in the Inter-personal intelligence among male and female D.T.Ed students.

6. There is no significant difference in the Bodily-Kinesthetic intelligence among male and female D.T.Ed students.

7. There is no significant difference in the musical intelligence among male and female D.T.Ed students.

8. There is significant difference in the naturalistic intelligence among male and female D.T.Ed students.

Suggestions:

1. The teacher of D.T.Ed College should know the importance of multiple intelligence.

2. The teacher of D.T.Ed College should find out the intelligence of the students and should frame his/her lesson plan according to the intelligence of the students

3. They should organize co-curricular activities in every subject so as to provide better learning environment to the students.

4. Teachers of D.T.Ed College should change their teaching methods as per the level of the students and their intelligence.

5. Teachers of D.T.Ed College should participate in re-orientation programmers that they would be capable of modifying their methods of teaching.

6. Teachers of D.T.Ed College should not limit themselves with the world of classrooms. They should pay attention to use necessary teaching aids for the proper development of the child.

7. Children should be given proper guidance to decide the subjects in future.

8. Teacher should be careful while checking the degree of multiple intelligence.

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