EFFECT OF MULTIPLE INTELLIGENCE ON ACADEMIC ACHIEVEMENT

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ABSTRACT

Recently only those people can survive who are versatile. Multiple intelligence is one of the key to be versatile. The study reveals the relationship between multiple intelligence and academic achievement. It is also evident with the study that gender has to nothing with the I .V and the students of private and urban areas have high multiple intelligence.
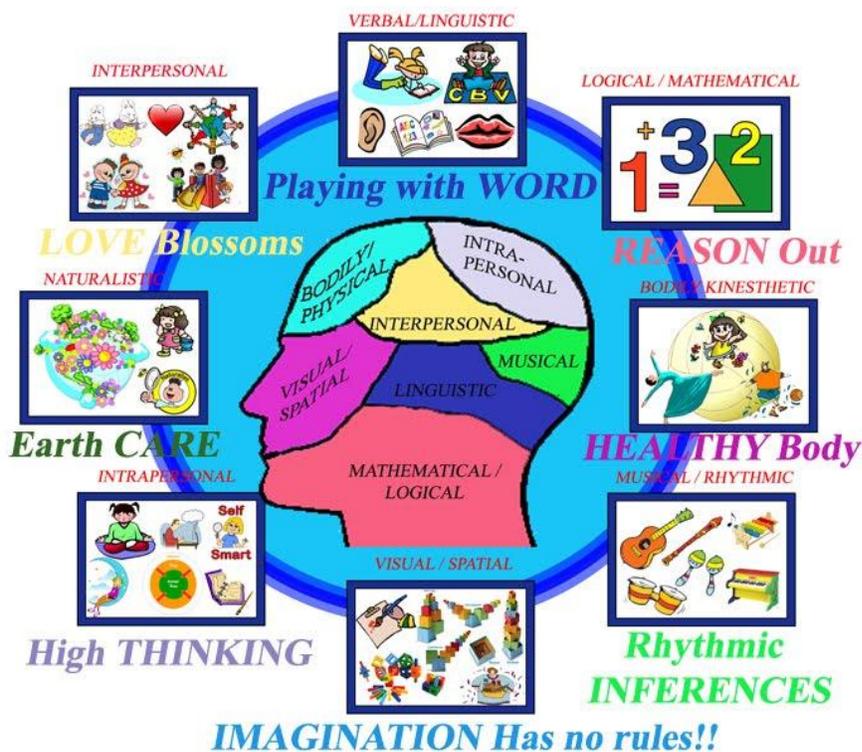
There is challenge in the education field regarding the variation of student progress. No two individuals are alike in the universe. Teachers are faced with the wide diversity of student characteristics in the class rooms. As students faced are different so they learn various dimensions. These differences in students are necessary because without it, students would have uniform characteristics. According to Basset (2004), without these varieties, our society, culture and economy would turn out to be a place where every citizen does the same thing like mechanical robots without unique or special contribution to the society. It would be like all human beings wearing the same face. The variability among students makes teaching very challenging. If any student wants to excel in his or her academic achievement heor she has to meet many challenges like cognitive ability, efficient methods of learning, concentration, memory, intelligence, learning environment and the students' progress.

Children differ immensely in intelligence. Intelligence is a psychological notion which is connected with learning and which educators base a lot of their professional decisions on. Intelligence refers to capacity to learn with speed and accuracy, capacity to solve problems and capacity to adjust in the society. NCF 2005 talks of inclusive education – multiple abilities, multiple-intelligence etc. It suggests different subjects must adopt different approaches. It emphasizes arts and work experience as integral part of the curriculum.The theory of Multiple

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Intelligence was proposed by Howard Gardner in 1983to more accurately define the concept of intelligence and to address the question whether methods which claim to measure intelligence are truly scientific. This theory suggests that traditional psychometric views of intelligence are too limited. In order to capture the full range of abilities and talents that people possess, Gardner suggests that people do not have just an intellectual capacity, but have many different Intelligences.

In his conception, a child who masters multiplication easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence and therefore, may best learn the given material through different approach, may excel in a field outside of Mathematics, may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hide a Mathematical intelligence potentiality higher than that of a child who easily memorizes the multiplication process.

According to Howard Gardner, all individuals have a blend of the eight following intelligences:

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RATIONALE OF THE STUDY

Everyone would agree that any educational system should be relevant and suitable to the need of the times. Every educational institution attempts to bring out the best in a child through various methods of education. Due to the rapid changes in the technological world together with the introduction of liberalization and the growing wealth the nation is moving at a much faster pace than ever before. Today our society has become very complex, there is a greater competition and assentation to achieve higher academic achievement.

In the coming years, it is predicted that India will someday become the largest economy in the world beating China. Education is not mainly career oriented but also person oriented; bringing the best and most important in a child with peace and prosperity and balanced mind with sound mental equilibrium, i.e. to prepare the child to face the challenges of an unknown future world.

I feel to make a difference in the life of a student through education is the greater joy of a teacher in his/her life. Some questions arose in the mind of the researcher:

(i)   Is there any difference in the level of multiple intelligences among the students of class IX in respect of sex & locality?

(ii)   Is there any relation between the Academic Achievement & the Multiple Intelligences of class IX students?

In order to find the answers to the above mentioned questions the researcher has taken up this following topic.

STATEMENT OF THE PROBLEM

Study of the Effect of Multiple Intelligence on academic achievement of class IX students.

OBJECTIVES

The objective of the proposed research is:

* To study the effect of Multiple Intelligence on Academic Achievement of class IX students in terms of locality, types of schools and sex.

HYPOTHESIS

1)   There is no significant difference between the mean scores of Multiple Intelligences of class IX boys and girls.

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2) There is no significant difference between the mean scores of multiple intelligence of rural and urban students of class IX.

3) There is no significant difference between the mean scores of multiple intelligence of Government & Private School students.

4) There is no correlation between the Multiple Intelligences & Academic Achievement of students of class IX

METHODOLOGY :

In the present study the researcher has chosen survey method to know the effect of Multiple Intelligences on academic achievement of class IX students. Multiple Intelligencewas the Independent variable andAcademic Achievement was the Dependent variable in the present study.Multiple Intelligence Questionnaire was used as a tool for collecting data and Academic scores of SA-1/Half Yearly examination was used as the academic achievement in the present research work. The sample of 120 students was selected by stratified random sampling technique from the population.

DELIMITATION

The study is delimited to Jaipur city and only class ninth students.

RESULTS AND INTERPRETATION

Table showing Multiple intelligence of Boys and Girls

Gender	N	Mean	SD	't' value
Boys	60	26.05	3.52	1.76
Girls	60	27.02	3.20	

By over viewing table, we can say that there is no significant difference between the Multiple Intelligences of boys and girls.The 't' value on 't' table at 0.01 level of significance, is found to be 2.62 and the calculated 't' value is 1.76 at 118 degree of freedom. Thetable value is greater than the calculated 't' value. Similarly if we look at the 0.05 level of significance it is 1.98, which is again greater than the calculated 't' value. The calculated 't' value is less than the tabulated 't' value. Hence the null hypothesis is accepted. Thus, there is no significant

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difference between the mean scores of Multiple Intelligence of class IX boys and girls. This shows that gender has no effect on the multiple intelligence of students.

Table showing Multiple intelligence of Government and Private School Students

Types of School	N	Mean	SD	't' value
Government	60	42.94	17.87	5.59
Private	60	64.87	11.18	

From table, we can say that there is significant difference between the multiple intelligence of government and Private School students of class IX. The 't' value on 't' table at 0.01 level of significance, is found to be 2.66 and the calculated 't' value is 5.59at 118 degree of freedom. The table value is less than the calculated value. Similarly if we look at 0.05 level of significance, the value is 2. Which is again less than the calculated 't' value. So we can say that multiple intelligence differs in students of government and private school. By analyzing table it is evident that multiple intelligence of private school studentsis higher than that of government.

Table showing Multiple intelligence of Urban and Rural School Students

Locale	N	Mean	SD	't' value
Urban	60	65.76	17.41	4.50
Rural	60	51.64	18.33	

From table, we can say that there is significant difference between the Academic Achievement of Urban and Rural school students of class IX. The 't' value on 't' table at 0.01 level of significance, is found to be 2.62 and the calculated 't' value is 4.50 at 118 degree of freedom. The table value is less than the calculated value. Similarly if we look at 0.05 level of significance it is 1.98. Which is again less than the calculated 't' value.Hence the null hypothesis is not accepted. Thus, there is significant difference between the multiple intelligence of Urban and Rural school students of class IX. While comparing mean it is revealed that urban students possess more multiple intelligence than students of rural area.

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Table showing Correlation between Multiple intelligence and Academic Achievement

Variable	N	Mean	Correlation
Multiple intelligence	60	28.43	.076
Academic Achievement	60	70.57	

From table, we can say that this correlation is positive and high. The degree of freedom is $60 - 2 = 58$. The value on 'r' table at 0.05 level of significance is found to be 0.25 and the calculated value is 0.76. Similarly if we look at the 0.01 level of significance it is 0.325. In both the cases the calculated value is greater than the permissible value.

The calculated value is greater than the permissible value. Hence the null hypothesis is not accepted. It infers that there is significant relation between the Multiple Intelligences and academic achievement of students.

We can predict that a student with high multiple intelligence will have high academic achievement.

Conclusion: As a result of the study, it was found that there is no significant statistical difference between the multiple intelligence of boys and girls of class IX. In terms of types of school and locality, result indicated significant statistical difference between students of private& government school and urban and rural area. It is also revealed that multiple intelligences and academic achievement of students are significantly correlated.

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