



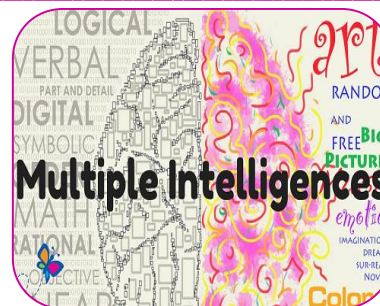
MULTIPLE INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY STUDENTS

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ABSTRACT

Due to mounting of the competition in the education sector, today's secondary and higher secondary institutions are under severe pressure situation. These institutions are responsible for educating the student by imparting necessary skills and social intelligence that required studying in colleges and universities. As a part of the process of imparting knowledge in the students and also to get social recognition for the institute authorities the teacher gives more burdens to the students. Parent wants to see their children success in their co-curricular areas. In their attempts to guide their children parent can become one of the major causes of emotional stress on students.

KEYWORDS: Multiple Intelligence, Academic Achievement of Higher Secondary School Students.

INTRODUCTION:

The main causes for emotional stress include conflict with brother and sisters, divorce of parents, remarriage of parents, alcohol or drug abuse by family members, difficulty in sleeping and headaches, anger, depression, crying for no apparent reason, anxiety disorder, amnesia, sleepwalking, phobias, domestic violence, isolating oneself from family friends, and social activities, weight loss or increase, used alcohol and drugs in health and examination, workload, assignment, result, time management in academic pressure. These problems will be a hurdle for the students in learning. These problems give students irritability, hostility, frustration and aggressive feelings. As a result of these emotional behaviors the students face problem in social withdrawal and isolation in his personality change. Due to this emotional stress only people take huge steps like committing suicide without understanding that suicide is no solution either. Emotional stress can force one to do harmful things among the students. The present study is undertaken with view to find out whether students multiple intelligence is influenced by the variables namely emotional stress and academic achievement.

NEED AND SIGNIFICANT OF THE STUDY

Theory of multiple intelligences has several implications for teachers in terms of classroom instruction. The theory states that all eight intelligences are needed to productively function in society.

Thus, the theory of multiple intelligences implies that educators should recognize and teach to a broader range of talents and skills. That teacher should structure the presentation of material in a style which engages most or all of the intelligences. In other hand, school students are facing problem in everyday life by family, health and academic issue by the emotional stress.

OBJECTIVES OF THE STUDY

- To find out the significant difference among the dimensions of multiple intelligence and academic achievement of the higher secondary students.
- To find out the significant correlation between multiple intelligence of the higher secondary students.

HYPOTHESIS OF THE STUDY

- There is no significant difference among the higher secondary students in the dimensions of multiple intelligence.
- There is no significant correlation between the multiple intelligence and academic achievement of the higher secondary students.

METHODOLOGY OF THE STUDY

Sample

The sample selected by the investigator represents the student population studying the higher secondary course in higher secondary schools of Calicut district in the Kerala state. The Normative survey method study in educational problem is one of the most commonly used approaches. The investigator applied stratified random sampling procedures to ensure adequacy of sample in each level of the independent variables selected for the analysis of collected data.

Tools

The following tools were used for this study. The scale of intelligence the investigator used **Multiple Intelligence Scale (MIS)** and in addition to this research tool, students academic achievement was also collected for which the quarterly examination marks (scores) were taken into account,

Statistical Techniques

Descriptive analysis, Differential analysis ('t' tests) with regard to multiple intelligence and academic achievement were calculated for students and nature of schools and the correlation analysis was also calculated between multiple intelligence and academic achievement of higher secondary schools students.

ANALYSIS AND INTERPRETATION

Table: 1
LEVELS OF MULTIPLE INTELLIGENCE OF THE HIGHER SECONDARY STUDENTS

Dimensions of multiple intelligence	Low		Moderate		High	
	NO	%	NO	%	No	%
Verbal-Linguistic intelligence	241	25.1	443	46.2	275	28.7
Logical-Mathematical intelligence	265	27.6	435	45.4	259	27.0
Visual -spatial intelligence	255	26.6	429	44.7	275	28.7
Bodily-Kinesthetic intelligence	275	28.7	391	40.8	293	30.6
Musical-Rhythmic intelligence	277	28.9	395	41.2	287	29.9
Inter-Personal intelligence	269	28.1	362	37.7	328	34.2

Intra-Personal intelligence	300	31.3	356	37.1	303	31.6
Naturalistic intelligence	258	26.9	392	40.9	309	32.2
Multiple intelligence	250	26.1	446	48.6	245	25.3

It is inferred from the above table that 25.1 % of the higher secondary students have low, 46 % of them have moderate and 28.7% of them have high level of verbal-linguistic intelligence

It is inferred from the above table that 27.6 % of the higher secondary students have low, 45.4 % of them have moderate and 27.0% of them have high level of Logical- Mathematical intelligence.

It is inferred from the above table that 26.6 % of the higher secondary students have low, 44.4 % of them have moderate and 28.7% of them have high level of Visual -spatial intelligence.

It is inferred from the above table that 28.7 % of the higher secondary students have low, 40.8 % of them have moderate and 30.6% of them have high level of Bodily-Kinesthetic intelligence.

It is inferred from the above table that 28.1 % of the higher secondary students have low, 41.2 % of them have moderate and 29.9% of them have high level of Musical-Rhythmic intelligence.

It is inferred from the above table that 28.1 % of the higher secondary students have low, 37.7 % of them have moderate and 34.2 % of them have high level of Inter-Personal intelligence.

It is inferred from the above table that 31.3 % of the higher secondary students have low, 37.1 % of them have moderate and 31.6 % of them have high level of Intra-Personal intelligence.

It is inferred from the above table that 26.9 % of the higher secondary students have low, 40.9 % of them have moderate and 32.2 % of them have high level of naturalistic intelligence.

It is inferred from the above table that 26.1% of the higher secondary students have low, 48.6 % of them have moderate and 25.3 % of them have high level of multiple intelligence.

Table: 2
CORRELATION CO-EFFICIENT BETWEEN MULTIPLE INTELLIGENCE AND ACADEMIC ACHIEVEMENT

MULTIPLE INTELLIGENCE	ACADEMIC ACHIEVEMENT
Verbal-Linguistic intelligence	0.041**
Logical- Mathematical intelligence	0.062*
Visual -spatial intelligence	0.028
Bodily-Kinesthetic intelligence	0.019
Musical-Rhythmic intelligence	-0.029
Inter-Personal intelligence	0.064*
Intra-Personal intelligence	0.060
Naturalistic intelligence	0.041
Overall Multiple intelligence	0.043*

The correlation between overall multiple intelligence was calculated using person product movement method and it is shown in the above table.

The correlation value between overall multiple intelligence and academic achievement is 0.043 which is significant at 5.00 percent level. There is a positive correlation between overall multiple intelligence and academic achievement. So it is concluded that increase in multiple intelligence will academic achievement of the higher secondary students.

The correlation value between linguistic intelligence and academic achievement 0.041 which is significant at 1.00 percent level. There is a positive correlation between linguistic intelligence and academic achievement. So it is concluded that increase in linguistic intelligence will lead to increase academic achievement of the higher secondary students.

The correlation value between logical- mathematical intelligence and academic achievement 0.062 which is significant at 5.00 percent level. There is a positive correlation between logical- mathematical intelligence and academic achievement. So it is concluded that increase in logical- mathematical intelligence will lead to increase academic achievement of the higher secondary students.

The correlation value between inter-personal intelligence and academic achievement 0.064 which is significant at 5.00 percent level. There is a positive correlation between inter-personal intelligence and academic achievement. So it is concluded that increase in inter-personal intelligence will lead to increase academic achievement of the higher secondary students.

CONCLUSION

The present study reveals that the level of multiple intelligence and academic achievement of the higher secondary students level. This study leads to a better understanding psychological factor students studying at higher secondary schools. The relationship between multiple intelligence, academic achievement was explained. The contributions of the selected variables on academic achievement were explained. Based on the findings of the study, this may help to improve the level of multiple intelligence as well as to reduce of emotional stress. Therefore the school teacher and parents should recognize curricular and co- curricular activities for motivating academic achievement.

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