



## STUDY OF MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF ARTS AND SCIENCE COLLEGE STUDENTS OF MANONMANIAM SUNDARANAR UNIVERSITY

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### ABSTRACT :

*This research article focuses the relationship between multiple intelligence and value perception of Arts and Science college students of Manonmaniam Sundaranar University. The investigator used descriptive type of survey method for data collection. It is very common in educational research. Survey method of investigation attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends effects, attitudes and beliefs. The investigator has adopted simple random sampling technique for collecting the data. The investigator used self made tools namely Multiple Intelligence Assessment Scale (MIAS) and Value Perception Assessment Scale (VPAS) prepared by the guide and the investigator. All the Arts and science college students affiliated to Manonmaniam Sundaranar University formed the population of the study. From the population the investigator has chosen 1000 arts and science college students were taken for this investigation and simple random technique was adopted. For analyzing the data, the investigator used Mean, SD, Percentage, Analysis, t test, ANOVA test, Duncun test, Chi square test, Pearson's Product Moment Correlation and Factor Analysis were used for analyzing the data. The findings showed that the multiple intelligence of arts and science students are significantly correlated with their value perception of the arts and science college students.*

**KEYWORDS :** Multiple intelligence, Value Perception.

### INTRODUCTION

Intelligence is the ability of an individual to tackle the situation wisely for happy ending. Intelligence is a kind of mental energy in the form of multiple or mental abilities that enable one to handle one's environment in terms of adaptation to face new situations as effectively as possible.

Gardner (1983) defines intelligence as a group of abilities that first seven intelligences such as linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence in frames of mind. He added the last two in intelligence reframed (1999). He performed interviews with people and brain research on hundreds of people, including stroke victims, prodigies, and autistic individuals and so called "idiot savants".

Each person possesses all nine intelligences multiple intelligence theory is not a "type theory" for determining the one intelligence that fits. It is a theory of multiple functioning, and it proposed that each



person has capacities in all seven intelligences. Most people can develop intelligences to an adequate level of competency although an individual may bewail his deficiencies in a given area and consider his problems innate and intractable; Gardner (1999) suggests that virtually everyone has the capacity to develop all seven intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.

Intelligences usually work together in complex ways Gardner points out that each intelligence as described above is actually a fiction; that is no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals). Intelligences are always interacting with each other.

### VALUE PERCEPTION

Value perception is a type of perception that has to do with the opinions and thoughts that consumers hold in regard to a particular brand or product. With this approach to consumer perception, the focus is not so much on whether those ideas are valid, but simply what the consumer currently believes about those products. The goal of any company is to make sure that potential and current customers see their products as being worthwhile and trustworthy, factors which in turn encourage consumers to recommend those goods and services to others. Understanding the current value perception of any given brand or product is the starting point for grasping what is important to consumers. By doing so, companies can get some idea of how to put their efforts to market their products in turn it affects buying habits of consumers. When the perception is that the products are desirable and provide a level of value that consumers find acceptable, this is an indication that the marketing and sales efforts are working. At the same time, higher value perception also indicates that consumers believe the products actually provide the benefits claimed, and are more likely to buy them again. When value perception is low, this indicates a need to make some changes in order to prompt consumers to view the products in a different light. In some cases, this will mean looking at the current sales and marketing strategies to determine if the advertisements are creating expectations that the products cannot match. Advertising that is considered somewhat misleading or vague may also lead to miscommunications that trigger lower levels of consumer confidence. At other times, there may be an issue with the product itself that needs to be addressed before consumers will find it more desirable. Even a price issue can sometimes lower value perception, if consumers believe the retail cost of the product is not in line with the actual benefits the product or service provides.

It is important to remember that value perception is based on what consumers think of a given product, and not necessarily the actual quality of the product itself. High quality products may register low value perception owing to poor placement in retail locations, confusion with other products with a less than stellar reputation, or even advertising that for some reason does not resonate with consumers. After identifying what customers are thinking, steps can be taken to find out how those perceptions were formed and then use that information to make changes that ultimately make it possible for consumers to find more value in the products and services.

### NEED AND SIGNIFICANCE OF THE STUDY

Multiple intelligence theory opens the door to a wide variety of teaching strategies that can be easily implemented in the classroom. In the theory of multiple intelligence, values, teaching strategies are innovative to the educational scene are being suggested. All students can learn and succeed but not all on the same day in the same way. Intelligence is the ability to see a problem, then solve a problem in an acceptable way or make something that is useful to a group of people. Howard Gardner's theory of multiple intelligences identifies that there are many forms of intelligences and that people have varying strengths. With an understanding of Gardner's theory of multiple intelligence, teachers, school administrators and parents can better understand the learners in their midst. They can allow the students to safely explore and learn in many ways and they can help students direct their own learning.

Adults can help students understand and appreciate their strengths and identify the real world activities that will stimulate more learning. In this world of science and technology only with high level of multiple intelligence one could survive successfully. Application of multiple intelligence theory helps students begin to understand their level of intellectual functioning. Multiple intelligence proposes that there are several important types of intelligence; one must understand in order to get a very big revolution in the information era. Health problems may arise due to incompatibility between the demands of the educational system and the characteristics of learner or between learner's expectations and the educational processes

or both. Such incompatibilities are becoming more and more salient in the context of increasing competition in the job market, increased pressure for achievement from parents, uncertain future and parental aspirations and their desire for compensation through their progeny. Failure in examination, under achievement and the resulting frustration are becoming prominent features of educational life at school as well as at the higher educational levels, leading a wide range of health problems having far reaching consequences for individual as well as society well being. This is reflected in a recent analysis of suicide among students. Since the course which they are studying is only one year but the syllabus and the project works to be completed are many, the arts and science college students are more anxious in completing their project works in time, the failure of which results in them more values about future examinations, for which they have to cover a lot of syllabus. They have more value perception about their future plans since each and every arts and science college students who is in a queue of completing their course will be waiting for a job notification through which they can get a government job. So, teacher educators, administrators, policy planners and guidance personnel connected with teacher education programmes, should think of ways and means of reducing the level of frustration. Thus it was thought prudential by the investigator to study of multiple intelligence and value perception of arts and science college students of Manonmaniam Sundaranar University.

### DEFINITIONS OF THE TERMS

#### Multiple Intelligence

By the term 'Multiple Intelligence' means a set of intelligences such as Verbal-linguistic intelligence, Logical-mathematical intelligence, Visual-spatial intelligence, Bodily-kinesthetic intelligence, Musical-rhythmic intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalistic intelligence.

#### Value Perception

By the term 'Value Perception' means a set of values such as personal value, educational value, physical value, moral value, cultural value, social value, literary value and aesthetic value.

#### Arts and Science College Students

The students those who are studying in the arts and science colleges. Their entry qualification is plus two. Graduate and post graduate students are those who pursue three years of under graduate degree course named Bachelor of Arts or Bachelor of Science and two years of post graduate degree course named Master of Arts or Master of Science in arts and science colleges.

#### Manonmaniam Sundaranar University

Manonmaniam Sundaranar University (MSU), named after the famous Tamil Scholar Professor P. Sundaram Pillai, was established on 7 September, 1990 to cater to the long felt needs of the people of the three southern most districts of Tamil Nadu namely Tirunelveli, Tuticorin and Kanyakumari. It is situated in Tirunelveli District.

#### OBJECTIVES:

1. To find out the level of multiple intelligence and its dimensions of arts and science college students with respect to gender.
2. To find out the level of value perception and its dimensions of arts and science college students with respect to gender.
3. To find out the significant relationship, if any, between multiple intelligence and value perception of arts and science college students with respect to the following background variables.
  - a. Gender and
  - b. Educational Qualification of Students

## METHOD AND PROCEDURE

The investigator used simple random sampling technique. 1000 arts and science college students were taken for this investigation. The investigator collected the data from all arts and science college students of Manonmaniam Sundarnar University for measuring the multiple intelligence and value perception. For analyzing the data, the investigator used Mean, SD, Percentage, Analysis, t test, ANOVA test, Duncun test, Chi square test, Pearson's Product Moment Correlation and Factor Analysis.

## Analysis and findings

### Null Hypothesis-1

The level of multiple intelligence and its dimensions of arts and science college students with respect to gender.

### LEVEL OF MULTIPLE INTELLIGENCE OF ARTS AND SCIENCE COLLEGE STUDENTS WITH RESPECT TO GENDER

Dimensions	Male (450)						Female (550)					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Musical Intelligence	47	10.4	303	67.3	100	22.2	65	11.8	364	66.2	121	22
Bodily Or Kinesthetic Intelligence	46	10.2	301	66.9	103	22.9	62	11.3	366	66.5	122	22.5
Linguistic Intelligence	42	9.3	305	67.8	103	22.9	66	12	361	65.6	123	22.4
Logical or Mathematical Intelligence	44	9.8	302	67.1	104	23.1	64	11.6	364	66.2	122	22.2
Spatial visual intelligence	59	13.1	296	65.8	95	21.1	53	9.6	370	67.3	127	23.1
Interpersonal Intelligence	51	11.3	303	67.3	96	21.3	53	9.6	366	66.5	131	23.8
Intrapersonal Intelligence	44	9.8	305	67.8	101	22.4	63	11.5	365	66.4	122	22.2
Naturalistic Intelligence	45	10	296	65.8	109	24.2	61	11.1	371	67.5	118	21.5

(Low=below40, Moderate=Between 40-60, High=above 60 from the 't' scores)

It is inferred from the above table that 10.4%, 67.3% and 22.2% of male students have low, moderate and high level of musical intelligence respectively. Regarding female students, 11.8%, 66.2% and 22.0% have low, moderate and high level of musical intelligence respectively

10.2%, 66.9% and 22.9% of male students have low, moderate and high level of bodily or kinesthetic intelligence respectively. Regarding female students, 11.3%, 66.5% and 22.2% have low, moderate and high level of bodily or kinesthetic intelligence respectively.

9.3%, 67.8% and 22.9% of male students have low, moderate and high level of linguistic intelligence respectively. Regarding female students, 12%, 65.6% and 22.4% have low, moderate and high level of linguistic intelligence respectively.

9.8%, 67.1% and 23.1% of male students have low, moderate and high level of logical or mathematical intelligence respectively. Regarding female students, 11.6%, 66.2% and 22.2% have low, moderate and high level of logical or mathematical intelligence respectively.

13.1%, 65.8% and 21.1% of male students have low, moderate and high level of spatial visual intelligence respectively. Regarding female students, 9.6%, 67.3% and 23.1% have low, moderate and high level of spatial visual intelligence respectively.

11.3%, 67.3% and 21.3% of male students have low, moderate and high level of interpersonal intelligence respectively. Regarding female students, 9.6%, 66.5% and 23.8% have low, moderate and high level of interpersonal intelligence respectively.

9.8%, 67.8% and 22.4% of male students have low, moderate and high level of intra personal intelligence respectively. Regarding female students, 11.5%, 66.4% and 22.2% have low, moderate and high level of intra personal intelligence respectively.

10%, 65.8% and 24.2% of male students have low, moderate and high level of naturalistic intelligence respectively. Regarding female students, 11.1%, 67.5% and 21.5% have low, moderate and high level of naturalistic intelligence respectively.

### Null Hypothesis-2

The level of Value Perception and its dimensions of arts and science college students with respect to gender.

#### LEVEL OF VALUE PERCEPTION OF ARTS AND SCIENCE COLLEGE STUDENTS WITH RESPECT TO GENDER

Dimensions	Male (450)						Female (550)					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Personal Value	75	16.7	322	71.6	53	11.8	87	15.8	399	72.5	64	11.6
Educational Value	70	15.6	325	72.2	55	12.2	92	16.7	393	71.5	65	11.8
Physical Value	67	14.9	326	72.4	57	12.7	95	17.3	391	71.1	64	11.6
Moral Value	77	17.1	318	70.7	55	12.2	86	15.6	398	72.4	66	12
Cultural Value	39	8.7	312	69.3	99	22	61	11.1	372	67.6	117	21.3
Social Value	77	17.1	321	71.3	52	11.6	80	14.5	398	72.4	72	13.1
Literary Value	44	9.8	311	69.1	95	21.1	57	10.4	377	68.5	116	21.1
Aesthetic Value	45	10	357	79.3	48	10.7	59	10.7	435	79.1	56	10.2

(Low=below40, Moderate=Between 40-60, High=above 60 from the 't' scores)

It is inferred from the above table that 16.7%, 71.6% and 11.8.9% of male students have low, moderate and high level of value perception of personal value respectively. Regarding female students, 15.8%, 72.5% and 11.6% have low, moderate and high level of value perception of personal value respectively.

15.6%, 72.2% and 12.2% of male students have low, moderate and high level of value perception of educational value respectively. Regarding female students, 16.7%, 71.5% and 11.8% have low, moderate and high level of value perception of educational value respectively.

14.9%, 72.4% and 12.7% of male students have low, moderate and high level of value perception of physical value respectively. Regarding female students, 17.3%, 71.1% and 11.6% have low, moderate and high level of value perception of physical value respectively.

17.1%, 70.7% and 12.2% of male students have low, moderate and high level of value perception of moral value respectively. Regarding female students, 15.6%, 72.4% and 12.0% have low, moderate and high level of value perception of moral value respectively.

8.7%, 69.3% and 22% of male students have low, moderate and high level of value perception of cultural value respectively. Regarding female students, 11.1%, 67.6% and 21.3% have low, moderate and high level of value perception of cultural value respectively.

17.1%, 71.3% and 11.6% of male students have low, moderate and high level of value perception of social value respectively. Regarding female students, 14.5%, 72.4% and 13.1% have low, moderate and high level of value perception of social value respectively.

9.8%, 69.1% and 21.1% of male students have low, moderate and high level of value perception of literary value respectively. Regarding female students, 10.4%, 68.5% and 21.1% of female students have low, moderate and high level of value perception of literary value respectively

10%, 79.3% and 10.7% of male students have low, moderate and high level of value perception of aesthetic value respectively. Regarding female students, 10.7%, 79.1% and 10.2% of female students have low, moderate and high level of value perception of aesthetic value respectively

### Null Hypothesis 3

There is no significant relationship between multiple intelligence and value perception of arts and science college students.

### RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF ARTS AND SCIENCE COLLEGE STUDENTS

Variable	N	df	Calculated value of r	Remarks
Total Sample	1000	988	0.250	S

(At 5% level of significance the table 'r' value is 0.062)

It is inferred from the above table that there is significant relationship between multiple intelligence and value perception of arts and science college students.

### Null Hypothesis 4

There is no significant relationship between multiple intelligence and value perception of male students.

### RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF MALE STUDENTS

Variable	N	df	Calculated value of r	Remarks
Male	450	448	0.621	S

(At 5% level of significance the table 'r' value is 0.092)

It is inferred from the above table that there is significant relationship between multiple intelligence and value perception of male students.

### Null Hypothesis 5

There is no significant relationship between multiple intelligence and value perception of female students.

**RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF FEMALE STUDENTS**

Variable	N	df	Calculated value of 'r'	Remarks
Female	550	548	0.295	S

(At 5% level of significance the table 'r' value is 0.080)

It is inferred from the above table that there is significant relationship between multiple intelligence and value perception of female students.

**Null Hypothesis 6**

There is no significant relationship between multiple intelligence and value perception of UG students.

**RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF UG STUDENTS**

Variable	N	df	Calculated value of 'r'	Remarks
UG	500	498	0.455	S

(At 5% level of significance the table 'r' value is 0.088)

It is inferred from the above table that there is significant relationship between multiple intelligence and value perception of UG students.

**Null Hypothesis 7**

There is no significant relationship between multiple intelligence and value perception of PG students.

**RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND VALUE PERCEPTION OF PG STUDENTS**

Variable	N	df	Calculated value of 'r'	Remarks
PG	500	498	0.371	S

(At 5% level of significance the table 'r' value is 0.088)

It is inferred from the above table that there is significant relationship between multiple intelligence and value perception of PG students.

**CONCLUSION**

It is concluded that the multiple intelligence and value perception of arts and science college students affiliated to Manonmaniam Sundaranar University with respect to the background variables gender and educational qualification are significantly correlated. The multiple intelligence and its dimensions of arts and science college students are moderate with respect to gender. The value perception and its dimensions of arts and science college students are moderate with respect to gender. So the investigator opines that the teachers can increase the student's multiple intelligence and value perception level by using special techniques and methods of teaching. A potential approach to any kind of intellectual activity in education should be followed.

Education is a powerful instrument to fight out the parochial, communal, and narrow minded and sectarian tendencies by fostering better understanding and by widening the mental horizons of all people concerned. Different educational, sociological and propagandistic agencies should work with responsibility and systematically to inculcate right values and proper attitudes in order to develop the sense of basic knowledge, values and competencies. Colleges have to play a vital role in fostering, multiple intelligence and

value perception of arts and science college students through proper organisation of the educational programmes.

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