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A STUDY ON MULTIPLE INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT :

The present study aimed at finding the relationship between multiple intelligence and academic achievement of higher secondary students. Survey method was used. A simple random sample of 300 higher secondary students was selected from Pondicherry. Thomas Armstrong Multiple Intelligence Inventory used for data collection. Data was analyzed by using t-test and r-value. Results found that there is no significant difference in the multiple intelligence of higher secondary students based on their gender, locality and group of study. Further the study revealed that there is significant relationship between multiple intelligence and academic achievement of higher secondary students.

KEYWORDS : *Multiple Intelligence, Academic Achievement, Higher Secondary Students.*

INTRODUCTION

One of the main objectives in our mind while educating the students is to bring success throughout their life career. Every parent want to put their children on the way to excellent education starts with the school. So, school is the second home where children get the opportunity to develop their personality. Intelligence is the important place has been found to play in academic success. Intelligence that may include traits such as creativity, personality, character, wisdom or knowledge. Ozlom Dogan Temur (2007) revealed that the teaching activities which are designed according to the multiple intelligence theory have effects on the students success and on the performance of the knowledge learned. There is some relationship between multiple intelligence and academic success to provide new methods for increasing the likelihood that students will be able to overcome the obstacles. However, while Multiple intelligence may contribute to academic success of the students.

NEED AND SIGNIFICANCE OF THE STUDY

In today's world education is a process and also acts as an instrument to bring out the innate behaviour of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the student's ability. The students of today are the youths of tomorrow and future citizens of the country, therefore they need intelligence to manage and cope up with their daily life problem. The Multiple Intelligence theory has been introduced by Howard Gardner in 1983.The theory of Multiple intelligence is not designed to fix problems on education but rather to support the implementation of goals for school improvements. The theory explains the need for cooperative learning and a performance-based curriculum to achieve levels of Multiple Intelligence. It provides

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opportunities for the satisfying interplay among researchers and education leaders involved in the field. This study would reveal significant trend as to the degree and extent of predictability and relationship of multiple intelligence at the school level with other variables and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that these will help the students to poster the ability to face challenges of life right from the school stage. With this view, the present study aims at exploring the interrelationships among the multiple intelligence and academic performance of higher secondary students.

STATEMENT OF THE PROBLEM

Today our society faces a number of economic, health related, ethnic-racial, cultural, geopolitical and environmental challenges. To overcome this everyone must require not only well developed intellectual abilities but also equally impressive social skills. On the basis of the above mentioned facts about the theoretical background of Multiple Intelligence, the investigator has measured the Multiple Intelligence of the higher secondary students and also of their academic achievement. This research is focused on Multiple Intelligence and Academic Achievement. Hence the problem of the study is stated as *"A Study on Multiple Intelligence and Academic Achievement of Higher Secondary Students".*

OBJECTIVES OF THE STUDY
- To find out whether there is any significant difference in multiple intelligence of higher secondary students based on their gender, locality and group of study.
- To study the significant relationship between multiple intelligence and academic achievement of higher secondary students.

HYPOTHESES
1   There is no significant difference in the multiple intelligence of higher secondary students based on their gender.
2   There is no significant difference in the multiple intelligence of higher secondary students based on their locality.
3   There is no significant difference in the multiple intelligence of higher secondary students based on their group of study.
4   There is no significant relationship between multiple intelligence and academic achievement of higher secondary students.

METHODOLOGY
The investigator applied normative survey as a method. The present study consists of three hundred higher secondary students studying in higher secondary schools situated in Pondicherry by using simple random sampling technique. Data collected through the Thomas Armstrong Multiple Intelligence Inventory and Academic achievement is the percentage of the marks attained in the Secondary School Leaving Certificate (SSLC) examination the data were collected from the records of the respective schools.

Analysis and Interpretation
Table 1: Multiple Intelligence of Male and Female Higher Secondary Students

Gender	N	Mean	SD	t-value	Remark
Male	137	188.36	36.15	0.0019	Not Significant
Female	163	199.95	26.13		

Table-1 shows that male higher secondary students have a mean score of 188.36 with standard deviation 36.15. Female higher secondary have a mean score of 199.95 with standard deviation 26.13. The t-value obtained for difference between the mean scores of male and female higher secondary

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students is 0.0019. This t-value is less than the table value for critical ratio to be not significant even at 0.05 level. Hence, the hypothesis-1 is accepted. It is inferred that, the male and female higher secondary students do not differ significantly in their multiple intelligence.

Table 2: Multiple Intelligence of Rural and Urban Higher Secondary Students

Locality	N	Mean	SD	t-value	Remark
Rural	163	192.07	32.17	0.1203	Not significant
Urban	137	197.74	30.73		

Table-2 reveals that rural higher secondary students have a mean score of 192.07 with standard deviation 32.17. Urban higher secondary have a mean score of 197.74 with standard deviation 30.73. The t-value obtained for difference between the mean scores of rural and urban higher secondary students is 0.1203. This t-value is less than the table value for critical ratio to be not significant even at 0.05 level. Hence, the hypothesis-2 is accepted. It is inferred that, the rural and urban higher secondary students do not differ significantly in their multiple intelligence.

Table 3: Multiple Intelligence of Arts and Science Higher Secondary Students

Group of Study	N	Mean	SD	t-value	Remark
Arts	152	194.83	32.01	0.948	Not Significant
Science	148	195.07	31.34		

Table-3 indicates that arts group higher secondary students have a mean score of 194.83 with standard deviation 32.01. Science group higher secondary have a mean score of 195.07 with standard deviation 31.34. The t-value obtained for difference between the mean scores of arts and science group higher secondary students is 0.948. This t-value is less than the table value for critical ratio to be not significant even at 0.05 level. Hence, the hypotheis-3 is accepted. It is inferred that, the arts and science group higher secondary students do not differ significantly in their multiple intelligence.

Table 4: Correlation between Multiple Intelligence and Academic Achievement of Higher Secondary students

Correlation	N	df	r	Result
Multiple Intelligence vs. Academic Achievement	300	298	0.1549	Significant at 0.05 level

Table-4 depicts that the relationship between multiple intelligence and academic achievement is studied using r-value. It is found to be 0.1549. This r-value is greater than the table value for critical ratio to be significant even at 0.05 level. Hence, the hypothesis-4 is rejected. It can be concluded that there is significant relationship between multiple intelligence and academic achievement of higher secondary students.

RECOMMENDATIONS

The present study gives a clear cut view about the multiple intelligence and academic achievement of higher secondary students. Based on the important findings stated earlier the following recommendations were made. Theteachers, parents and counsellors should maintain the present condition and provide the up to date information to the students that leads them better in Multiple Intelligence. The policy makers should consider these variables while developing policies on multiple intelligence in the field of education.

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CONCLUSION

The theory of multiple intelligence was developed as an account of human cognition that can be subjected to empirical tests. The assessment of intelligences can play a crucial role in curriculum development. Traditionally schools have almost exclusively emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). While many students function well in this environment; there are those who do not. By assessing multiple intelligence of the learner, it allows learner to self-identify where their strengths are within the differing intelligences. When the concepts are presented through the intelligences in which the learner are strong, they are strong, and they are as capable of learning as their traditionally successful peers.

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