MULTIPLE INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract:

The present investigation aims to explore the Multiple Intelligence of higher secondary school students. Using the random sampling technique, 149 samples were drawn from one government institution, one self-financing and one aided school. The normative survey method was used in this investigation. Finding out the higher secondary school students Multiple Intelligence is the aim of this study. This study employed the **Multiple Intelligence Scale (1999)** constructed and standardized by Gardner. This 32-item scale has eight dimensions: Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalistic Intelligence. Each component has a 5-point rating system with reliability score of 0.76 and a validity score of 0.87. Descriptive, deferential, correlational, and regression analyses were carried out using SPSSIBM19. The Higher Secondary School Students Multiple Intelligence are High (85-112). There is a positive significant correlation between the Intelligence and School type, Age, Medium of Instruction and Family Type of Higher secondary school children. The prediction model contained two of the ten predictors and was reached in two steps with 8 variables removed. The model was statistically significant, $F(2, 145)= 19.841$, $p < .001$, and accounted for approximately 21% of the variance of Multiple intelligence (R^2=0.215 Adjusted R^2= 0.204). Multiple intelligence is primarily predicted by School type and Fathers Qualification. The School type and Fathers Qualification uniquely accounted for approximately 45% and 7% of the Multiple intelligence. Inspection of the structure coefficient suggests that, the School type and Fathers Qualification were relatively strong indicators of Multiple intelligence of Higher secondary school children. The dominant factor model was statistically significant, $F(8, 140)= 921.927$, $p < .001$, and accounted for approximately 100% of the variance of Multiple intelligence (R^2=0.091 Adjusted R^2= 0.079). The Logical-Mathematical Intelligence and Musical Intelligence, Bodily-Kinesthetic Intelligence, Spatial Intelligence, Linguistic Intelligence, Interpersonal Intelligence, Naturalistic Intelligence and Intrapersonal Intelligence. Uniquely accounted for approximately 25%, 21%, 21%,28% and 22% of the Multiple intelligence. Inspection of the structure coefficient suggests that, the Logical-Mathematical Intelligence and Musical Intelligence were relatively strong dominant Multiple intelligence Factor of the Higher secondary school children.

Key words: Multiple intelligence, Higher secondary school Students, Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalistic Intelligence.

INTRODUCTION

This study endeavors to delve into the multifaceted realm of multiple intelligences among higher secondary school students, aiming to unveil the diverse array of cognitive capacities, talents, and potentials that characterize their intellectual profiles. By embracing Gardner's framework of multiple intelligences, which encompasses linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences, this research seeks to illuminate the richness and complexity of students' cognitive landscapes. In essence, this study represents a concerted effort to illuminate the multiple intelligence levels among higher secondary school students, unveiling the diverse array of cognitive potentials that lie beneath the surface. By embracing the principles of educational equity, diversity, and inclusivity, this research aspires to empower educators, policymakers, and stakeholders with knowledge and insights essential for nurturing the diverse talents and potentials of all students.

NEED OF THE STUDY

Traditional measures of intelligence often focus solely on academic performance, neglecting the diverse array of cognitive abilities and talents that students possess. By investigating multiple intelligence levels among higher secondary school students, this study aims to provide a more holistic understanding of their intellectual profiles, encompassing linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and

naturalistic intelligences. In short, studying the multiple intelligence levels of higher secondary school students is essential for fostering a more holistic understanding of their intellectual profiles, tailoring educational practices to their diverse needs and talents, enhancing student engagement and motivation, promoting academic success and well-being, guiding career exploration, and contributing to the advancement of educational theory and practice. This research holds profound implications for educators, policymakers, and stakeholders seeking to create more inclusive, effective, and empowering learning environments for all students.

SIGNIFICANCE OF THE STUDY

Understanding the multiple intelligence levels of higher secondary school students contributes to their holistic development, by recognizing and valuing diverse forms of intelligence beyond traditional measures. This recognition fosters a more comprehensive understanding of students' strengths, talents, and potential, promoting their overall academic, social, and emotional well-being. In summary, studying the multiple intelligence levels of higher secondary school students is significant for promoting holistic student development, tailoring educational practices, enhancing student engagement and motivation, promoting inclusive learning environments, guiding career exploration, contributing to educational theory and practice, and empowering students and educators alike. This research has far-reaching implications for fostering a more inclusive, effective, and empowering educational system that celebrates the diversity of human intelligence and talent.

STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is **A study on multiple intelligence level of higher secondary school students.**

OPERATIONAL DEFINITION

- **Higher secondary school students** in this research refers to individuals who are enrolled in the higher levels of secondary education, typically the last two years before entering tertiary education or the workforce. These students are usually between the ages of 15 to 18, depending on the educational system and country.
- **Multiple Intelligence** in this research refers to score obtained by the higher Secondary school students in the research tool **Multiple Intelligence Scale (1999)** constructed and standardized by Gardner.

OBJECTIVES

1. To evaluate the total Multiple Intelligence of higher Secondary school students.
2. To measure the Multiple Intelligence of higher Secondary school students and their relationship with subsamples.
3. To predict Multiple Intelligence of higher Secondary school students.
4. To identify the dominant factor influencing Multiple Intelligence of higher Secondary school students

HYPOTHESIS

1. The Multiple Intelligence of higher Secondary school students is low.
2. There is no significant relation between Multiple Intelligence of higher Secondary school students and their relationship with subsamples.
3. There is no significant predictor of Multiple Intelligence of higher Secondary school students
4. There is no significant dominant factor influencing Multiple Intelligence of higher Secondary school students

Methodology:

Normative survey method is used in the present study. In brief it is an attempt to analyze, interpret and report the present level of Multiple Intelligence of higher Secondary school students. This study employed the **Multiple Intelligence Scale (1999)** constructed and standardized by Gardner. This 32-item scale has eight dimensions: Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalistic Intelligence. Each component has a 5-point rating system. The pupils enrolled in the higher secondary in Cuddalore district make up the study's population. In the Cuddalore district, there are approximately 10,000 students enrolled in 100 higher secondary schools. 149 pupils from several higher secondary schools in the Cuddalore district were selected using random sample techniques. There are 83 male and 66 female students participating in this study across these 149 samples. Descriptive analysis, Differential analysis, Multiple correlation and Regression analysis were cried out with the help of IBMSPSS23**.**

ANALYSIS OF MULTIPLE INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS

Table 1 Percentage Analysis of Multiple Intelligence Score of The Sample

S.No	Self-concept	Score	N	Percentage
1	Very Low	0-32	0	0
2	Low	33-64	0	0
3	Moderate	65-96	7	5
4	High	97-128	86	58

5	Very high	129-160	56	37

The above table 4.1 shows that 5 % of Higher Secondary School Students Multiple Intelligence score is moderate (65-96), 58% of Higher Secondary School Students Multiple Intelligence score is High (97-128) and 37% Higher Secondary School Students Multiple Intelligence score is very high (129-160). Thus, Higher Secondary School Students Multiple Intelligence score is High.

ANALYSIS OF THE LEVEL OF MULTIPLE INTELLIGENCESCORE OF ENTIRE AND SUBSAMPLES

Evaluating the degree of Higher Secondary School Students Multiple Intelligence for both the full sample and selected sub-samples is one of the study's key goals. For both full and sub samples, the mean Standard deviation values have been computed. which comprise the students enrolled in Higher Secondary School Students were considered as the population and sample. Sub-samples were considered for School type, Gender, Age, Medium, Mothers Qualification, Fathers Qualification, Parental Occupation, Parental Income, No Of Family Members and Family Type

Table 2.Mean And Standard Deviation Of Multiple Intelligence Of Total Sample

Variable	N	Mean	STD
Multiple Intelligence	**154**	**99.38**	**13.73**

The above table 4.2 shows the mean score and standard deviation of Higher Secondary School Students Multiple Intelligence are found to be 99.38 and 13.73 respectively. It is concluded that the Higher Secondary School Students Multiple Intelligence are High (85-112).

Table 3 Descriptive Analysis of The Multiple Intelligence of Total Sample Score and Subsamples of Higher Secondary School Students

S.No	Variable		N	Mean	STD	t/f	Result
1	School Type	Government	49	115.7	14.8	20.444	S
		Aided	50	126.7	7.4		
		Private	50	**128.4**	8.5		
2	Gender	Male	83	**123.7**	12.3	.084	NS
		Female	66	123.5	11.9		
3	Age	13	83	120.4	13.2	7.670	S
		14	16	126.1	10.9		
		15	50	**128.2**	8.5		
4	Medium of Instruction	Tamil	97	121.2	13.0	3.527	S
		English	52	**128.2**	8.5		
5	Mothers Qualification	School Level	45	122.4	13.8	0.504	NS
		Diploma Level	36	124.5	11.1		
		College Level	28	123.5	12.2		
		Illiterate	32	123.2	11.1		
		Professional	8	**128.6**	10.3		
6	Fathers Qualification	School Level	35	125.0	11.0	1.459	NS
		Diploma Level	41	125.3	10.1		
		College Level	39	121.0	15.1		
		Illiterate	24	121.0	10.4		
		Professional	10	**128.3**	12.0		
7	Parental Occupation	Daily Wages	30	120.6	14.7	1.310	NS
		Self-Employment	38	123.1	9.6		
		Business	40	125.9	12.2		
		Government Job	28	122.4	9.7		
		Professional	13	**127.8**	12.9		
8	Parental Monthly Income	10000	13	120.5	12.1	2.203	S
		20000	31	123.1	14.3		
		30000	28	**125.8**	11.0		
		40000	41	125.2	7.5		
		50000	25	125.3	14.3		
		60000	10	113.1	14.4		
9		3-member	28	120.9	9.8	1.055	NS

	No of Family Members	4-member	26	125.3	11.8		
		5-member	39	**126.1**	11.1		
		6-member	31	122.8	12.8		
		7-member	25	122.0	14.2		
10	Type of Family	Nuclear	42	119.2	11.3	6.146	NS
		Joint	75	123.9	8.4		
		Single Parent	32	**128.8**	14.8		

According to the computed t-value, there appears to be no appreciable difference in total Multiple Intelligence between male and female Higher Secondary School students. Considering that the calculated t-value of .084 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Multiple Intelligence between Male and female Higher Secondary School students.

According to the computed t-value, there appears to be appreciable difference in total Multiple Intelligence between Tamil and English medium Higher Secondary School students. Considering that the calculated t-value of 3.527 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Multiple Intelligence between Tamil and English medium Higher Secondary School students.

According to the computed t-value, there appears to be appreciable difference in total Multiple Intelligence between Higher Secondary School students from different schools. Considering that the calculated f-value of 20.444 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Multiple Intelligence between Higher Secondary School students from different schools.

According to the computed t-value, there appears to be appreciable difference in total Multiple Intelligence between Higher Secondary School students from different schools. Considering that the calculated f-value of 7.670 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Multiple Intelligence between Higher Secondary School students from different schools.

According to the computed t-value, there appears to be no appreciable difference in total Multiple Intelligence between Higher Secondary School students with various mother's qualification. Considering that the calculated f-value of .504 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Multiple Intelligence between Higher Secondary School students with various mother's qualification.

According to the computed t-value, there appears to be no appreciable difference in total Multiple Intelligence between Higher Secondary School students with various father's qualification. Considering that the calculated f-value of 1.459 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Multiple Intelligence between Higher Secondary School students with various father's qualification.

According to the computed t-value, there appears to be no appreciable difference in total Multiple Intelligence between Higher Secondary School students with various parental occupation. Considering that the calculated f-value of 1.310 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Multiple Intelligence between Higher Secondary School students with various parental occupation.

According to the computed t-value, there appears to be a appreciable difference in total Multiple Intelligence between Higher Secondary School students with various parental income. Considering that the calculated f-value of 2.203 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Multiple Intelligence between Higher Secondary School students with various parental income.

According to the computed t-value, there appears to be no appreciable difference in total Multiple Intelligence between Higher Secondary School students living with various number of family members. Considering that the calculated f-value of 1.055 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total Multiple Intelligence between Higher Secondary School students living with various number of family members.

According to the computed t-value, there appears to be appreciable difference in total Multiple Intelligence between Higher Secondary School students living in different Family Type. Considering that the calculated f-value of 6.146 is significant at the 5% level. Consequently, the alternative hypothesis is accepted and

the null hypothesis is rejected. Therefore, it can be concluded that there is difference in the Total Multiple Intelligence between Higher Secondary School students living in different Family Type.

Table 4. Stepwise Regression of Total Multiple Intelligence and Its Personal Variables

Model		B	Std. Error	Beta	Pearson r	Sr^2	Structure Coefficient
2	(Constant)	113.807	2.769				
	School Type	6.958	1.115	.469	.436	.211	.455
	Fathers Qualifications	-1.597	.753	-.159	-.062	-.030	.065

Note. The dependent variable **Multiple intelligence** R^2=0 .215, Adjusted R^2=0.204, Sr^2 is squared semi-partial correlation. F(2, 145)= 19.841.

Table 4. shows Type of school, Age, Gender, Medium, Mother Qualification, Father Qualification, Parental occupation, Parental income, Family members, Family Type and Multiple intelligence were used in a stepwise multiple regression analysis to predict Multiple intelligence of the rural school students. The correlation of variables is shown in table.4.14. As can be seen correlations with School type, Age, Medium and Fathers Qualification and Multiple intelligence were statistically significant.

The prediction model contained two of the ten predictors and was reached in two steps with 8 variables removed. The model was statistically significant, $F(2, 145)= 19.841$, $p < .001$, and accounted for approximately 21% of the variance of Multiple intelligence (R^2=0.215 Adjusted R^2= 0.204). Multiple intelligence is primarily predicted by School type and Fathers Qualification. The raw and standardized regression coefficient of predictors together with their correlation with Multiple intelligence, their squared semi-partial correlations, and their structure coefficients are shown in table-4.14. The School type and Fathers Qualification received the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: The School type and Fathers Qualification uniquely accounted for approximately 45% and 7% of the Multiple intelligence. Inspection of the structure coefficient suggests that, the School type and Fathers Qualification were relatively strong indicators of Multiple intelligence of Higher secondary school children.

TABLE 5. STEPWISE REGRESSION OF MULTIPLE INTELLIGENCE AND ITS DIMENSIONS

Model		B	Std. Error	Beta	Pearson r	Sr^2	Structure Coefficient
8	(Constant)	1.599E-14	0.000				
	Logical-Mathematical Intelligence	1.000	0.000	.202	.709	1.000	.158
	Musical Intelligence	1.000	0.000	.193	.708	1.000	.145
	Bodily-Kinesthetic Intelligence	1.000	0.000	.196	.605	1.000	.171
	Spatial Intelligence	1.000	0.000	.221	.648	1.000	.182
	Linguistic Intelligence	1.000	0.000	.180	.611	1.000	.157
	Interpersonal Intelligence	1.000	0.000	.168	.653	1.000	.135
	Naturalistic Intelligence	1.000	0.000	.219	.642	1.000	.166
	Intrapersonal Intelligence	1.000	0.000	.176	.556	1.000	.146

Note. The dependent variable **Multiple intelligence**. R^2=0 1.000, Adjusted R^2=1.000, Sr^2 is squared semi-partial correlation. F(8, 140)= 921.927

Table 5 shows Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalistic Intelligence and Total Multiple intelligence were used in a stepwise multiple regression analysis to find dominant Multiple intelligence Factor of the Higher secondary school children**.**

The dominant factor model contained eight of the eight factors and was reached in eight with **0** variables removed. The model was statistically significant, $F(8, 140)= 921.927$, $p < .001$, and accounted for approximately 100% of the variance of Multiple intelligence (R^2=0.091 Adjusted R^2= 0.079). Multiple intelligence is primarily predicted by Logical-Mathematical Intelligence followed by Musical Intelligence, Bodily-Kinesthetic Intelligence, Spatial Intelligence, Linguistic Intelligence, Interpersonal Intelligence, Naturalistic Intelligence and Intrapersonal Intelligence. The raw and standardized regression coefficient of predictors together with their correlation with Multiple intelligence, their squared semi-partial correlations, and their structure coefficients are shown in table-4.16. The Logical-Mathematical Intelligence and Musical Intelligence were the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Logical-Mathematical Intelligence and Musical Intelligence, Bodily-Kinesthetic Intelligence, Spatial Intelligence, Linguistic Intelligence, Interpersonal Intelligence, Naturalistic

Intelligence and Intrapersonal Intelligence. uniquely accounted for approximately 25%, 21%, 21%,28% and 22% of the Multiple intelligence. Inspection of the structure coefficient suggests that, the Logical-Mathematical Intelligence and Musical Intelligence were relatively strong dominant Multiple intelligence Factor of the Higher secondary school children**.**

CONCLUSION

The Male Higher Secondary School Students from private schools, English medium students aged around 15-years, children of professional parents, Rs 30000/- as parental income and living in a 5-membered family with single parent show high **Multiple Intelligence. Multiple Intelligence of the Higher Secondary School Students is predicted by School type and Fathers Qualification. the Logical-Mathematical Intelligence and Musical Intelligence were relatively strong dominant Multiple intelligence Factor of the Higher secondary school children. But Student are poor in intra-personal and interpersonal intelligence. Therefore, the government policies should give importance to develop intra-personal and interpersonal intelligence among students**.

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