A STUDY ON THE RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND CAREER ASPIRATION OF SECONDARY SCHOOL PUPILS OF KERALA

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ABSTRACT

The present study was conducted on the career aspiration of secondary students in relation to Multiple Intelligence, considering the assumption that career aspiration will correlate significantly with the components of Multiple Intelligence and Multiple Intelligence (total). A sample of 894 secondary school pupils was taken using a stratified random sampling technique for the study. The tool was prepared by the investigator for measuring Multiple Intelligence and career aspiration under the guidance of the research supervisor. Pearson's Product- Moment was used to test the hypothesis. The result of the study reveals that there is a high correlation between Multiple Intelligence and career aspiration of secondary school pupils of Kerala.

KEYWORDS: *Multiple Intelligence, Career Aspiration*

INTRODUCTION

Multiple Intelligences theory advocates deep understanding and mastery in the most profound areas of human experience. Developing all forms of intelligence is important because achievement in multiple areas, including but not limited to academic success, is what mark people who excel in life. Typically, people who excel are emotionally balanced, flexible thinkers, and creative problem solvers. These are the people whose relationship flourish, who succeed in the career of their choice, and who maintain balanced and healthy lifestyles. If we want students to attain these goals, we need to look to non-traditional theories of intelligence for insight.

Various studies conducted on Multiple Intelligences by Webber (1994), Harms (1998), Borrego (1999) reveal the importance of Multiple Intelligences aspect: Webber is of the opinion that the change within the curriculum content, consistent with a constructivist and Multiple Intelligences views of learning would enable students to develop further their individual differences. Harms (1998) study was to determine and compare self-perceptions of the dominance of Multiple Intelligences among randomly selected third grade, seventh grade and eleventh-grade students. The result showed that respondents perceived naturalistic and interpersonal intelligence to be their most dominant capacities and intrapersonal intelligence to be their least dominant capacity. Also, there were significantly different perceptions among students at the three grade levels of all intelligence. Borrego found that focus on Multiple Intelligences caters to the special needs of differentially abled students.

The above studies show that use of Multiple Intelligences theory in the classrooms has many benefits. All forms of intelligence are equally celebrated. A sense of increased self-worth may be seen as students build on their

strengths and work towards becoming experts in certain areas. Students may develop strong problem-solving skills that they can use in real life situations.

Career aspiration is the goals an individual set out to achieve in his desired profession. It is considered one of the motivational variables for better performance in any sector of life. The implementation of Multiple Intelligences theory in schools will definitely help to increase the confidence level of the students as well as their career aspiration. The present study explores the relationship between Multiple Intelligence and career aspiration of secondary school pupils.

STATEMENT OF THE PROBLEM

A Study on the Relationship between Multiple Intelligence and Career Aspiration of Secondary School Pupils of Kerala

HYPOTHESIS OF THE STUDY

Career aspiration will correlate significantly with the components of Multiple Intelligence and Multiple Intelligence (total)

OBJECTIVE OF THE STUDY

To find out the correlation between Multiple Intelligence variables and career aspiration of secondary school pupils of Kerala

METHODOLOGY

The method adopted for the present study was the Normative Survey method. A sample of 894 secondary school pupil was taken using a stratified random sampling technique.

TOOLS USED FOR THE PRESENT STUDY

- A Comprehensive Test of Multiple Intelligences for Secondary School Pupils
- Test of Career Aspiration

STATISTICAL TECHNIQUE USED

The statistical technique used for the study is the Pearson's Product-Moment Correlation

ANALYSIS AND INTERPRETATION

The relationship between each component of Multiple Intelligence and Multiple Intelligence (Total) with career aspiration is found. The value of coefficient of the correlation between each component of Multiple Intelligence and Multiple Intelligence (Total) with career aspiration for the total sample is analyzed. The results are given in the table below;

Table 1: Coefficient of Correlation between Each Component of Multiple Intelligences and Multiple Intelligences (Total) With Career Aspiration for the Total Sample

Components of Multiple Intelligences	Value of r	Confidence Level
Verbal/Linguistic Intelligence	0.60**	0.55 - 0.66
Logical/Mathematical Intelligence	0.73**	0.68 - 0.77
Interpersonal Intelligence	0.5**	0.44 - 0.57
Intrapersonal Intelligence	0.70**	0.65 to 0.75
Visual/Spatial Intelligence	0.69**	0.65 - 0.74
Musical/Rhythmic Intelligence	0.58**	0.52 - 0.64
Naturalistic Intelligence	0.65**	0.61 - 0.70
Bodily/Kinesthetic Intelligence	0.54**	0.48 to 0.60
Multiple Intelligence (Total)	0.85**	0.82 - 0.87

The correlation coefficient and verbal/linguistic intelligence and career aspiration are 0.60. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between verbal /linguistic intelligence and career aspiration is significant at 0.01level.

The correlation coefficient and logical/mathematical intelligence and career aspiration are 0.73. This is greater than the value set for significance at 0.01level (0.086). Hence the obtained coefficient between logical/mathematical intelligence and career aspiration is significant at 0.01level.

The correlation coefficient and interpersonal intelligence and career aspiration are 0.5. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between interpersonal intelligence and career aspiration is significant at 0.01level.

The correlation coefficient and intrapersonal intelligence and career aspiration are 0.7. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between intrapersonal intelligence and career aspiration is significant at 0.01level.

The correlation coefficient and visual/spatial intelligence and career aspiration are 0.69. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between visual/spatial intelligence and career aspiration is significant at 0.01levels.

The correlation coefficient and musical/rhythmic intelligence and career aspiration are 0.58. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between musical/rhythmic intelligence and career aspiration is significant at 0.01levels.

The correlation coefficient and naturalistic intelligence and career aspiration are 0.65. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between naturalistic intelligence and career aspiration is significant at 0.01levels.

The correlation coefficient and bodily/kinesthetic intelligence and career aspiration are 0.54.This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between bodily/kinesthetic intelligence and career aspiration is significant at 0.01levels.

The correlation coefficient and multiple intelligence (total) and career aspiration are 0.85. This is greater than the value set for significance at 0.01 level (0.086). Hence the obtained coefficient between multiple intelligence (total) and career aspiration is significant at 0.01levels.

Hence the study reveals that there is a significant positive correlation between Multiple Intelligence and career aspiration of secondary school pupils of Kerala.

CONCLUSIONS

The study established that there is a high correlation between Multiple Intelligence and career aspiration of secondary school pupils of Kerala. Hence while setting the curriculum importance should be given to educational objectives which promotes MultipleIntelligences. Teachers should guide students in recognizing their own dominant intelligence and encourage the use of it for learning. The student can recognize what they can achieve even if they lack a certain type of intelligences. This recognition helps the student to achieve their career aspiration. A career of their interest creates job satisfaction which will increase productivity in the respective field. This will contribute to national development.

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