A STUDY ON THE COMPARISON BETWEEN MULTIPLE INTELLIGENCE AND EMOTIONAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN KERALA

Dr. Anitha S.M

Assistant Professor, N.S.S. Training College, Changanacherry

ABSTRACT

This study is intended to compare multiple intelligence and emotional adjustment of secondary school students of Kerala. Emotional adjustment is an essential component which should be built properly during this period. Here the investigator Compare each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils taken in pairs on the basis of different levels (High-Average, Average-Low, High-Low) of Emotional Adjustment.

KEYWORDS: *Multiple Intelligence, Emotional Adjustment*

INTRODUCTION

There are many ways to express oneself and probably even ways to gain knowledge and understand the universe. The theory of Multiple Intelligence advocates deep understanding and mastery in the most profound areas of human *experience*. Howard Gardner, formulator of the theory has been acclaimed as the most influential educational theorist since John Dewey.

Developing all forms of intelligence is important because achievement in multiple area, 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 nontraditional theories of intelligence for insight.

One of the major implication of Gardner's theory is that intelligence can be taught that people can learn to behave in more intelligent ways if multiple forms of intelligence are nurtured and valued. In the past many schools have typically concentrated their efforts on verbal and mathematical abilities. Some schools still do. Doing so may be likened to using a tool kit that contains only hammer and screwdriver. Certainly, there are problems that can be solved with a hammer and screwdriver, just as there are problems that can be solved with logic and words. However, if the kit is extended to include a variety of tools, then presumably we can solve a whole range of other problems. Extending the tool kit to provide students with more than a hammer and screwdriver, or logic and words, therefore, is a fundamental premise of the Multiple Intelligence theory.

It is very important that teachers take individual difference among learners very seriously. The bottom line is a deep interest in children and how their minds are different from one another and in helping them use their mind well. The Multiple Intelligence approach encourages teachers to regard intellectual ability more broadly. Teachers are able to see that visual arts, music and dance can be just as valuable to students understanding, of the world they live in as traditional

academic subjects. An awareness of Multiple Intelligence theory has stimulated teachers to find more way of helping all students in their classes. Numerous teachers and school administrators have applied aspect of Multiple Intelligence theory in their classroom and school and found it successful.

In the Kerala Curriculum Frame work (2007) the importance of implementing Multiple Intelligence theory in classrooms has been mentioned. In the global scenario young learners of today should be competent to face the challenges. This is possible only if they are catered accordingly. Though we give importance to constructivist approach it is very doubtful that the area of Multiple Intelligence is given due weight age. In the present educational scenario the personality traits of learners need to be addressed effectively. Studies shows that Multiple Intelligence has an impact on the developmental traits of an individual. The investigator wishes to know whether the application of Multiple Intelligence theory in our classroom has an impact on the affective traits of the individuals.

Emotional adjustment of an individual is essential in his everyday life. Every individual faces a lot of problems in the real life situation. They are supposed to face these problems that come across their life and also find solutions for the problem they face .Therefore the investigator wishes to Compare each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils taken in pairs on the basis of different levels of Emotional Adjustment

STATEMENT OF THE PROBLEM

The present study is entitled as **"A Study on the Comparison between Multiple Intelligence and Emotional Adjustment of Secondary School Students in Kerala"**

Hypothesis

There will be significant difference in each component of Multiple Intelligence and Multiple Intelligence (Total) of secondary school pupils taken in pairs (High Average, Average-Low, High-Low) in terms of their emotional adjustment.

OBJECTIVE OF THE STUDY

To find out the difference between Multiple Intelligence and Multiple Intelligence (Total) of secondary school pupils taken in pairs (High-Average, Average-Low, High-Low) on the basis of their emotional adjustment

METHODOLOGY

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

VARIABLES OF THE STUDY

The study has been designed with Multiple Intelligences as dependent variable and Emotional Adjustment as independent variable

Multiple Intelligence Variables

Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Musical/Rhythmic Intelligence, Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, Multiple Intelligence (Total).

EMOTIONAL ADJUSTMENT

Tools Used for the Present Study

- A Comprehensive Test of Multiple Intelligence for Secondary School Pupil.

- Test of Emotional Adjustment.

Statistical Technique Employed

Two-tailed test of significance for difference between means of large independent sample for comparison of groups.

ANALYSIS AND INTERPRETATION

Comparison of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils taken in pairs on the basis of different levels of Emotional Adjustment

Each component of Multiple Intelligences and Multiple Intelligence (Total) of pupils taken in pairs on the basis of with different levels of Emotional Adjustment are compared. The pupils were classified as high, average, low based on the total score obtained for Emotional Adjustment. Here the mean score of Emotional Adjustment for the Total sample is 54.59 and standard deviation is 15.54. Pupil's whose score greater than 62 for Emotional Adjustment were classified as pupils belonging to high Emotional Adjustment and those who scored less than 47 were classified as pupils belonging to Emotional Adjustment. Pupil's whose Emotional Adjustment score lies between (47 and 62) both inclusive were classified as pupils belonging to average Emotional Adjustment.

Comparison of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to Low and Average Emotional Adjustment

Mean scores of each component of Multiple Intelligence and Multiple Intelligence (Total) of pupils belonging to low and average Emotional Adjustment were compared using two-tailed test of significance. Data and results of test of significance of pupils belonging to low and average Emotional Adjustment with respect to each component of Multiple Intelligence and Multiple Intelligence (Total) are given in Table 1.

Table 1: Statistical Data and Result of Test of Significance of Means Score of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to Low and Average Emotional Adjustment

Multiple Intelligence Variables	Emotional Adjustment				Critical Ratio
	Average		Low		
	Mean	SD	Mean	SD	
1. Verbal/ Linguistic Intelligence	17.10	6.29	12.00	4.38	11.51**
2. Logical/ Mathematical Intelligence	14.89	4.11	10.52	4.42	12.72**
3. Interpersonal Intelligence	17.36	3.54	11.35	4.36	18.91**
4. Intrapersonal Intelligence	15.73	6.01	10.40	4.15	12.59**
5. Visual/Spatial Intelligence	14.02	3.86	10.91	4.51	9.236**
6. Musical Intelligence	17.73	5.93	11.70	4.43	14.11**
7. Naturalistic Intelligence	18.59	3.74	12.17	4.62	19.09**
8. Bodily/ Kinesthetic Intelligence	19.12	3.60	13.17	7.40	13.00**
9. Multiple Intelligence Total	134.5	17.12	92.21	17.79	30.07**
N = 336			N = 284		

**Significant at 0.01 level

It is seen from the Table 1 that each of the components of Multiple Intelligence and Multiple Intelligence (Total) of pupils belonging to average and low Emotional Adjustment differ significantly at 0.01 level. This indicates that pupils belonging to low and average Emotional Adjustment can be discriminated on the basis of their components of Multiple Intelligence and Multiple Intelligence (Total).

The discriminating variables in the order of importance (in the descending order of the absolute value of critical ratio) are:

- Multiple Intelligence (Total)   (CR=30.07)

- Naturalistic Intelligence   (CR=19.09)

- Interpersonal Intelligence   (CR=18.91)

- Musical Intelligence   (CR= 14.11)

- Bodily/ Kinesthetic Intelligence   (CR=13.00)

- Logical /Mathematical Intelligence   (CR=12.72)

- Intrapersonal Intelligence   (CR=12.59)

- Verbal/Linguistic Intelligence   (CR=11.51)

- Visual/Spatial Intelligence   (CR=9.24)

Comparison of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to High and Low Emotional Adjustment

The statistical indices and the results of the test of significance of the eight components of Multiple Intelligence and Multiple Intelligence (Total) of pupils belonging to high and low Emotional Adjustment are presented in Table 2

From the Table 2 it can be seen that all the components of Multiple Intelligence and Multiple Intelligence (Total) of pupils are capable of discriminating between pupils belonging to high and low Emotional Adjustment at 0.01 level of significance.

The variables in the order of importance are

- Multiple Intelligence (Total)   (CR=45.78)

- Intrapersonal Intelligence   (CR=34.73)

- Logical /Mathematical Intelligence   (CR=30.11)

- Verbal/ Linguistic Intelligence   (CR=30.06)

- Visual/Spatial Intelligence   (CR=27.51)

- Musical Intelligence   (CR=26.19)

- Naturalistic Intelligence   (CR=25.13)

- Bodily/ Kinesthetic Intelligence   (CR=18.09)

- Interpersonal Intelligence   (CR=14.89)

Table 2: Statistical data and Result of Test of Significance of Means Score of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to High and Low Emotional Adjustment

Multiple Intelligence Variables	Emotional Adjustment				Critical Ratio
	High		Low		
	Mean	SD	Mean	SD	
1.Verbal/ Linguistic Intelligence	22	3.39	12.00	4.38	30.06**
2.Logical/ Mathematical Intelligence	21.45	4.13	10.52	4.42	30.11**
3.Interpersonal Intelligence	23.08	12.49	11.35	4.36	14.89**
4.Intrapersonal Intelligence	21.91	3.64	10.40	4.15	34.73**
5.Visual/Spatial Intelligence	21.10	4.21	10.91	4.51	27.51**
6.Musical Intelligence	20.73	3.66	11.70	4.43	26.19**
7.Naturalistic Intelligence	21.58	4.19	12.17	4.62	25.13**
8.Bodily/ Kinesthetic Intelligence	21.98	3.21	13.17	7.40	18.09**
9.Multiple Intelligence Total	173.89	23.93	92.21	17.79	45.78**
N = 274			N = 284		

**Significant at 0.01 level

Comparison of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to High and Average Emotional Adjustment

The statistical indices and the results of the tests of significance of the eight components of Multiple Intelligence and Multiple Intelligence (Total) of pupils belonging to high and average Emotional Adjustment are presented in Table 3.

Table 3 below shows that each component of Multiple Intelligence and Multiple Intelligence (Total) of pupils belonging to high and average Emotional Adjustment differ significantly at 0.01 level.

The discriminating variables in the order of importance (in the descending order of the absolute value of critical ratio) are:

- Multiple Intelligence (Total)   (CR=23.59)

- Visual/Spatial Intelligence   (CR=21.59)

- Logical/ Mathematical Intelligence   (CR=19.56)

- Intrapersonal Intelligence   (CR=14.92)

- Verbal/ Linguistic Intelligence   (CR=11.58)

- Bodily/ Kinesthetic Intelligence   (CR=10.20)

- Naturalistic Intelligence   (CR=9.29)

- Interpersonal Intelligence   (CR=8.01)

- Musical Intelligence   (CR= 7.33)

Table 3: Statistical data and Result of Test of Significance of Means Score of each component of Multiple Intelligence and Multiple Intelligence (Total) of Pupils belonging to High and Average Emotional Adjustment

Multiple Intelligence Variables	Emotional Adjustment				Critical Ratio
	High		Average		
	Mean	SD	Mean	SD	
1. Verbal/ Linguistic Intelligence	22	3.39	17.10	6.29	11.58**
2. Logical/ Mathematical Intelligence	21.45	4.13	14.89	4.11	19.56**
3. Interpersonal Intelligence	23.08	12.49	17.36	3.54	8.01**
4. Intrapersonal Intelligence	21.91	3.64	15.73	6.01	14.92**
5. Visual/Spatial Intelligence	21.10	4.21	14.02	3.86	21.59**
6. Musical Intelligence	20.73	3.66	17.73	5.93	7.33**
7. Naturalistic Intelligence	21.58	4.19	18.59	3.74	9.29**
8. Bodily/ Kinesthetic Intelligence	21.98	3.21	19.12	3.60	10.20**
9. Multiple Intelligence Total	173.89	23.93	134.53	17.12	23.59**
N = 274			N = 336		

** Significant at 0.01 level

FINDINGS

The study shows that there exists significant difference in Multiple among students with high and average Emotional adjustment. Students with high Emotional adjustment have more Multiple Intelligence than that of students with average emotional adjustment.

There exists significant difference in Multiple Intelligence between students with high and low emotional adjustment. Students with high emotional adjustment have more Multiple Intelligence than students with low emotional adjustment.

The result shows that there exists significant difference in Multiple Intelligence between the students with average and low emotional adjustment. Students with average emotional adjustment have more Multiple Intelligence than Students with low emotional adjustment.

CONCLUSION

All human beings possess all eight intelligence in varying amount. Intelligence can be developed. No intelligence exists by itself. There are many different ways to be intelligent. These discoveries are helpful for educators as well as students for identifying and improving their Multiple Intelligences.

The study shows that significant difference occur between Multiple Intelligences and different levels of emotional adjustment taken in pairs of the whole sample. This point out the necessity of improving Multiple Intelligences of students for improving their emotional adjustment. An emotionally stable individual is required to build a strong nation.

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