A STUDY ON MULTIPLE INTELLIGENCE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS

ABSTRACT

"The best way to start to understand the human mind is to examine its different frames, its separate intelligences, in the end we must also learn how to yoke those intelligences together and mobilize them for constructive ends"-Gardner

The present investigation briefly describes the level of Multiple intelligences and Achievement motivation and attempts to find out whether achievement motivation has any influence over multiple intelligences. The sample composed of 152 high school students selected randomly from Chennai city. The investigator used the descriptive survey method. Multiple intelligence inventory and Achievement motivation scale were used for data collection. T test and Pearson's product moment correlation were used to analyze the collected data. The study concluded that there was significant and positive correlation between Multiple intelligences and Achievement motivation in high school students.

INTRODUCTION

Educational success of any individual is determined by his or her intellectual abilities and it is assessed only by their educational performance. Intelligence is a mixture of several abilities that are all of great value in life. Incredibly many schools, teachers and the entire education system persist in the view that the child is either intelligent or not and that the intelligent kids are 'good' and the unintelligent kids are 'bad'. According to Howard Gardner each person possesses 9 intelligences which include verbal-linguistic, logical-mathematical, musical, visual-spatial, bodily kinesthetic, interpersonal, intrapersonal, naturalistic and existential intelligences.

Multiple intelligence may have a positive impact on the comprehensive and collaborative educational attainment of students. The students may follow different learning methods or procedures from their teachers. In the modern days multiple intelligences are identified in the children's initial stages that could be made to categorize them.

There is no learning without motivation. Motivation is a process that energizes responses and determines their direction. Motivational factors influence the intellectual development of students. There are a number of studies which have proved that intelligence and achievement motivation are closely related. Achievement motivation influences multiple intelligences of the students. Hundreds of studies have shown that measures of achievement motivation generally correlate well with various areas of success such as school grades, job performance and worker output but which are all related to multiple intelligence. This is understandable since people who score high in achievement motivation expand their inelligences. Achievement motivation is also closely linked with succeeding in competitive tasks which is related to multiple intelligences. The expectations parents have for their children are also important in the development of achievement motivation. Motivating parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement-directed behaviour. The present study is particular about the multiple intelligence of high school students in terms of demographic variables and about the correlation between Multiple intelligence and Achievement motivation.

J. Jeyasutha
Ph.D, Research Scholar (F.T)
Dr. A. Vasanthi
Asst. Professor &
Head Department of Physical Science
Institute of Advanced Study in Education
Chennai-15

OPERATIONAL TERMS
MULTIPLE INTELLIGENCE

According to Howard Gardner ,"Multiple intelligence is a set of skills allowing individuals to find and resolve genuine problems they face". Each person possesses 9 intelligences which include verbal-linguistic,logical-mathematical,musical,visual-spatial,bodily-kinesthetic,interpersonal,intrapersonal, naturalistic and existential intelligences.

ACHIEVEMENT MOTIVATION

According to Atkinson and Fether (1966)," Achievement motive is considered as a latest disposition which is manifested in overt striving only when the individual perceives performances instrumental to a sense of personal accomplishment". Murray defined the 'need to achieve' as the tendency "to do something difficult as well and as quickly as possible".

STATEMENT OF THE PROBLEM

The title of the study was 'A study on Multiple Intelligence and Achievement Motivation of high school students.

OBJECTIVES

1. To study the significance of difference in multiple intelligence in terms of gender, school type, school location.

2. To study the correlation between Multiple Intelligence and Achievement Motivation.

HYPOTHESES

1. There is no significant difference between male and female high school students in their Multiple Intelligence.

2. There is no significant difference between Government high school and private high school students in their multiple Intelligence

3. There is no significant difference between Urban and Rural high school students in their multiple Intelligence.

4. There is no significant relationship between Multiple Intelligence and Achievement Motivation of high school students.

METHODOLOGY

The method of the study is the descriptive survey method. For the study data were collected from the students who are studying at high school level in the city of Chennai. Six government high schools and four private high schools were randomly identified. 152 students were randomly selected from these schools. Multiple intelligence inventory and Achievement motivation scale were administered on these selected students. The collected data were scrutinized with the help of scoring key and appropriate statistical techniques were applied to elicit the information.

TOOLS USED

1. Multiple Intelligence Inventory prepared and validated by Terry Armstrong(1998).The inventory has 56 items on Mulitple Intelligence .

2. Achievement motivation scale standardized by Robinson.The scale has 15 items on Achievement motivation.

STATISTICAL TECHNIQUES USED IN THE STUDY

The data thus obtained were analysed by using appropriate statistical techniques such as mean, standard deviation, 't' test and Pearson's product moment correlation.

HYPOTHESES TESTING
HYPOTHESIS 1

There is no significant difference between male and female high school students in their Multiple Intelligence.

Table 1
DIFFERENCE IN MULTIPLE INTELLIGENCE WITH RESPECT TO GENDER

Gender	N	Mean	S.D	't'value	Sig (2-tailed)
Male	73	173.63	46.55	1.155	.250NS
Female	79	182.16	44.52		

From table 1, it is evident that the mean scores of male and female students were found to be 173.63 and 182.16 respectively. It shows that female students scored

more than male students. There is no significant difference in Multiple Intelligence levels of male and female students as the 't' value 1.155 is found to be not significant at 0.05 level. Therefore the formulated hypothesis is accepted.

HYPOTHESIS 2

There is no significant difference between Government high school and private high school students in their multiple Intelligence.

Table 2

DIFFERENCE IN MULTIPLE INTELLIGENCE WITH RESPECT TO SCHOOL TYPE

School type	N	Mean	S.D	Calculated 't' value	Sig (2-tailed)
Government	86	160.43	43.22	6.057	.000**
Private	66	201.04	37.83		

From table 2, it is evident that the mean scores of Government and private high school students were found to be 160.43 and 201.04 respectively. Though the mean scores significantly differ, the difference is not statistically significant. There is significant difference between Multiple Intelligences of government and private high school students as the 't' value 6.057 is found to be significant at 0.05 level. Therefore, the formulated hypothesis is rejected. Private high school students have high multiple intelligence.

It is concluded that the students belonging to private school are motivated by their parents and the school. They may be exposed to different teaching learning methods, and extra-curricular activities which may include smart class, field trip etc.

HYPOTHESIS 3

There is no significant difference between Urban and Rural high school students in their multiple Intelligence.

Table 3

DIFFERENCE IN MULTIPLE INTELLIGENCE WITH RESPECT TO LOCATION OF THE SCHOOL

Location	N	Mean	S.D	Calculated 't' value	Sig (2-tailed)
Urban	107	180.45	45.369	0.998	.320NS
Rural	45	172.37	46.031		

From table 3 it is evident that the mean scores of Urban and Rural school students were found to be 180.45 and 172.37 respectively. There is no significant difference in Multiple Intelligence of urban and rural students as the 't' value .998 is found to be not significant at 0.05 level. Therefore the formulated hypothesis is accepted.

HYPOTHESIS 4

There is no significant relationship between Multiple Intelligence and Achievement Motivation of high school students.

Table 4

CORRELATION BETWEEN MULTIPLE INTELLIGENCE AND ACHIEVEMENT MOTIVATION

Variable	N	Calculated 'r' value	Sig (2-tailed)
Multiple Intelligence and Achievement motivation	152	0.829	.000**

The correlation between multiple intelligence and achievement motivation is found to be 0.829 in Table 4, which is significant at 0.05 level. Therefore the formulated hypothesis is rejected. It is concluded that there is positive and significant correlation between multiple intelligence and achievement motivation.

FINDINGS

i.   High school students who belong to private schools possess higher multiple intelligence than the students who belong to Government schools.

ii.   Gender and location of school do not influence Multiple intelligence of high school students.

iii. There is significant and positive correlation between Multiple intelligence and Achievement motivation.

CONCLUSION

We should not judge and develop people according to a narrow definition of intelligence. We must instead rediscover and promote the vast range of capabilities that have value in life. This study has revealed that multiple intelligence and achievement motivation of students are highly correlated. Incorporating psychological principles

in educational activities would increase multiple intelligence. Teachers are responsible to motivate the student to achieve in education and life. A persons' strength is also a learning channel. A person's weakness hinders learning. Students need to experience learning that allows them to engage all of their intelligence to explore their own intelligence. Parents and teachers should take proper steps to motivate the students in the proper way that will promote intellectual abilities which are responsible for success in education and life.

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The only thing that interferes with my learning is my education.   - Albert Einstein

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Education is the most powerful weapon which you can use to change the world.   - Nelson Mandela

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An investment in knowledge pays the best interest.
                                                        - Benjamin Franklin

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Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth.   - Chanakya

ATTITUDE OF COLLEGE STUDENTS...

CONCLUSION

It is clear from the above analysis that the dowry system in our country has become a kind of business deal, a big bargain in matrimony. It is unspiritual and is devoid of ethical values. It is a stigma associated with the Indian marital system. It has become equally rampant in mostly all the religious communities of India. It has made a few young women to remain as spinsters. It is high time people stopped it. The successful abolition of the practice of dowry would be a landmark in social reforms. But it is not an easy task. Determined efforts should be made on all-India basis to combat this problem. Social and moral consciousness of the people, education and economic independence of women, inter-caste marriages, effective enforcement of legislation against dowry, establishment of voluntary associations to discourage dowry, civil marriage, arrangement of community weddings, launching of youth movements against the dowry system are some of the means of countering this practice.

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