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Multiple intelligences among secondary level school students Kailali, Nepal with reference to ethnicity

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Abstract

Intelligence is a characteristic of individual differences held to be one of the sources of human behaviour. Performance of the individual as a person, citizen, as worker and as a student largely depends upon the intelligence he/she possesses. An intelligent person has the ability to adjust himself to the changing circumstances with ease, efficiency and speed. This study aimed to identify the types of multiple intelligences among secondary level students with reference to ethnic differences from Kailali, Nepal in light of Gardner's theory. To achieve this aim, the Multiple Intelligences Test (MIT) was administered on a study sample consisting of 300 students from four (two public and two private) schools. The results of the study showed that the naturalistic intelligence ranked first, while the linguistic intelligence came last, and that there were statistically significant differences on the bodily-kinesthetic intelligence and spatial-visual intelligence, while there were not statistically significant differences on the rest of the intelligences attributed to the school types(public and private). The study concluded with suggesting many recommendations.

Keywords: Ethnicity, Gardener's theory, multiple intelligences, private and public school

Introduction

Intelligence is a characteristic of individual differences held to be one of the sources of human behaviour (Gottfredson & Saklofske, 2009; Shanto, 2016) ^[6, 11]. To increase teachers' performance and student's academic outcomes, MI approach has been implemented in a number of course contents at primary level, elementary level and secondary level in developed countries (Gul & Reba, 2017) ^[7]. There is challenge in the education field regarding the variation of student progress. "No two individuals are alike in the universe. If any student wants to reach his or her goals or aims he or she has to meet many challenges like cognitive ability, efficient methods of learning, concentration, memory, intelligence, learning environment and the students' progress" (Anitha, Vannessa, & Sreelakshmi, 2013, p. 12) ^[1]. Children differ immensely in intelligence. Intelligence is a general cognitive problem-solving skill. It is a mental ability involved in reasoning, perceiving relationships, analogies and calculating. It helps individuals to face and solve the complicated problems and situations, in learning things and making adjustments with the environment (Shaikh, Khan, & Wakpainjan, 2016, p. 95) ^[10]. "Intelligence refers to capacity to learn with speed and accuracy, Capacity to solve problems and Capacity to adjust in the society" (Anitha, Vannessa, & Sreelakshmi, 2013, p. 12) ^[1]. There is challenge in the education field regarding the variation of student progress. No two individuals are alike in the universe. If any student wants to reach his or her goals or aims he or she has to meet many challenges like cognitive ability, efficient methods of learning, concentration, memory, intelligence, learning environment and the students' progress. Children differ immensely in intelligence. For everyone, multiple intelligences are needed to reason, plan, problem solving, think abstractly, comprehend complex ideas, learn quickly and learn from experience. Intelligence is not merely book learning, a narrow academic skill. But it reflects a broader and deeper capability for comprehending our surroundings. This is the age for development carrier choosing, carrier success, personal wellbeing and leadership to improve student's achievement and success. Intelligence plays an important role in life and contributes to the personal, social development of an individual and harmonious development of the personality of an individual (Kandeel, 2016) ^[8].

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Intellectual development implies progressive changes in the mental process which go on from birth to death. Intellectual development includes various aspects such as development of concepts, perception, language, memory, reasoning, thinking and imagination. Making use of these multiple intelligences can help us restructuring our class rooms into places where everyone have higher degree of success than ever imagined. It enables the learner to understand and to develop their unique way of understanding and this empowers that person with a great self-esteem and enthusiasm. This theory can help each of us build upon both our strong and weak intelligences to become more whole, happy and productive human being. Multiple intelligences are needed to reason, plan, problem solving, think abstractly, comprehend complex ideas, learn quickly and learn from experience. Intelligence is not merely book learning, a narrow academic skill. But it reflects a broader and deeper capability for comprehending our surroundings. Intelligence is perhaps, still single most effective predictor of school achievement.

This is the age for development carrier choosing, carrier success, personal well-being and leadership to improve student’s achievement and success. According to Gardner

(1999) ^[5] intelligence is the ability to solve problems; a biophysical potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture through which individuals are able to learn/teach new information. The theory of multiple intelligences was proposed by Howard Gardner in 1983 to more accurately define the concept of intelligence and to address the question whether methods which claim to measure intelligence are truly scientific. In his conception, a child who masters multiplication easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence and therefore, may best learn the given material through different approach, may excel in a field outside of Mathematics, may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hide a mathematical intelligence potentiality higher than that of a child who easily memorizes the multiplication process (Chan, 2005) ^[3].

The following table shows brief highlights of eight multiple intelligences and the ways of learning preferences.

Table 1: The Nature of multiple intelligences and the ways of learning preferences

SN	Learners who are highly	Think	Love
1	Verbal-linguistic	In words	Reading, writing, telling stories, playing word games
2	Logical-mathematic	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating
3	Visual-spatial	In images and pictures	Designing, drawing, visualizing, doodling
4	Bodily-kinesthetic	Through somatic sensation	Dancing, running, jumping, building, touching, gesturing
5	Musical	Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening
6	Interpersonal	By bouncing ideas of other People	Leading, organizing, relating, manipulating, mediating, Partying
7	Intrapersonal	In relation to their needs, feelings, and goals	Setting goals, meditating, dreaming, planning
8	Naturalist	Through nature and natural forms	Playing with pets, gardening, investigating nature, raising animals, caring for planet earth

(Source: (Emmiyati, Rasyid, Rahman, Arsyad, & Dirawan, 2014, p. 104)) ^[4]

According to Thomas Armstrong ((2009, p.179) ^[2] the following table lists the occupations categorized by primary intelligence.

Table 2: Occupations categorized by primary intelligence.

S. No	Intelligences	Occupations
1	Linguistic	Librarian, archivist, curator, speech pathologist, writer, radio or TV announcer, journalist, legal assistant, lawyer, secretary, typist, proofreader, English teacher
2	Logical-mathematical	Auditor, accountant, purchasing agent, underwriter, mathematician, scientist, statistician, actuary, computer analyst, economist, technician, bookkeeper, math or science teacher
3	Spatial	Engineer, surveyor, architect, urban planner, graphic artist, interior decorator, photographer, art teacher, inventor, cartographer, pilot, fine artist, sculptor
4	Bodily-kinesthetic	Physical therapist, recreational worker, dancer, actor, mechanic, carpenter, craftsperson, physical education teacher, factory worker, choreographer, professional athlete, jeweler
5	Musical	Disc jockey, musician, instrument maker, piano tuner, music therapist, instrument salesperson, songwriter, studio engineer, choral director, conductor, singer, music teacher, musical copyist
6	Interpersonal	Administrator, manager, school principal, personnel worker, arbitrator, sociologist, anthropologist, counselor, psychologist, nurse, public relations person, salesperson, travel agent, social director
7	Intrapersonal	Psychologist, clergyman, psychology teacher, therapist, counselor, theologian, entrepreneur
8	Naturalist	Forest ranger, zoologist, naturalist, marine biologist, veterinarian, beekeeper, farmer, nature guide, ecologist, horticulturist, vintner, entomologist, tree surgeon

(Source: (Armstrong, 2009) ^[2]

The schools are responsible for providing proper learning environment to students. Every school has its own climate which is perceived by the students. The schools follow a specific syllabus prescribed by respective boards of

affiliations but the experiences provided by schools, resources made available to students are different (Razmjoo, 2008). Therefore, the learning also differs in degree. For example if the school focuses on the physical development

of students and organize sports and other physical activities in the school then the students may get ample opportunity to develop physical abilities and skills or bodily kinaesthetic intelligence. The formal education system is very structured and divided into grades. Each grade is characterized by specific curricular, co-curricular activities which are based on the developmental stage of the concerned age group.

Objective and research questions

The study aimed to explore the types of multiple intelligences among secondary level students from Kailali district of Nepal in light of Gardner's theory. In particular, the study attempted to answer the following questions:

1. What are the types of multiple intelligences among secondary level students of Kailali district?
2. Are there statistically significant differences in multiple intelligences abilities among secondary level students of Kailali district attributed to the ethnicity differences?

Limitations of the study

The results of this study could be interpreted and generalized in the light of the following limitations:

1. The sample of the study was restricted to secondary level students only from selected four (Behadababa Secondary School, Shiva Secondary School, Mayur

- English Boarding School and Stone Bridge School) schools of the academic year 2017/2018.
2. The results of the study are attributed to ethnicity differences only.

Methodology

Procedure: Data collection is essentially an important part of the research process. For the present study the data were collected from girls and boys studying in Grade 9, 10, 11 and 12 with English and Nepali as a medium of instruction from 4 schools situated in Dhangadhi, Kailali. Prior appointment and permission was taken from the principals of different schools. The researcher explained the purpose and procedure to the respondents to obtain their responses on the rating scale. Students were also permitted to ask any clarification and their difficulties. For data collection no fixed time limit was given for completing the task. This research is a quantitative research. This research was conducted at public and private owned schools, Kailali.

Participants

The number of participants of the study was 300 Secondary Level School students from the study area. The details are given in the following table.

Table 3: Demographic information

		Age					
		14.00	15.00	16.00	17.00	18.00	Total
		Count	Count	Count	Count	Count	Count
Gender	Male	4	2	101	23	20	150
	Female	8	116	2	14	10	150
Grade	9.00	7	52	3	0	1	63
	10.00	5	66	94	9	0	174
	11.00	0	0	6	23	6	35
	12.00	0	0	0	5	23	28
	Total	12	118	103	37	30	300
School Type	Public	8	82	66	21	24	201
	Private	4	36	37	16	6	99
	Total	12	118	103	37	30	300
Ethnicity	Brahmin Chhetri	3	3	88	21	15	130
	Janajati	5	54	0	12	5	76
	Tharu	3	57	8	3	8	79
	Dalit	1	4	7	1	2	15
	Total	12	118	103	37	30	300

(Source: Field Survey 2017)

Out of 300 respondents, 150 were boys and 150 were girls. Similarly, from grade 9 there were 63 respondents, 174 from grade 10, 35 from grade 11 and 28 from grade 12. Respondents were from both public and private schools. Out of 300 respondents, 201 were from public and 99 from private schools. Further, Table 2 shows the data of respondents' ethnicity. Out of 300 respondents, Brahmin/Chhetri were 130, Janajati 76, Tharu 79 and Dalit 15. However, this research analyzed data with reference to

ethnicity differences.

Results and Discussion

The first research question was to explore patterns of multiple intelligences among secondary level students. To answer this question, the mean and standard deviation were calculated and arrange all patterns of multiple intelligences in general and according to the grade level in the following tables:

Table 4: Averages, standard deviation and arrange for patterns of multiple intelligences for all students

Patterns	N	Mean	Std. Deviation	Rank
Naturalistic Intelligence	300	17.9733	8.02417	1 st
Interpersonal Intelligence	300	17.0967	3.08963	2 nd
Musical Intelligence	300	16.7700	3.98959	3 rd
Intrapersonal Intelligence	300	16.6200	2.80628	4 th
Logical-Mathematical Intelligence	300	16.6000	3.47663	5 th
Bodily-Kinaesthetic Intelligence	300	16.5700	2.87971	6 th

Spatial-Visual Intelligence	300	16.4867	2.77528	7 th
Linguistic Intelligence	300	16.1233	3.22741	8 th

(Source: Field survey 2017)

Results in the Table 4 show that naturalistic intelligence has the highest mean score, i.e. 17.9733. It means that many of them love playing with pets, gardening, investigating nature, raising animals, caring for planet earth, etc. Interpersonal intelligence has the second highest mean score (17.0967). They love leading, organizing, relating, manipulating, mediating, partying, etc. Musical intelligence has the third rank with 16.77 mean score. They love singing, whistling, humming, tapping feet and hands, listening, etc. Intrapersonal intelligence has fourth rank with 16.62 mean score. Learners who are highly intrapersonal, they think in relation to their needs, feelings and goals, and they love setting goals, meditating, dreaming, planning, etc. Similarly, logical-mathematical has fifth rank with 16.60 mean score. Learners who are highly logical mathematical, they think by reasoning, and they love experimenting,

questioning, figuring out logical puzzles, calculating, etc. Bodily-kinesthetic intelligence has sixth rank with 16.57 mean score. Learners who are highly bodily-kinesthetic think through somatic sensation, and they love dancing, running, jumping, building, touching, gesturing, etc. Spatial-visual intelligence has seventh rank with 16.4867 mean score. Learners who are highly spatial-visual they think in images and pictures, and they love designing, drawing, visualizing, doodling, etc. Linguistic intelligence has the least mean score. Learners who are highly logical-linguistic, they think in words, and love reading, writing, telling stories, playing word games, etc.

The second research question was to test statistical significance of multiple intelligences with respect to ethnicity differences. To test the significant level, ANOVA test was done. The following table shows the results.

Table 5: ANOVA test of multiple intelligences with respect to ethnic differences

			Sum of Squares	df	Mean Square	F	Sig.
Linguistic Intelligence * Ethnicity	Between Groups	(Combined)	100.753	3	33.584	3.299	.021
	Within Groups		3013.683	296	10.181		
	Total		3114.437	299			
Logical-Mathematical Intelligence * Ethnicity	Between Groups	(Combined)	51.726	3	17.242	1.433	.233
	Within Groups		3562.274	296	12.035		
	Total		3614.000	299			
Musical Intelligence * Ethnicity	Between Groups	(Combined)	9.986	3	3.329	.207	.891
	Within Groups		4749.144	296	16.044		
	Total		4759.130	299			
Bodily-Kinesthetic Intelligence * Ethnicity	Between Groups	(Combined)	4.877	3	1.626	.194	.900
	Within Groups		2474.653	296	8.360		
	Total		2479.530	299			
Spatial-Visual Intelligence * Ethnicity	Between Groups	(Combined)	61.363	3	20.454	2.701	.046
	Within Groups		2241.584	296	7.573		
	Total		2302.947	299			
Interpersonal Intelligence * Ethnicity	Between Groups	(Combined)	34.864	3	11.621	1.220	.303
	Within Groups		2819.332	296	9.525		
	Total		2854.197	299			
Intrapersonal Intelligence * Ethnicity	Between Groups	(Combined)	36.846	3	12.282	1.568	.197
	Within Groups		2317.834	296	7.831		
	Total		2354.680	299			
Naturalistic Intelligence * Ethnicity	Between Groups	(Combined)	187.975	3	62.658	.973	.406
	Within Groups		19063.812	296	64.405		
	Total		19251.787	299			

(Source: Field survey 2017)

Table 5 shows that there are significant differences of linguistic intelligence and spatial-visual intelligence with respect to ethnicity; p values (.021 & 0.046 respectively) are less than 0.05. However, there are no significant differences of bodily-kinesthetic intelligence, logical-mathematical, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence; p values (.900, .233, .891, .303, .197 & .406 respectively) are greater than 0.05.

Conclusion and Recommendation

The purpose of this research was to explore and analyze multiple intelligences among secondary school students from Kailali, Nepal. The research shows that naturalistic intelligence has first rank and linguistic intelligence has eighth rank among eight multiple intelligences of the students from Dhangadhi Kailali. The data also show that there are significant differences of linguistic intelligence and

spatial-visual intelligence with respect to ethnicity. However, there are no significant differences of intelligence, logical-mathematical, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence of students with reference to ethnicity. This is not the final result because it does not cover all the students of Kailali district. These results show only the representative data. Thus, the following are the areas in which further studies can be conducted. A study of basic level students' multiple intelligences in relation to gender, a study of students' multiple intelligences in relation to achievement motivation and parent-child relationship, a study of the relationship between multiple intelligences, home environment and academic achievement of school students, a comparative study of students' multiple intelligences in relation to their parental qualification and socio economic status, etc.

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