

Research Article

Multiple Intelligence and Awareness of Prospective B.Ed. Teachers

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Abstract

The present study Multiple Intelligence and ICT Awareness of prospective B.Ed teachers was probed to find the relationship between Multiple Intelligence and JCT Awareness of Prospective B.Ed Teachers. Data for the study were collected using self-made Multiple Intelligence Inventory and ICT Awareness Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between Multiple Intelligence and ICT Awareness of prospective B.Ed teachers.

Keywords: *Multiple Intelligence, ICT Awareness, Prospective B.Ed. Teachers, Correlation Study, Educational Technology, Teacher Education.*

INTRODUCTION

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and to adjust with the social environment. For the development of the child we are providing education to adjust this world. Whereas the school education can be better through proper teacher education; it can be nurtured through teacher education. Teacher education is providing quality education to their prospective teachers in educational philosophy, educational psychology and educational technology apart from the techniques of teaching.

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SIGNIFICANCE OF THE STUDY

Today we are living in a world of science and technology, where an explosion of knowledge is taking place and stepping into the modern technocratic age. For a meaningful life of an individual needs academic excellence to adjust to his environment. Education is the process of helping the child to adjust to the changing world. Therefore, we can say "education as the reconstruction or reorganization of experience, which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences". According to Multiple Intelligences; each person possesses all Intelligences. Most people can develop Intelligence to an adequate level of competency. Intelligences usually work together in complex way and there are many ways to be intelligent within each category. Multiple Intelligence says that students can be intelligent in diverse ways. In the technologically sophisticated modern work fields, these Intelligences can play a vital role of equipping ICT technologies.

ICT include electronic networks embodying complex hardware and software linked by a vast array of technical protocols. ICT can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment". Some authors use the term learning technologies, while others simply describe it as technology. ICT is becoming a ubiquitous component of the physical and social world occupied by young children. It is an important part of the private and work lives of most people, including those who support young children learning and development, whether as parents, family members, caregivers, or early childhood educators. The teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for their future, then it's an essential attribute of effective teacher is awareness of the realities of the world in psychology and technology. Then only the prospective B.Ed teachers can mould future generation. So the investigator wants to study the variables Multiple Intelligence and ICT Awareness of prospective B.Ed teachers.

STATEMENT OF THE PROBLEM

Statement of the problem is entitled as "Multiple Intelligence and ICT Awareness of prospective B.Ed teachers". The investigator adopted the following definitions for the terms used in this title.

MULTIPLE INTELLIGENCE

Multiple intelligence is a set of skills allowing individuals to find and resolve genuine problems they face. Multiple Intelligence include verbal linguistic intelligence, logical mathematical Intelligence, visual spatial intelligence, bodily kinaesthetic Intelligence, musical rhythmic Intelligence, interpersonal Intelligence, intrapersonal Intelligence, naturalistic Intelligence and existentialistic Intelligence of Howard Gardner.

ICT AWARENESS

ICT stands for Information Communication Technology; ICT refers to usage of electronic devices. ICT Awareness are technical and technological, Browsing or Surfing, Designing or Authoring, Communicating or Teaching and Maintenance or Hardware/ Software skills; which are needed for an effective teacher to teach effectively.

PROSPECTIVE B.ED TEACHERS

Prospective B.Ed Teachers are the student-teachers who undergo a pre-service training on teaching learning process that provides experiences for development towards good teaching. B.Ed is skill process, undergoing training in teaching skills at the colleges of Education.

OBJECTIVES

To find the relationship between Multiple Intelligence and ICT Awareness of Prospective B.Ed Teachers.

NULL HYPOTHESES

1. There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Multiple Intelligence.
2. There is no significant difference between married and unmarried Prospective B.Ed Teachers in their Multiple Intelligence.
3. There is no significant difference between UG and PG Prospective B.Ed Teachers in their in their Multiple Intelligence.
4. There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their ICT Awareness.

5. There is no significant difference between married and unmarried Prospective B.Ed Teachers in their ICT Awareness.
6. There is no significant difference between UG and PG Prospective B.Ed Teachers in their in their ICT Awareness.
7. There is no significant relationship between Multiple Intelligence and ICT Awareness of Prospective B.Ed Teachers.

METHOD

Multiple Intelligence Inventory and ICT Awareness Scale developed by the investigators were used for the data collection. Content Validity was found through educational experts and reliability of the tools was found through test-retest method. The reliability of Multiple Intelligence Inventory and ICT Awareness Scale were 0.76 and 0.88 respectively. The investigator has adopted survey method for this study. Population for this study were Prospective B.Ed Teachers studying in colleges of Education affiliated to the Tamilnadu Teachers Education University, Chennai at Tirunelveli, Thoothukudi and Kanyakumari districts. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used.

DATA ANALYSIS

Table -1:

Difference between Multiple Intelligence of Prospective B.Ed Teachers by their age

Dimensions	Age	N	Mean	S.D	t' value	Remarks
Verbal	Above 22	96	9.67	2.57	3.159	Significant
	Below 22	146	10.88	3.12		
Logical	Above 22	96	10.74	3.075	0.646	Not Significant
	Below 22	146	10.47	3.191		
Spatial	Above 22	96	14.69	4.011	1.167	Not Significant
	Below 22	146	15.25	3.462		
Musical	Above 22	96	34.31	10.067	1.509	Not Significant

	Below 22	146	36.22	9.312		
Kinaesthetic	Above 22	96	15.24	4.044	1.492	Not Significant
	Below 22	146	14.41	4.34		
Naturalistic	Above 22	96	13.61	3.972	4.188	Significant
	Below 22	146	15.79	3.955		
Existentialistic	Above 22	96	16.97	5.218	0.473	Not Significant
	Below 22	146	17.26	4.304		
Inter Personal	Above 22	96	16.02	4.688	0.549	Not Significant
	Below 22	146	16.29	2.865		
Intra Personal	Above 22	96	15.8	3.011	0.92	Not Significant
	Below 22	146	15.42	3.194		
Multiple Intelligence	Above 22	96	146.64	27.252	1.657	Not Significant
	Below 22	146	152	22.762		

(Table value of 't' at 5% level of significance is 1.96)

Table-2:

Difference between Multiple Intelligence of Prospective B.Ed Teachers by their Marital Status

Dimensions	Marital Status	N	Mean	S.D	T' value	Remarks
Verbal	Married	41	9.2	2.561	2.887	Significant
	Unmarried	201	10.64	2.992		
Logical	Married	41	10.71	2.326	0.287	Not Significant
	Unmarried	201	10.55	3.288		
Spatial	Married	41	14.61	3.667	0.797	Not Significant
	Unmarried	201	15.11	3.7		
Musical	Married	41	35.59	10.146	0.089	Not Significant
	Unmarried	201	35.44	9.564		
Kinesthetic	Married	41	16.1	5.328	2.272	Significant

	Unmarried	201	14.46	3.936		
Naturalistic	Married	41	14.44	4.495	0.841	Not Significant
	Unmarried	201	15.03	4.014		
Existentialistic	Married	41	18.59	6.36	2.18	Significant
	Unmarried	201	16.85	4.218		
Inter Personal	Married	41	14.9	4.774	2.461	Significant
	Unmarried	201	16.44	3.383		
Intra Personal	Married	41	16.88	2.532	2.981	Significant
	Unmarried	201	15.31	3.169		
Multiple Intelligence	Married	41	151	33.159	0.32	Not Significant
	Unmarried	201	149.64	22.727		

(Table value of t' at 5% level of significance is 1.96)

Table-3:

Difference between Multiple Intelligence of Prospective B.Ed Teachers by their Levels of Study

Dimensions	Levels of Study	N	Mean	S.D	t' value	Remarks
Verbal	UG	196	10.53	3.139	1.452	Not Significant
	PG	46	9.83	2.025		
Logical	UG	196	10.64	3.361	0.657	Not Significant
	PG	46	10.3	1.954		
Spatial	UG	196	14.77	3.694	2.314	Significant
	PG	46	16.15	3.502		
Musical	UG	196	34.56	9.783	3.071	Significant
	PG	46	39.33	8.028		
Kinaesthetic	UG	196	14.45	4.117	2.221	Significant

	PG	46	15.98	4.553		
Naturalistic	UG	196	15.07	4.337	1.071	Not Significant
	PG	46	14.35	2.806		
Existentialistic	UG	196	17.25	4.866	0.722	Significant
	PG	46	16.7	3.8		
Inter Personal	UG	196	15.95	3.688	1.994	Not Significant
	PG	46	17.15	3.578		
Intra Personal	UG	196	15.35	3.332	2.361	Significant
	PG	46	16.54	1.709		
Multiple Intelligence	UG	196	148.56	26.28	1.709	Not Significant
	PG	46	155.46	15.563		

(Table value of t' at 5% level of significance is 1.96)

Table-4:

Difference between JCT Awareness of Prospective B.Ed Teachers by their age

Dimensions	Age	N	Mean	S.D	t' value	Remarks
Network	Above 22	96	2.38	1.431	0.062	Not Significant
	Below 22	146	2.36	1.48		
Internet	Above 22	96	3.6	2.003	0.722	Not Significant
	Below 22	146	3.78	1.764		
Protocol	Above 22	96	3.64	1.958	0.203	Not Significant
	Below 22	146	3.58	2.013		
Communication	Above 22	96	2.99	1.31	0.906	Not Significant
	Below 22	146	3.14	1.286		
Basic	Above 22	96	2.72	2.025	0.244	Not Significant
	Below 22	146	2.78	1.874		
ICT in Education	Above 22	96	1.83	1.185	0.584	Not Significant
	Below 22	146	1.75	1.094		
Hardware	Above 22	96	2.56	1.238	1.491	Not Significant
	Below 22	146	2.82	1.378		

Software	Above 22	96	2.03	1.325	0.256	Not Significant
	Below 22	146	1.99	1.339		
ICT Awareness	Above 22	96	21.77	5.592	0.693	Not Significant
	Below 22	146	22.25	4.967		

(Table value of 't' at 5% level of significance is 1.96)

Table-5:

Difference between JCT Awareness of Prospective B.Ed Teachers by their Marital Status

Dimensions	Marital Status	N	Mean	S.D	t' value	Remarks
Network	Married	41	2.2	1.4	0.831	Not Significant
	Un Married	201	2.4	1.47		
Internet	Married	41	3.73	1.924	0.079	Not Significant
	Un Married	201	3.71	1.852		
Protocol	Married	41	3.66	1.905	0.195	Not Significant
	Un Married	201	3.59	2.008		
Communication	Married	41	2.9	1.375	0.977	Not Significant
	Un Married	201	3.12	1.279		
Basic	Married	41	2.63	2.107	0.443	Not Significant
	Un Married	201	2.78	1.898		
ICT in Education	Married	41	1.63	1.067	0.913	Not Significant
	Un Married	201	1.81	1.142		
Hardware	Married	41	2.59	1.245	0.706	Not Significant
	Un Married	201	2.75	1.345		
Software	Married	41	1.95	1.161	0.279	Not Significant
	Un Married	201	2.01	1.366		
ICT Awareness	Married	41	21.29	4.921	1.03	Not Significant
	Un Married	201	22.21	5.274		

(Table value of 't' at 5% level of significance is 1.96)

Table-6:***Difference between JCT Awareness of Prospective B.Ed Teachers by their Levels of Study***

Dimensions	Levels of Study	N	Mean	S.D	t' value	Remarks
Network	UG	196	2.36	1.466	0.121	Not Significant
	PG	46	2.39	1.437		
Internet	UG	196	3.79	1.844	1.296	Not Significant
	PG	46	3.39	1.915		
Protocol	UG	196	3.64	2.001	0.638	Not Significant
	PG	46	3.43	1.94		
Communication	UG	196	3.1	1.315	0.354	Not Significant
	PG	46	3.02	1.22		
Basic	UG	196	2.78	1.938	0.321	Not Significant
	PG	46	2.67	1.921		
ICT in Education	UG	196	1.77	1.108	0.445	Not Significant
	PG	46	1.85	1.229		
Hardware	UG	196	2.73	1.332	0.379	Not Significant
	PG	46	2.65	1.32		
Software	UG	196	1.98	1.318	0.468	Not Significant
	PG	46	2.09	1.396		
JCT Awareness	UG	196	22.18	5.108	0.742	Not Significant
	PG	46	21.54	5.691		

(Table value of 't' at 5% level of significance is 1.96)

Table-7:

Relationship between JCT Awareness and Multiple Intelligence of Prospective B.Ed Teachers

Sample	Calculated value	Table value	Remarks
Total (242)	0.072	0.113	Not Significant

FINDINGS

Findings based on the hypotheses and followed by data analysis are given as follows;

1. Table -1 shows that; there is a significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Verbal Intelligence and Naturalistic Intelligence.
2. Table -2 shows that; there is a significant difference between married and unmarried Prospective B.Ed Teachers in their Verbal intelligence, Kinaesthetic Intelligence, Existentialistic Intelligence, Inter Personal Intelligence and Intra Personal Intelligence:
3. Table -3 shows that; there is a significant difference between UG and PG Prospective B.Ed Teachers in their in their Spatial Intelligence, Musical Intelligence, Kinaesthetic Intelligence, Existentialistic Intelligence and Intra Personal Intelligence.
4. Table -4 shows that; there is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their ICT Awareness.
5. Table -5 shows that; there is no significant difference between married and unmarried Prospective B.Ed Teachers in their ICT Awareness.
6. Table -6 shows that; there is no significant difference between UG and PG Prospective B.Ed Teachers in their in their ICT Awareness.
7. Table -7 shows that; there is no significant relationship between Multiple Intelligence and ICT Awareness of Prospective B.Ed Teachers.

Conclusion

Based on findings; study shows that age below 22 Prospective B.Ed Teachers are better than age above 22 in their Verbal Intelligence and Naturalistic Intelligence. Married are better than unmarried Prospective B.Ed Teachers in their Kinaesthetic Intelligence, Existentialistic Intelligence, and Intra Personal Intelligence. But unmarried are better than married Prospective B.Ed Teachers in their Verbal Intelligence, Inter Personal Intelligence.

PG Prospective B.Ed Teachers are better than UG and Prospective B.Ed Teachers in their Spatial Intelligence, Musical Intelligence, Kinaesthetic Intelligence and Intra Personal intelligence. But UG Prospective B.Ed Teachers are better than PG and Prospective B.Ed Teachers in their Existentialistic Intelligence. Whereas, there is no significant difference between the ICT Awareness of Prospective B.Ed Teachers by their age, levels of study and

marital status and also there is no significant relationship between Multiple Intelligence and ICT Awareness of Prospective B.Ed Teachers.

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