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A STUDY OF PARTICIPATION OF STUDENTS IN SCHOOL ACTIVITIES AND ITS IMPACT ON THEIR MULTIPLE INTELLIGENCES

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ABSTRACT :

The purpose of this study was to find out extent of participation of 9th standard students in school activities and its impact on their multiple intelligences. This study was carried out in one of the schools of south Mumbai affiliated to the ICSE school board. The study revealed that girls participate more in those school activities which promote verbal linguistic, visual spatial, musical, intrapersonal, interpersonal and naturalistic than boys, Whereas Boys participate more in activities that promote logical mathematical and bodily kinaesthetic activities as compared to girls. Overall it was found that there is no significant difference in multiple intelligences of girls and boys.

Key Words: School Activities, Multiple Intelligences, Secondary School Students

INTRODUCTION :

The entire school education programme is expected to help the child make informed choice of subjects based on his aptitude, interests, liking, and academic performance. The focus of school education aims at all round development of the child's personality. Along with ensuring good academic performance, it is essential that due importance also be given to various school activities & each child's participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity. Participation in these school activities can help students both behaviorally and academically with meeting their needs. By developing lessons that draw on a variety of multiple intelligences, teachers must hope to better meet the needs of many more students than through one method alone.

The task of the teachers is to organize and facilitate the teaching learning by engaging the student teacher in meaningful school activities and processes in such a manner to ensure the optimum development of the personality of each child.

The schools activities provide the teachers take individual differences among kids 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 minds well." An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. With an understanding of Gardner's theory of multiple intelligences, teachers, can better understand the learners in their midst and organize and facilitate the learning activities in relation to the aspects of school education.

Review of the related Literature:

The researcher has done the numerous reviews related with the variables of the study. The detailed account of such reviews is given as under:

Ibragimova N. (2011), applied the Multiple Intelligences Theory (MI) in intermediate language classes at Eastern Mediterranean University (EMU) English Preparatory School (EPS) with the help of evaluating the textbooks & classroom activities. The data was triangulated thorough sources like MI survey, textbook evaluation, classroom observation, & interviewing teachers. Discrepancies were found between students' and textbooks' MI profiles. Intrapersonal intelligence was found to be most dominant intelligence type, while linguistic intelligence was to be found most dominating. Classroom observations also revealed similar observations that eight intelligences were not catered for in balance in their classes.

Bellflower (2008), believed that infusion of teaching strategy of multiple intelligences into teaching activities inside the classroom could make the students achieve higher learning effectiveness. Cifuentes and Hughey (2003) thought that group projects allow students to discuss, collaborate, communicate and develop team spirit; Boyd-Struthers (2008) asserted that the use of multiple intelligence can help students achieve better effectiveness in creative thinking; Heyns (2007) mentioned that teaching of

multiple intelligences is beneficial to the students'; Dara-Abrams (2002) added teaching of multiple intelligences an assistance to the students' understanding of technical knowledge; Wang (2003) supported that the multiple intelligences assessments can increase students' hands-on abilities; De (2002) contradicted and revealed his observations that students influenced by teaching of multiple intelligences were more willing to speak up in the classroom.

Rationale of the study:

School activities being very comprehensive in nature is all set to focus on holistic education which **aims to develop various aspects of a student's personality** which ultimately helps them identify what they are better at and stronger at in terms of both academics and co scholastic areas. The above cited review of the related literature describes the studies on impact school activities affect the multiple intelligences of students. As no researches has made an attempt to establish the relation between participation of secondary school students in school activities and its impact on their multiple intelligences.

Aim of the study:

1. To study the participation of students in school activities and its impact on their multiple intelligences.
2. To compare the participation of students in school activities and its impact on multiple intelligences of boys and girls.

Objectives of the study:

1. To find out extent of participation of students in school activities and its impact on their multiple intelligences.
2. To analyze the extent of participation of students in school activities and its impact on their multiple intelligences.
3. To compare the participation of students in school activities and its impact on multiple intelligences of boys and girls.

Hypothesis of the study:

There is no significant difference in mean score of girls & boys students' participation in school activities that promote multiple intelligences.

Scope & limitations of the study:

This study was carried out in one of the school of south Mumbai affiliated to the ICSE school board. The data was collected from 9th standard students. The sample consisted of 100 students (50 Boys and 50 Girls). This study covers all the curricular, co-curricular and extra- curricular activities that boost multiple intelligences among secondary school students.

Significance of the study:

This study will enable the various stakeholders in understanding the level of participation and its effect on multiple intelligences among the secondary school students. This study will help in establishing the relationship of participation in school activities and its impact on various multiple intelligences.

Research Design:

The descriptive survey research method was used for the present study. Choices of participation of 9th standard secondary schools students in various school activities were studied. The check list was prepared to measure the participation of students in various school activities. The tool comprised 72 items; these items were presented in the form of questionnaire. The tool was validated and standardized with the help of experts. The Cronbach's alpha was calculated to measures the internal consistency of the quality of the prepared rating scale. The Cronbach's alpha was 0.828. The purposive technique was used for the collection of the data. The data was analyzed by carrying out the descriptive and inferential analysis. The measure of central tendency and measure of variability were computed for the purpose of descriptive data analysis and t-test was computed to test the hypothesis of the study.

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Discussion on findings of the study:

Participation of secondary school student that promote verbal-linguistic intelligence:

Most of the girls participate in activities that promote verbal-linguistic intelligence i.e. reading books and articles followed by writing a story and reading it aloud whereas least participation is in **impromptu speaking, writing diaries and participation in debates.**

66% of boys participate in playing games that use tongue twisters followed writing a story and reading it aloud and reading books and articles. Least participation is in impromptu speaking and writing diaries and journals.

Participation of secondary school student that promote mathematical logical intelligence:

78% of girls participate in activities i.e. solving puzzles and 76% participate in solving geometric problems, solving mathematical problems (66%). Least participation is in conducting experiments in mathematics club and in making spread sheets.

84% of boys participate in solving mathematical problems, 64% participate in solving puzzles, 62% participate in solving geometric problems, followed by using computer to solve mathematical problems. Least participation is in conducting experiments in mathematics club, describe patterns and making spread sheets & playing games using money.

Participation of secondary school student that promote musical intelligence:

88% of girls participate in singing songs, followed by 66% participation in singing in a group. Whereas least participation (only 20%) is in solo song and only 26% participation is in playing musical instrument.

78% of boys participate in singing songs, followed by 54% participation in playing music, 46% participation is in playing musical instruments, least participation

(only 24%) is in the in solo song and only 22% participation is in the playing musical instrument.

Participation of secondary school student that promote bodily kinaesthetic intelligence:

80% of girls participate in playing games, followed by 74% participation doing physical exercises and 70% participation is in dancing only 10% participation in repairing a mechanical equipment, 16% participation in demonstrating a hands on activity and 26% participation in learning martial arts.

90% of boys participate in playing games, followed by 78% participation in doing physical exercises and 60% participation in trekking. The rest activities have a low participation i.e. 46% in constructing models, 44% participation in repairing mechanical equipment, 34% in participating in dramatics, 50% in the dancing and learning martial arts

Participation of secondary school student that promote visual-special intelligence:

68% of girls participate in sketching, painting and drawing followed by 60% participation in playing photo memory games, very low participation in making visual metaphors or analogies, only 14% in participate in making historical events using graphs and 28% participate in visualising patterns and create them.

50% of boys participate in sketching, painting and drawing, very low participation in making visual metaphors or analogies, only 20% in participate in making historical events using graphs and 26%participate in visualising patterns and create them.

Participation of secondary school student that promote intrapersonal intelligence:

92% of girls participate in group projects, followed by 82% do in party in a group, 58% participation in combined learning.

76% of boys participate in group projects, followed by 68% do party in a group, 62% participate combined learning. An average participate in discussion and

debate an issue, 36 % participate conducting a meeting and the least participate (only 24%) in group book reading.

Participation of secondary school student that promote inter-personal intelligence:

76% of girls participate sharing meaningful personal experience, followed by 72% participants take independent decisions, 66% participants practice self-discipline, 60% participants love to pursue a new goal.

64% of boys participate in practicing self-discipline, 52% participants love pursuing a new goal, 44% participation in share meaningful personal experience, 30% participants maintain a personal diary.

Participation of secondary school student that promote naturalistic intelligence:

82% of girls participate in taking care of plants and animals, followed by 78% participate in enjoying nature walks, 72% participate in conserving natural resources, 68% participation in in nature clubs, least participation is in research a plant or animal and demonstrate in class.

62% of boys participate in taking care of plants and animals, followed by 56% participation in enjoying nature walks, conserving natural resources and participate in nature clubs, 26% in research a plant or animal and demonstrate in class.

Conclusion:

It was observed that most of girls participate in activities that promote **naturalistic intelligence** followed by **interpersonal and intrapersonal** intelligences. Apart from this the participation in other activities is below average with least participation in **logical mathematical and visual spatial**.

The most of boys participate in activities that promote **interpersonal intelligence**, followed by **bodily-kinaesthetic and naturalistic intelligences**, apart from this boys' participation in other activities is below with the least being in visual spatial activities.

On the basis of the above observations it was concluded that girls like to participate those school activities which promote naturalistic and Interpersonal intelligences whereas boys like to participate in those school activities which promote Interpersonal and bodily kinaesthetic intelligences.

Girls participate more in those school activities which promote verbal linguistic, visual spatial, musical, intrapersonal, interpersonal and naturalistic than boys, Whereas Boys participate more in activities that promote logical mathematical and bodily kinaesthetic activities as compared to girls.

Least participation was observed in school activities which promote visual spatial intelligences among girls and boys.

Overall when we compare the mean scores of participation of girls and boys in various activities that promote overall multiple intelligences among girls and boys, it was found that there is no significant difference in multiple intelligences of girls and boys.

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