



Exploring Multiple Intelligences among 9th Class Girls in English Medium Schools

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ABSTRACT

This study investigates the various types of intelligence among girls in the ninth standard from English medium schools in the Jalgaon District. Employing a mixed-methods approach, the research sample consisted of 100 female students aged 12 to 13 years. The study utilized the Multiple Intelligence Inventory developed by Thomas Armstrong to evaluate the multiple intelligences of these respondents. The study's findings indicate that the students' multiple intelligences predominantly fell within a neutral range across all eight intelligence categories identified by Gardner's theory. Furthermore, an analysis of the mean scores revealed a significant difference among the various areas of multiple intelligences. This suggests that while the students generally displayed a balanced proficiency across the categories, certain intelligences may be more pronounced in specific contexts. This nuanced understanding of their cognitive abilities can help educators tailor their teaching strategies to better align with the diverse strengths of their students.

Keywords:- Multiple intelligences, IX STD girls' students.

Introduction:

Education is a dynamic and evolving field that continuously seeks to improve teaching and learning processes. One of the most significant contributions to educational psychology is Howard Gardner's (1983) theory of multiple intelligences, which challenges traditional views of intelligence as a single, measurable entity. Gardner proposed that intelligence is multifaceted, consisting of various modalities individuals use to understand and interact with the world. These intelligences include linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence. Understanding how students utilize these different intelligences can significantly enhance educational practices and foster more personalized learning experiences.

The concept of multiple intelligences is particularly relevant in secondary education, where students are in a crucial phase of cognitive, emotional, and social development. Ninth-grade students, especially girls, experience significant psychological and physiological changes that can impact their learning styles and academic performance (Santrock, 2019). English medium schools, which emphasize language proficiency and diverse subject exposure, provide an ideal environment to explore how multiple intelligences manifest among adolescent girls. By assessing these intelligences, educators can tailor their teaching strategies to cater to diverse learning needs, thereby improving academic engagement and overall student success.

Research suggests that girls may demonstrate strengths in particular intelligences, such as linguistic and interpersonal intelligence, due to socialization patterns and cognitive development differences (Halpern, 2012). However, traditional education systems often emphasize logical-mathematical and linguistic intelligence while neglecting other forms, such as bodily-kinesthetic or musical intelligence. This discrepancy can lead to an undervaluation of students' unique capabilities and hinder holistic development. Therefore, an in-depth study exploring multiple intelligences among ninth-grade girls in English medium schools can



provide insights into effective pedagogical approaches that nurture a broad spectrum of intelligences.

The relevance of multiple intelligences in education extends beyond academic achievement. According to Gardner (1999), recognizing and nurturing diverse intelligences can lead to better self-awareness, confidence, and motivation among students. For adolescent girls, who often face societal expectations and pressures regarding their academic performance and career choices, understanding their intelligence profiles can empower them to make informed decisions about their education and future aspirations. Furthermore, an intelligence-based approach to teaching can foster a more inclusive and supportive classroom environment that accommodates different learning preferences.

In many educational settings, teaching methodologies remain rigid and focused on traditional assessment methods that prioritize linguistic and logical-mathematical intelligences (Armstrong, 2018). This approach may not effectively engage all students, particularly those whose strengths lie in other intelligences, such as spatial or interpersonal intelligence. By integrating multiple intelligence theory into classroom instruction, teachers can employ diverse teaching strategies, including visual aids, hands-on activities, collaborative learning, and music or movement-based lessons. Such methods can enhance students' comprehension and retention, ultimately improving their academic outcomes.

Despite the theoretical importance of multiple intelligences in education, empirical research on its application among ninth-grade girls in English medium schools remains limited. Most studies on multiple intelligences have focused on broader student populations or have examined intelligence preferences without considering the gender-specific or contextual factors affecting learning (Furnham, 2019). Therefore, this study aims to bridge this gap by analyzing how multiple intelligences manifest among ninth-grade girls and how these intelligences correlate with their academic performance, engagement, and self-perception.

The objectives of this research include identifying the dominant intelligence types among ninth-grade girls, examining the influence of multiple intelligences on their learning experiences, and providing recommendations for educators to implement intelligence-based teaching strategies. By doing so, the study will contribute to the growing body of knowledge on differentiated instruction and learner-centered education, reinforcing the importance of addressing diverse cognitive abilities in the classroom.

In the broader context of educational development, recognizing multiple intelligences can have far-reaching implications for curriculum design and policy formulation. Educational institutions can use the findings from this study to develop teaching models that cater to varied intelligence types, ensuring that students receive an education that aligns with their strengths and interests. Additionally, policymakers can incorporate multiple intelligence frameworks into teacher training programs, equipping educators with the skills needed to foster inclusive and effective learning environments.

To achieve these objectives, the study will employ a mixed-methods approach, incorporating both quantitative and qualitative data collection methods. Surveys and standardized intelligence assessments will be used to measure intelligence preferences among ninth-grade girls, while interviews and classroom observations will provide deeper insights into their learning experiences. This comprehensive approach will enable a nuanced understanding of how multiple intelligences operate within this specific student group.

Exploring multiple intelligences among ninth-grade girls in English medium schools is a critical endeavor that can reshape how education is delivered and perceived. By acknowledging and integrating diverse intelligence types into the teaching-learning process,



educators can create a more engaging, equitable, and effective educational experience. This study seeks to contribute valuable insights into the application of multiple intelligences in secondary education, ultimately aiming to enhance academic outcomes and personal development among adolescent girls. Through this research, the significance of moving beyond conventional intelligence paradigms will be underscored, advocating for a more holistic and inclusive approach to education.

Objectives of the study:-

- 1) To find out the level of different areas of multiple intelligences of IX STD girls students of English medium schools.

Hypotheses of the study:-

- 1) The level of different areas of multiple intelligences of IX STDgirl's English-medium student is neutral.

Procedure and Material:

His study employed a mixed research method, incorporating both qualitative and quantitative approaches. The qualitative research used a descriptive method to address the first objective, focusing on Howard Gardner's Multiple Intelligences (MI) theory, introduced in *Frames of Mind* (1983). MI challenges the notion of a single, fixed intelligence measured by traditional tests, proposing at least eight distinct intelligences:

1. **Visual/Spatial Intelligence** – The ability to perceive and manipulate mental images and spatial environments.
2. **Verbal/Linguistic Intelligence** – Proficiency in reading, writing, speaking, and language comprehension.
3. **Logical/Mathematical Intelligence** – Skills in number operations, logic, pattern recognition, and problem-solving.
4. **Bodily/Kinesthetic Intelligence** – Physical coordination, dexterity, and learning through movement.
5. **Musical Intelligence** – Sensitivity to sound, rhythm, melody, and musical expression.
6. **Interpersonal Intelligence** – Understanding and effectively interacting with others.
7. **Intrapersonal Intelligence** – Self-awareness, introspection, and personal reflection.
8. **Naturalist Intelligence** – Recognizing and classifying elements in nature.

For the second objective, a quantitative survey was conducted with a sample of 100 English-medium schoolgirls aged 12–13. Data analysis utilized statistical measures such as the mean. To assess multiple intelligences, the researcher employed Thomas Armstrong's Multiple Intelligence Inventory, which consists of 80 statements across eight intelligence areas and five alternative response choices.

Result and discussion:

Multiple intelligence plays a significant role in building a career. Comparatively, all types of multiple intelligence scores were not neutral. From this, it can be observed that interpersonal intelligence is the highest level and musical intelligence is the lowest level of intelligence according to the mean value, which is given as follows.

Main finding:

The following tables show the mean value of the area of multiple intelligence.

| Areas of multiple intelligences | Verbal | Logical | Visual | Bodily | Musical | Interpersonal | Intrapersonal | Naturalistic |
|---------------------------------|--------|---------|--------|--------|---------|---------------|---------------|--------------|
| Mean values | 21.41 | 21.87 | 19.22 | 17.72 | 17.45 | 23.17 | 22.77 | 22.08 |

The results indicate that the mean values of various types of intelligence for IX standard girls at an English medium school are as follows: verbal intelligence has a mean value of 21.41, logical intelligence is 21.87, visual intelligence is 19.22, bodily-kinesthetic intelligence is 17.72, musical intelligence is 17.45, interpersonal intelligence is 23.17, intrapersonal intelligence is 22.77, and naturalistic intelligence is 22.08. Therefore, it can be concluded that IX standard girls at the English medium school have high interpersonal intelligence, while their level of musical intelligence is relatively low.

Conclusion:

The study concludes that the multiple intelligences of girl students in the IX STD differ significantly. Each girl exhibits varying levels of intelligence in different areas. It is important to utilize these intelligences effectively so that students can understand their types of multiple intelligences and their proficiency in specific areas. This understanding will help them choose the best courses and careers aligned with their strengths.

Teachers should possess detailed knowledge about each student and tailor their teaching methods to accommodate the different types of intelligences exhibited by the children. Additionally, parents should strike a balance in their approach; they should neither be overly strict nor too lenient. Instead, they should provide encouragement for their children's efforts and help them recognize their own types of multiple intelligences. By guiding them according to their strengths, parents can better support their children's development.

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