Gender Based Correlational Study between Multiple Intelligence and Emotional Intelligence

Surbhi Agarwal
Research Scholar, Department of Education, CCS University, Meerut, India.

Prof. Suraksha
Department of Education, CCS University, Meerut, India.

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ABSTRACT

The study aims to find the relationship between male and female students at senior secondary level corresponding to their multiple intelligence and emotional intelligence. A sample of 250 boys and 250 girls studying in four senior secondary schools of Meerut city was randomly selected. Multiple Intelligence scale by the investigator herself and Emotional Intelligence Scale by Arun Kumar & Prof. Suraksha was used. Difference between male and female students corresponding to their relationship between multiple intelligence and emotional intelligence was determined by applying product moment correlation and significance of r (referred by H.E. Garret). After analysis of data it was found that there exists no significant relationship between male and female students with reference to multiple intelligence and emotional intelligence.

Keywords: Multiple intelligence, emotional intelligence, gender

Introduction

The concept of multiple intelligence was given by Prof. Howard Gardner in 1983. There are nine dimensions of multiple intelligence according to Howard Gardner.

1. Linguistic intelligence ("word smart") is the ability to use words and language. It is the ability to think in words rather than pictures. It develops high auditory skills and elegant speaking.

2. Logical-mathematical intelligence ("number/reasoning smart") is the ability to use reason, logic and numbers. It is the ability to think conceptually in logical and numerical patterns making connections between pieces of information. It develops curiosity about the world around, asking lots of questions and liking to do experiments.

3. Spatial intelligence ("picture smart") is the ability to perceive the visual. It is the ability to think in pictures and need to create vivid mental images to retain information. It develops enjoyment looking at maps, charts, pictures, videos, and movies.

4. Bodily-Kinesthetic intelligence ("body smart") is the ability to control body movements and handle objects skilfully. It is the ability to express through movement. It develops a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). It is the ability to remember and process information through interacting with the space around.

5. Musical intelligence ("music smart") is the ability to produce and appreciate music. It is the ability to think in sounds, rhythms and patterns. It develops immediate response to music either appreciating or criticizing whatever is heard. It develops extremely sensitivity to environmental sounds (e.g. crickets, bells, dripping taps).

6. Interpersonal intelligence ("people smart") is the ability to relate and understand others. It is the ability to see things from other people's point of view in order to understand how they think and feel. It is the ability to use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. It develops an uncanny ability to sense feelings, intentions and motivations. It develops great organizers, although they sometimes resort to manipulation. It develops to maintain peace in group settings and encourage co-operation.

7. Intrapersonal intelligence ("self smart") is the ability to self-reflect and be aware of one's inner state of being. It is the ability to understand inner feelings, dreams, relationships with others, and strengths and weaknesses.

8. Naturalistic intelligence ("nature smart") is the ability to discriminate among living things as well as sensitivity to other features of the natural world namely clouds, rock configurations, insects, fossils, butterflies, feathers, shells or dinosaurs etc. It is the expertise in the observation, recognition, classification and collection of plants and animals.

9. Existential intelligence ("cosmic smart") is the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are
we born, why do we die, what is consciousness, or how did we get here. It is called “wondering smart”, “cosmic smart”, “spiritually smart” or “metaphysical intelligence”.

Emotional Intelligence:
Emotional intelligence (E.I.) is defined as comprising abilities such as “…getting along with others, self-motivation, persistence, controlling impulses, empathizing, and regulating one’s moods”. Goleman (1995)

Literature suggests that emotional intelligence and multiple intelligence of an individual are correlated with each other. Present study is undertaken to further explore the relationship between male and female students corresponding to their multiple intelligence and emotional intelligence.

Review of related literature

Studies related to multiple intelligence and emotional intelligence

Shearer, Branton C.(2006) explored the relationship among the multiple intelligences and emotional intelligence. The article described the relationship between an assessment for the multiple intelligences (Gardner, 1993; Shearer, 1996) and emotional intelligence (Goleman, 1995; BarOn, 1997). Participants were 31 university undergraduates in a career exploration class and 54 doctoral education adults. Correlations ranged from very low to moderate in a pattern that is theoretically consistent with multiple intelligences theory. It was concluded that emotional competence is appropriately identified as a subset of the Intrapersonal and Interpersonal intelligences.

Statement of aim

“To study the relationship between male and female students at senior secondary level corresponding to their multiple intelligence and emotional intelligence.”

Objective of study

1.To study relationship between male and female students corresponding to multiple intelligence and emotional intelligence.

Hypothesis of study

H1: There is no significant relationship between male and female students with reference to multiple intelligence and emotional intelligence.

Here, 9 sub-hypotheses have been formulated due to nine dimensions of multiple intelligence to study and analyze the data.

Sub-Hypotheses:

1.1. There is no significant relationship between male and female students corresponding to linguistic intelligence and emotional intelligence.
1.2. There is no significant relationship between male and female students corresponding to logical intelligence and emotional intelligence.
1.3. There is no significant relationship between male and female students corresponding to bodily-kinesthetic intelligence and emotional intelligence.
1.4. There is no significant relationship between male and female students corresponding to musical intelligence and emotional intelligence.
1.5. There is no significant relationship between male and female students corresponding to spatial intelligence and emotional intelligence.
1.6. There is no significant relationship between male and female students corresponding to naturalistic intelligence and emotional intelligence.
1.7. There is no significant relationship between male and female students corresponding to interpersonal intelligence and emotional intelligence.

1.8. There is no significant relationship between male and female students corresponding to intrapersonal intelligence and emotional intelligence.

1.9. There is no significant relationship between male and female students corresponding to existential intelligence and emotional intelligence.

Methodology

Method of the study: Descriptive survey method was used to study the emotional intelligence and multiple intelligence of male and female students.

Sample: A sample of 250 boys and 250 girls studying in four secondary schools of Meerut city was selected on random basis for the study. The sample was equal on age and socio-economic status.

Tools used in the study: Multiple intelligence scale (Surbhi Agarwal, Prof. Suraksha) prepared by the investigator herself and Emotional Intelligence Scale (Arun Kumar, Prof. Suraksha) was used in the study.

Statistical techniques used

Product moment correlation and significance of correlation (referred by H.E. Garret) were applied to see the significant relationship between variables.

Analysis of the data

Testing of Hypothesis

Hypotheses 1: states that There is no significant relationship between male and female students with reference to multiple intelligence and emotional intelligence.

The results of testing of hypothesis framed to study relationship between multiple intelligence and emotional intelligence are shown in table 1.0.

Table 1.0: Relationship between male and female students corresponding to multiple intelligence and emotional intelligence

<table>
<thead>
<tr>
<th>Correlation between</th>
<th>Male students (N=250)</th>
<th>Female students (N=250)</th>
<th>Significance of ‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple intelligence and emotional intelligence</td>
<td>0.089</td>
<td>0.127</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The above table 1.0 shows that the significance of correlation between male and female students (N=500) came out to be 0.5 which is positive and insignificant. So null hypothesis has been accepted. It indicates that there exists no significant relationship between male and female students.

As this hypothesis has 9 sub-hypotheses, the analysis has been conducted accordingly.

Table 1.1 shows the results for the dimensions of multiple intelligence and emotional intelligence.

Table 1.1: Relationship between male and female students corresponding to dimensions of multiple intelligence and emotional intelligence
Table 1.1 reveals that significance of correlation values between linguistic intelligence, logical intelligence, spatial intelligence, musical intelligence, naturalistic intelligence, interpersonal intelligence with respect to emotional intelligence have come out to be significant. Therefore, the respective null hypotheses are rejected which means male and female students show relationship with each other on aforesaid dimensions of intelligence.

The hypotheses for bodily-kinesthetic intelligence, intrapersonal intelligence and existential intelligence have not come out to be significant. Therefore, null hypotheses are accepted. It indicates that male and female students do not show relationship between the above dimensions.

However, the analysis of significance of ‘r’ shows that

- Male students show higher values of correlation between linguistic, bodily-kinesthetic, spatial, naturalistic, interpersonal intelligence and emotional intelligence than female students.
- Female students show higher values of correlation between logical, musical intelligence, intrapersonal intelligence and emotional intelligence than male students.

Discussion of results:

Study found that there exists no significant relationship between male and female students with reference to multiple intelligence and emotional intelligence. It can be further concluded that there is no effect of correlation between multiple intelligence and emotional intelligence of male students on female students.

Results revealed that coefficients of correlation ‘r’ between linguistic, logical, bodily-kinesthetic, spatial, musical, naturalistic, interpersonal intelligence and emotional intelligence of male and female students differ significantly. Male students are showing higher values of ‘r’ between linguistic, bodily-kinesthetic, spatial, naturalistic, interpersonal intelligence and emotional intelligence as compared to female students. Female students show higher values of ‘r’ between logical, musical intelligence, intrapersonal intelligence and emotional intelligence than male students. Study results appear to be genuine as males are generally found having stout body, are much aware about external environment, show more knowledge about directions, maps etc. and better in conversation with people socially as compared to female students while female students with emotional intelligence show more logical, musical and intrapersonal intelligence.
It can be further concluded that higher is the correlation values of linguistic, bodily-kinesthetic, spatial, naturalistic, interpersonal intelligence and emotional intelligence among male students higher will be the correlation among female students as these are showing significant relationship between them. There exists no relationship between bodily-kinesthetic, intrapersonal, existential intelligence and emotional intelligence of male and female students. It means that male students are independent from female students on these variables.

References:


96. Wechsler, D., Wechsler Scale of Intelligence, (WAIS, WISE), New York: Psychological Corporation, 1939.