Cover Page

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A STUDY ON MULTIPLE INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

Dr. Duvvada Kameswara Rao
M.Sc., Chemistry, MA English, M Ed, Ph D

Abstract

The study on multiple intelligences of secondary school students is essential because it recognizes that each student possesses a unique combination of cognitive strengths beyond traditional linguistic and logical-mathematical abilities. Understanding these diverse intelligences such as musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and spatial helps educators identify students' potential more accurately, tailor teaching strategies to individual learning styles, and promote holistic development. In an era where conventional assessment methods often overlook non-academic talents, this study provides insights that can enhance classroom engagement, foster self-confidence, and support the creation of inclusive educational practices that nurture the varied abilities of every student. The sample for the present study consisted of secondary school students in Bijapur, Chhattisgarh, who follow the Chhattisgarh state syllabus. The study was carried out on a representative sample of 300 students studying in Standard IX, selected from various areas in Bijapur using a random sampling technique. The results of the study reveal that there is a significant difference between government and private school students in their multiple intelligences. However, there is no significant difference between rural and urban secondary school students, nor between boys and girls, regarding their multiple intelligences.

Keywords: Multiple Intelligences, Secondary School Students, Understanding

INTRODUCTION

Education is a powerful tool for altering and improving human behavior over time. It has been crucial in determining how societies develop. It helps build social systems based on the principles of liberty, social justice, and equality of opportunity, and it prepares individuals to function effectively in their time. As humanity moves from local communities to a global society, from social cohesion to democratic participation, from economic growth to human development, and from unsustainable to sustainable development, education in the twenty-first century must adapt to the changing needs of the population.

Children's ways of learning are as different as the colors of the rainbow. The educational system today aims to design a creative and effective interdisciplinary approach to teaching, learning, and assessment, taking into account the intellectual strengths of each student (Diaz-Lefebvre and Finnegan, 2007). Learning is most effective when it is individualized, meeting the specific needs and interests of each student. It is important to understand what helps students learn and to adjust teaching strategies to enhance instruction. Students learn best through a combination of modalities, including hands-on activities, oral instruction, visual instruction, and a blend of these methods (Perkins, 2001).

Students achieve optimal learning when the concepts, principles, and skills being taught are presented in ways that align with their learning styles and when they are able to express themselves effectively. Students and parents benefit because students become aware of the strengths and weaknesses of their intelligences. This awareness can help guide them toward suitable career paths and support them in making important decisions that will impact their futures.

In addition, when students are aware of their intelligences, they may be able to complete assignments more efficiently. They can also learn techniques to develop their intellectual strengths and find ways to apply them across the curriculum. Parents, in turn, can better encourage their children and help them find sources of motivation to succeed. All individuals can benefit from understanding how their intelligences influence their achievement in school or in the workplace.

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NEED AND SIGNIFICANCE OF THE STUDY

Education in the 21st century is undergoing rapid transformation due to globalization, technological advancement, and changing societal expectations. Traditional education systems have long emphasized linguistic and logical–mathematical abilities as primary indicators of intelligence and academic success. However, this narrow understanding of intelligence does not adequately reflect the diverse capabilities of learners. The theory of Multiple Intelligences proposed by Howard Gardner in 1983 challenged the conventional view of intelligence measured solely through IQ tests. Gardner identified multiple forms of intelligence linguistic, logical–mathematical, spatial, musical, and bodily kinesthetic, interpersonal, intrapersonal, naturalistic (and later existential) suggesting that every individual possesses a unique combination of these intelligences.

In the context of secondary school education, the need to study multiple intelligences becomes especially significant. Adolescence is a crucial developmental stage characterized by cognitive, emotional, and social growth. Students at the secondary level begin to form self-concepts, identify interests, and explore potential career paths. If the education system continues to value only a limited range of intelligences, many students may feel inadequate, demotivated, or labeled as "average" or "weak," despite possessing strengths in other areas such as music, sports, leadership, creativity, or environmental awareness. Therefore, a systematic study on multiple intelligence among secondary school students is essential to understand their diverse abilities and promote holistic development.

One of the primary needs of this study is to recognize individual differences among students. No two learners are identical in their learning styles, interests, or intellectual strengths. By identifying the dominant intelligences of students, teachers can adopt varied instructional strategies that cater to different learning preferences. For instance, students strong in linguistic intelligence may benefit from reading and writing activities, while those with high bodily kinesthetic intelligence may learn better through hands-on tasks and physical involvement. A study on multiple intelligence provides empirical evidence that can guide educators in designing inclusive and differentiated teaching methods.

Another important need for the study lies in curriculum planning and development. Most secondary school curricula are examination-oriented and focus heavily on academic achievement in subjects like mathematics, science, and languages. As a result, other talents such as artistic creativity, musical ability, leadership skills, and ecological awareness often receive less attention. By understanding the distribution of multiple intelligences among students, educational planners can integrate diverse activities into the curriculum, such as project-based learning, group discussions, role plays, fieldwork, music, art, and sports. This approach not only enhances engagement but also supports the overall personality development of students.

The study is also necessary to improve teaching–learning processes. Teachers who are aware of multiple intelligence theory can create a stimulating classroom environment that encourages participation from all learners. For example, a lesson in history can include storytelling (linguistic), timeline analysis (logical), map drawing (spatial), dramatization (bodily–kinesthetic), group discussion (interpersonal), reflective journaling (intrapersonal), and connections with environmental factors (naturalistic). When multiple intelligences are addressed, students are more likely to understand concepts deeply and retain knowledge effectively. Therefore, research in this area provides practical implications for classroom practices.

Furthermore, the study is needed to enhance students' academic achievement and motivation. When teaching methods align with students' strengths, they feel valued and confident. Recognition of their unique abilities fosters self-esteem and reduces academic anxiety. Secondary school students often face stress due to board examinations and societal expectations. Identifying their multiple intelligences can help counselors and educators guide them toward suitable learning strategies and career choices, thereby reducing frustration and dropout rates. Students who understand their own strengths are better equipped to set realistic goals and pursue meaningful careers.

Cover Page

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REVIEW OF RELATED STUDIES

Padala Laxman (2018) studied the multiple intelligence levels of secondary school students. The purpose of the study was to gain an understanding of how children learn when they are engaged in child-initiated, teacher-guided activities. Specifically, children's learning processes were documented and interpreted based on how they used their multiple intelligences. In this research, multiple intelligences refer to Gardner's model of multiple intelligences and his view that children possess much cognitive strength. Ethnographic methodologies were used to observe, document, and interpret children's behaviors and interactions in the classroom.

Sabriye Sener and Ayten Cokcalıskan (2018) investigated the relationship between multiple intelligences and learning styles. The study found that students exhibited almost all types of learning styles; however, they were predominantly tactile and auditory learners. The three intelligence types—naturalistic, visual, and kinesthetic—received the highest scores. The analyses also indicated a significant difference between males and females. It was observed that most intelligence types and learning styles had a moderate positive correlation.

Arifka Mahmudi et al. (2019) studied classroom management and the Arabic learning process based on multiple intelligences. The data indicated that the classroom was not the only setting for learning; at times, teachers challenged students to study outdoors within the school environment. The school environment and facilities contributed to supporting the learning process and provided students with more space to be creative and aware of what they discovered in their surroundings.

Firman Mansir and Halim Purnomo (2020) examined Islamic education learning strategies based on multiple intelligences in Islamic schools. They found that Islamic education (PAI) methods that align with students' dynamics make it easier for them to understand the subject and improve their achievement through the application of multiple intelligences. The research also discussed practical validity and reliability, meaning that if members of the action research group consider the instrument valid and reliable, it can be used. Islamic education learning strategies should utilize various intelligences by solving problems faced by students, developing new problems to be addressed, and creating something useful in their lives. Therefore, the application of multiple intelligences in Islamic education is part of an effective strategy to facilitate learning and improve student achievement.

Irina Rotnitsky and Roman Yavich (2020) conducted a study on multiple intelligences and academic success. They found that in excellent classes, the percentage of students with two or three dominant intelligences was higher than in ordinary classes. It is important to note that these dominant intelligences were not limited to logical and verbal intelligences but included other types such as spatial, musical, and kinesthetic. The study concluded that achievement in the education system is influenced not only by logical-mathematical and linguistic-verbal intelligences but particularly by logical-mathematical intelligence. Moreover, the number of dominant intelligences can predict and indicate a student's success in school.

Vemedo Kezo (2021) studied the assessment of multiple intelligences among secondary students in Kohima Town, the capital of Nagaland. The hypothesis testing revealed no significant difference in multiple intelligence between boys and girls or between private and government schools. However, a positive correlation was found between academic achievement and multiple intelligence scores. The dominant intelligence for boys was interpersonal intelligence, whereas for girls it was intrapersonal intelligence. The study also highlighted that mathematical intelligence had the lowest score for both boys and girls.

Cover Page

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LINKAGE OF THE STUDY

From the review of previous studies, the researcher identified certain research gaps and the scope of the present study, which highlight its uniqueness. The uniqueness of the present study is explained as follows:

Several studies on the multiple intelligences of secondary school students—such as those conducted by Vemedo Kezo (2021), Irina Rotnitsky and Roman Yavich (2020), Firman Mansir and Halim Purnomo (2020), and Sabriye Sener and Ayten Cokcalıskan (2018)—were carried out using various samples in different regions. However, according to the available research reviews, no study has specifically focused on the multiple intelligences of secondary school students in the state of Andhra Pradesh in southern India.

Although research has been conducted in various northern and southern states of India, Andhra Pradesh has not been included in studies examining the multiple intelligences of secondary school students among samples such as children and adolescents. Therefore, no research studies on multiple intelligences of secondary school students in Andhra Pradesh were found in the reviewed literature.

The studies reviewed so far indicate that no research has been conducted on the multiple intelligences of secondary school students in the southern state of Andhra Pradesh, India. Hence, the researcher has shown considerable interest in exploring this area.

The research conducted in India and abroad on multiple intelligences of secondary school students has focused on areas such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher–pupil relationships, teaching methods, and inadequate study facilities.

RESERCH METHODOLOGY

TITLE OF THE STUDY

The problem undertaken for research is stated as below: ***"A study on multiple intelligence of secondary school students."***

RESEARCH QUESTIONS

The present investigation aims to study the multiple intelligences of secondary school students. This study seeks to find answers to the following research questions:

1. Do secondary school students differ in their levels of multiple intelligence?
2. Are there significant differences in multiple intelligence among secondary school students based on selected variables?

To find answers to the above questions the topic is titled as under.

OPERATIONAL DEFINITIONS OF THE STUDY

The key terms used in the study are briefly explained below. Multiple Intelligence: - It is a set of abilities, talents, or mental skills that all individuals possess to a greater or lesser extent. (H. Gardner 1983). Gardener argued that individuals differ only in the level of their skills and how these intelligences combine M.I. represents the different intellectual abilities.

Cover Page

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Intelligence: 1. The capability to obtain and use knowledge and skills. 2. One's capacity for logic, understanding, self-awareness, learning emotional knowledge, reasoning, planning, creativity, and problem- solving. 3. Gardener‟s definition of intelligence - "An Intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings" - Howard Gardener (FRAMES OF MIND 1983).

Multiple Intelligence:

According to the investigator, Multiple Intelligence of secondary school students means is important for providing opportunities for problem solving in both realistic and fantasy situations, giving opportunities to design products using strengths and interest as a guide, providing opportunities to the students to acquire skills and information using multiple intelligence, planning learning experiences around abstract themes and bringing the students own culture and experiences into the curriculum while expanding from this base into the other related areas.

OBJECTIVES OF THE STUDY

The exploration destinations drive all parts of philosophy, including instrument plan, information assortment, investigation, and suggestions. The very much characterized goals restrict and center the exploration and guarantee that the discoveries are pertinent to leaders.

1. To find out the level multiple intelligence of the secondary school students and to classify them.
2. To find out the level multiple intelligence of secondary school students with respect to the following dimensions:
    a. Verbal linguistic intelligence
    b. Visual spatial intelligence
    c. Bodily kinesthetic intelligence
    d. Interpersonal intelligence
    e. Intrapersonal intelligence
    f. Logical mathematical intelligence
    g. Musical rhythmic intelligence
    h. Naturalistic intelligence
    i. Existentialistic intelligence.
3. To find out the influence of the following variables on the multiple intelligence of secondary school students:
    a. Gender: Boys/Girls
    b. Locality: Rural/Urban
    c. Type of Management: Government/Private

HYPOTHESES OF THE STUDY

1. There would be no significant difference between boys and girls in their multiple intelligence.
2. There would be no significant difference between belonging to rural and urban areas in their multiple intelligence.
3. There would be no significant difference between government and private schools in their multiple intelligence.

Cover Page

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VARIABLES OF THE STUDY

Table - 1
Classification of Variables

S.NO	Dependent variables	Independent variables
1	Multiple Intelligence	**Gender:** Boys/Girls **Locality:** Rural/Urban **Type of Management:** Government/Private

METHODOLOGY OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

POPULATION FOR THE STUDY

The present study's sample is 9th standard secondary school students studying in government and private schools in Bijapur, Chhattisgarh state's rural and urban areas. In many schools and colleges in this area, the students and parents seek to get a good rank. Still, getting good personalities and characters is necessary, so the investigator mainly chose this area.

SAMPLE SELECTED FOR THE STUDY

The sample for the present study was Secondary School Students of in the *Bijapur*, *Chhattisgarh* state who follow the *Chhattisgarh* state syllabus. The present study was carried out on a representative sample of 300 Secondary School Students studying in standard IX students selected from various areas in *Bijapur*, *Chhattisgarh* state. The sample was selected using a random sampling technique.

B. SAMPLING TECHNIQUES

A random sample of 300 secondary school students in the *Bijapur*, *Chhattisgarh* state was selected for this study.

D. TOOL OF THE STUDY

For the successful completion of the investigation, we need specific tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

1. ***Multiple Intelligence Scale: was initially developed by Diana Dipti (2020).***

STATISTICAL TECHNIQUES USED FOR THE STUDY

The Investigator collected raw scores after doing calculations with the help of a scoring key. Organizing and summarizing raw data to find meaningful interpretations and draw valid conclusions is necessary. The Investigator has used specific statistical techniques to translate and interpret the raw scores.

Following statistical techniques were used for the analysis and interpretation of data:

The following statistics were applied to analyze the collected data.

1. Arithmetic Mean
2. Standard Deviation
3. Percentage of Mean
4. t' test

A comprehensive analysis of the data collected through questionnaires using computer software, i.e., Statistical Package for Social Sciences (SPSS). The following statistical techniques were used: i.e., Mean, Standard Deviation, % of the mean,'t' value, was calculated.

Cover Page

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DATA ANALYSIS

MULTIPLE INTELLIGENCE – WHOLE SAMPLE ANALYSIS

Objective-1: To find out the level of Multiple Intelligence of secondary school students and to classify them.

Table 2

Multiple Intelligence - Whole sample analysis

Whole sample	Mean	SD	% of Mean
300	105.64	12.34	78.25

Interpretation

From Table 2, the following aspects were observed: The total number of secondary school students is 300. The mean value is 105.64, and the percentage of the mean score is 78.25%. The standard deviation is 12.34. The level of Multiple Intelligence is above average.

Finding

As the results indicate that the sampled secondary school students fall under the above-average level of Multiple Intelligence.

Discussion

The above findings indicate that the sampled secondary school students demonstrate an above-average level of Multiple Intelligence, suggesting that they possess well-developed and diverse cognitive abilities across domains such as linguistic, logical-mathematical, spatial, interpersonal, and intrapersonal intelligences, as proposed in Theory of Multiple Intelligences by Howard Gardner. This implies that the students are not only academically capable but also show strengths in problem-solving, creativity, social interaction, and self-awareness, which may positively influence their overall academic performance and personal development. Consequently, these results highlight the importance of implementing varied instructional strategies that cater to different intelligence domains to further nurture and maximize students' potential in the secondary school context.

MULTIPLE INTELLIGENCE - CLASSIFICATION ANALYSIS

With reference to the Multiple Intelligence scores of secondary school students, the mean and standard deviation for the entire group were computed. The overall sample had a mean of 105.64 and a standard deviation of 12.34. The complete sample was divided into three categories of Multiple Intelligence: high (above M + 1SD), intermediate (between M − 1SD and M + 1SD), and low (below M − 1SD). The frequencies of students at the different levels were also calculated, and the percentages of students in each group were presented in Table 4.2.

Cover Page

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Table: 3

Multiple Intelligence - Classification Analysis

S.No	Classification Level	Sample size	Percentage
1.	Low	60	20%
2.	Average	170	56%
3.	High	70	24%

Interpretation

From the above Table 3, the following aspects were observed: In the classification table, 20% of the students fall under the low level, 56% fall under the moderate level, and 24% fall under the high level of Multiple Intelligence.

Finding

Based on the findings, it can be inferred that most secondary school students in the sample possess a balanced range of abilities across the different domains of Multiple Intelligence, rather than excelling in just one particular area. This moderate level suggests that while students have the capacity to engage in a variety of intellectual, creative, and interpersonal activities, there is still significant room for growth and development in each domain. Consequently, educators could benefit from designing learning experiences that both reinforce existing strengths and provide targeted support to help students enhance their less-developed intelligences, ultimately fostering a more well-rounded skill set.

MULTIPLE INTELLIGENCE– AREA WISE ANALYSIS

Objective 2: To find out the level multiple intelligence of secondary school students with respect to the following dimensions:

a. Verbal linguistic intelligence
b. Visual spatial intelligence
c. Bodily kinesthetic intelligence
d. Interpersonal intelligence
e. Logical mathematical intelligence
f. Musical rhythmic intelligence
g. Naturalistic intelligence
h. Existentialistic intelligence.

Table: 4

Multiple Intelligence– Area wise Analysis

S.No	Dimensions	Mean	% of Mean	SD	Rank
1	Verbal linguistic intelligence	53.15	19.68	14.71	5
2	Visual spatial intelligence	60.26	22.31	13.48	1

Cover Page

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3	Bodily kinesthetic intelligence	28.57	10.53	14.52	8
4	Intrapersonal intelligence	53.09	20.07	15.14	6
5	Logical mathematical intelligence	49.94	19.87	16.87	7
6	Musical rhythmic intelligence	57.32	21.54	15.65	2
7	Naturalistic intelligence	55.74	20.23	14.87	3
4	Existentialistic intelligence	54.19	20.07	15.14	4

Interpretation

The results indicate that the dimension of Visual-Spatial Intelligence (60.26) ranked first among the multiple intelligences, followed by Musical-Rhythmic Intelligence (57.32) in second place, and Naturalistic Intelligence (55.74) in third place. According to these results, secondary students demonstrate their strongest abilities in Visual-Spatial Intelligence.

Discussion

The statement highlights the principle that intelligence is multifaceted and personalized, emphasizing that each individual processes information in a distinct way. Recognizing this uniqueness allows educators, mentors, and leaders to provide tailored encouragement and guidance that aligns with an individual's learning style and strengths. With such support, a person's cognitive abilities and skills can be nurtured and developed systematically, enabling them to reach established benchmarks or standards. Ultimately, this approach underscores the importance of adaptive teaching and mentorship in fostering intellectual growth and maximizing potential.

VARIABLE WISE ANALYSIS IN MULTIPLE INTELLIGENCE

Objective-3: To find out the influence of the following variables on the Multiple Intelligence of Secondary school students with respect to the following variables i.e. Gender, Locality, Type of management, Parental education and type of family.
Hypothesis 1A) There would be no significant difference between boys and girls of Secondary school students in their Multiple Intelligence.

Table 5

Multiple Intelligence – Gender wise analysis

Gender	Sample size	Mean	% of Mean	SD	SED	't' Value
Boys	150	102.44	75.88	17.24	0.76	1.73^{NS}
Girls	150	104.23	77.20	17.36		

Not significant at 0.05 level &Table value 1.96.

Interpretation:

From the above table 5, the following observations have been made. The total number of students is 300, with 150 boys and 150 girls. The mean score for boys is 102.44, with a standard deviation of 17.24. The mean score for girls is 104.23, with a standard deviation of 77.20. The SED value is 0.76, and the calculated "t" value is 1.73, which is not significant at the 0.05 level.

Finding:

From the above table 5, it is found that the calculated "t" value of 1.73 is less than the table value of 1.96 at the 0.05 level. Therefore, the result is not significant. Hence, the null hypothesis is accepted for the variable "Gender." The results indicate that gender has no impact on Multiple Intelligence. There is no significant difference between boys and girls in

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secondary school regarding their Multiple Intelligence. Boys and girls are at the same level in terms of their Multiple Intelligence.

Discussion:-

Based on the finding that there is no significant difference between male and female secondary school students in their multiple intelligences, it can be inferred that gender does not play a determining role in the development or expression of various types of intelligence among adolescents. This suggests that both boys and girls possess comparable abilities across different domains such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. Consequently, educators and curriculum planners should focus on providing equal opportunities and support for all students, regardless of gender, to nurture and enhance their unique strengths. The emphasis should be on individual learning styles and talents rather than assuming inherent differences based on gender.

Hypothesis 2: There would be no significant difference between rural and urban Secondary school students in their Multiple Intelligence.

Table 6
Multiple Intelligence – Locality wise analysis

Locality	Sample size	Mean	% of mean	SD	SED	't' Value
Rural	150	103.01	76.30	17.27	0.88	1.70^{NS}
Urban	150	105.04	77.80	17.48		

**Significant at 0.05 level &Table value 1.96.

Interpretation:

From the above Table 6, the following observations were made. The total number of students is 300, with 150 rural students and 150 urban students. The mean score of all students is 103.01, with a standard deviation of 17.26. The mean score of urban secondary school students is 105.04, with a standard deviation of 17.48. The SED value is 0.88, and the "t" value is 1.70, which is not significant at the 0.05 level.

Finding:

From Table (4.5), it is observed that the "t" value of 1.70 is less than the table value of 1.96 at the 0.05 level. Therefore, it is not significant. Hence, the null hypothesis is accepted for the variable "Locality." The result indicates that locality has no significant impact on students' Multiple Intelligence. There is no significant difference between rural and urban secondary school students in their Multiple Intelligence. However, according to the results, urban students show slightly higher levels of Multiple Intelligence.

Discussion

Based on the finding, it can be inferred that the environment in which students grow up may influence the development of their multiple intelligences. The observation that urban secondary school students demonstrate slightly higher levels of multiple intelligence suggests that urban settings potentially offering greater access to diverse educational resources, extracurricular activities, and exposure to varied cognitive and cultural experiences—may provide advantages that nurture different intelligences more effectively than rural settings. However, the difference is slight, indicating that rural students also possess substantial multiple intelligences, and targeted interventions in rural schools could help bridge this gap further. Overall, the results highlight the role of environmental and educational factors in shaping students' cognitive abilities and underscore the importance of creating enriching learning opportunities for all students, regardless of location.

Cover Page

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Hypothesis 3: There would be no significant difference between government and private school students in their Multiple Intelligence.

Table 7

Multiple Intelligence – Type of Management analysis

Type of Management	Sample size	Mean	% of mean	SD	SED	't' Value
Government	150	104.82	77.64	17.13	0.89	3.76*
Private	150	101.47	75.12	17.25		

**Significant at 0.05 level &Table value 1.96.

Interpretation:

The following observations have been made from Table 7. The total number of students is 300, with 150 students from government schools and 150 students from private schools. The mean score for government school students is 104.82, with a standard deviation of 17.23, while the mean score for private school students is 101.47, with a standard deviation of 17.25. The SED value is 0.89, and the calculated "t" value is 3.76, which is significant at the 0.05 level.

Finding:

Table 4.6 shows that the calculated "t" value of 3.76 is greater than the table value of 1.96 at the 0.05 level, indicating significance. Therefore, the null hypothesis is rejected for the variable "Type of Management." This result shows that the type of management has an impact on Multiple Intelligence. There is a significant difference between government and private school students in their Multiple Intelligence, government school students performing better compared to private school students.

Discussion

Based on the finding, it can be inferred that the type of school government or private has a notable impact on students' Multiple Intelligence. Specifically, government school students demonstrate higher levels of Multiple Intelligence compared to their private school counterparts. This suggests that government schools may provide learning environments, teaching methods, or opportunities that better nurture diverse intellectual capacities, enabling students to excel across various dimensions of intelligence. Consequently, these results highlight the importance of examining educational practices in different school settings to understand how they contribute to the holistic development of students.

EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

1. The findings have implications in several areas. Every learner has a certain degree of preference in each type of Multiple Intelligences, and the majority of students show dominance in one or more intelligences.
2. By using Multiple Intelligences–based activities, each student can learn in their own way. Teachers should give special attention to the development of these abilities among students. Through consistent practice and training, students' intelligences can be enhanced.
3. Teachers are specialists in identifying the strengths and needs of each student. Therefore, special training programs should be provided for teachers to develop their understanding and application of the components of Multiple Intelligences.
4. Teachers should incorporate the theory of Multiple Intelligences into the teaching and learning process, especially in classes where students have different areas of interest.
5. When teaching a particular content area, effective teachers can utilize varied learning experiences and activities that address each component of the Multiple Intelligences theory.

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6. This study helps identify students who have dominance in certain components of Multiple Intelligences, such as Verbal, Logical, Interpersonal, and Naturalistic intelligences.
7. Teachers should also emphasize the improvement of other components of Multiple Intelligences, including Bodily-Kinaesthetic, Spatial, Musical, and Intrapersonal intelligences. By doing so, they can enhance both the self-efficacy and creative thinking abilities of higher secondary school students.

SUGGESTIONS FOR FURTHER STUDIES

Based on the present study, the investigator suggests several areas for further research:

1. The present study was confined only to secondary school students from Guntur district, Andhra Pradesh.
2. A similar study can be conducted across all secondary schools in Andhra Pradesh state.
3. A comparative study among primary, degree college, and university-level teachers may be conducted.
4. The same study can be conducted on a larger sample by including more districts.
5. A study may be conducted by considering other variables such as type of school (including private schools), age group, etc.
6. A similar study may be carried out as a comparative study of college and university teachers.
7. Comparative studies covering different levels of educator education, i.e., pre-primary, primary, and elementary stages, can be conducted.
8. The present study was limited to government-aided and private secondary schools only.

CONCLUSION

The present study was based on the survey method, in which a Written Communication Skills test was conducted. The test included activities such as combining sentences, writing paragraphs, completing sentences, letter writing, and filling in missing letters. However, additional grammar elements related to the first language could also be included for more comprehensive data collection. To gain a clearer understanding of the attitudes of secondary school students, a larger sample of students may need to be interviewed. In addition to descriptive tests, interviews, questionnaires, and open-ended questions can be used for qualitative studies.

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