

Vol 5 Issue 10 July 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinteau Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....



Review Of Research



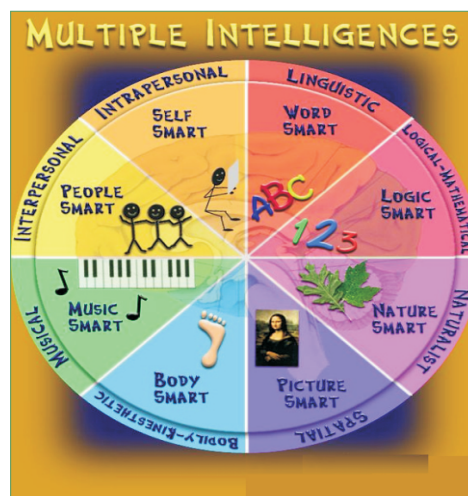
A COMPARATIVE STUDY OF THE EFFECTIVENESS OF MULTIPLE INTELLIGENCES - BASED TEACHING APPROACH AND TRADITIONAL TEACHING METHOD ON THE RETENTION OF THE CONTENT

Dr. Archana Chaudhari

Asst. Professor, MIT School of Education & Research,
Kothrud,Pune.

ABSTRACT:

It had been observed by the researcher that the students have a tendency to 'study only for the exam' i.e. the comprehension and understanding part of the concerned subject was less as compared to producing the results required for the exam i.e. exam oriented rote learning. This tendency is not



doing justice to the actual aim of "learning." The researcher wanted to know if the MI based teaching learning method could change this attitude of the students so as to make the learning process more comprehending and effective. The researcher wanted to study the effect of teaching the students based on their predominant

intelligence and associated with activities related with that. The researcher wanted to compare the retention capacity of the students after the application of both the methods namely MI based teaching method and Traditional teaching method

KEY WORDS: Multiple Intelligences, Traditional teaching method, Quantity education.

INTRODUCTION:

The main aim of education is the all round development of the student. The important elements of the educational process are the teachers, students and curriculum. Now a day we often stress on "Quality education" rather than "Quantity education." To achieve this quality education the

teacher should be able to decipher the curriculum correctly and disseminate the content to pupils in the most effective manner.

The subject of History has a lot of importance in the school curriculum. The study of History plays a very important role in the achievement of aims and objectives of the educational policy of the government. The students of History not only learn events and facts but they also learn values and develop the power of rational thinking. Because of this, the learning of history should be impressive to be more effective. So, the researcher decided to conduct research in the area of innovative teaching-learning methods of History. Research shows that teaching and learning through the multiple intelligences leads to higher achievement and retention of most students.

2. CONCEPT OF MULTIPLE INTELLIGENCES:

The theory of Multiple Intelligences was proposed by Howard Gardner of Harvard University. He proposed the existence of at least 8 different ways of perceiving and understanding the world and of demonstrating intellectual ability and argued that there is both a biological and cultural basis for the multiple intelligences. Using Gardner's theory of multiple intelligences proposes a means to understanding many ways in which people are intelligent. That explains how we process, learn, and remember information, in contrast to the prevailing notions of intelligence testing, which posit a general intelligence. He defined multiple intelligence as a set of abilities, talents or mental skills that all individuals possess to a greater or lesser extent. The basis of Gardner's theory is that each individual possesses a variety of intelligences to different degrees. It is the unique mixture of these forms of intelligence that determine our preferred learning styles

The eight intelligences are as follows:

1. Verbal/Linguistic Intelligence
2. Mathematical/Logical Intelligence
3. Visual/Spatial Intelligence
4. Musical/Rhythmic Intelligence
5. Bodily/Kinesthetic Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalistic/Environmental Intelligence

3. SIGNIFICANCE OF THE STUDY:

At the primary level the students being small, the teacher should teach History in a creative manner. To make the subject more interesting various teaching methods can be used. In the educational system today, there is excessive competition for obtaining marks rather than knowledge. This forces the students to "learn for the moment" and then forget it, thereby not imparting knowledge in its true sense.

Hence the following title of the research was finalized:

4. TITLE:

A comparative study of the effectiveness of Multiple Intelligences Based teaching approach and Traditional teaching method on the retention of the content.

5. OPERATIONAL DEFINITIONS:

I. Effectiveness-

Effectiveness is studied in terms of retention of the content and reactions of students to multiple intelligences based teaching.

II. Multiple Intelligences –based teaching-

Application of M.I. theory to teaching learning, through stimulation of maximum possible intelligences in the teaching of every selected unit of History.

III. Retention-

The ability to retain the content in memory.

IV. Traditional teaching-

A widely used teacher dominated method with minimal involvement of the student

6. OBJECTIVES:

1.To prepare M.I. based instructional materials (lessons plans, teaching aids and computer assisted instructional material) on selected units of History.

2.To study the effectiveness of the use of M.I.- based teaching

(a) In terms of retention of the content

(b) In terms of reactions of students.

7. HYPOTHESIS:

There will be no significant difference between retention (achievement test scores -retention test scores) of students taught through MI based teaching and students taught through Traditional teaching method.

8.SCOPE AND LIMITATIONS:

Scope:

1.Content in the textbook prepared by Maharashtra State Bureau of Textbook Production has formed the basis for preparation of MI based instructional material

2.The lesson plans, teaching learning material and power point presentation prepared by the researcher on selected units are meant for VI std.students following state board syllabus.

Limitation:

1. The medium of instruction was English only

2. The researcher tried to include activities based on all intelligences but the extent of activities varied from unit to unit.

9. RESEARCH DESIGN:

The present research is an experimental research .The Quasiexperimental design namely the Pretest Posttest Non Equivalent groups design was used.

Variables in the present research were:

Independent Variable- Multiple Intelligence based teaching, Traditional teaching.

Dependent Variable- Retention of the content

Confounding variable- Extraneous variables such as teachers' competence or enthusiasm is controlled by the researcher by herself teaching in both the classes

Threats to internal validity-Threats due to Experimental bias and treatment diffusion exist, however every effort has been made to minimize these threats.

10. SAMPLING METHOD

Population: Students of VI standard studying in SSC board

Sample: In the present research, incidental sample comprising of two intact classrooms of 6th grade class students from the same school had been chosen by the researcher. This study was performed amongst 110 elementary school students. 55 students from one division formed the experimental group and 55 students from another division formed the control group of the study. All of the students in the study were about 11 years old. The families of the students in both groups had similar socio-economic backgrounds. The sample was chosen as per the convenience, and resources available to the researcher.

11. TOOLS FOR DATA COLLECTION

In the present research researcher has used following tools for data collection

1. Achievement test prepared by the researcher on selected units
2. Opinionnaire prepared by the researcher for obtaining reactions of the students to MI based teaching.

12. PROCEDURE OF THE STUDY:

1. For both the groups the researcher had selected 8 chapters from the history textbook and prepared the lesson plans for the same. Activities related to each of the type of intelligences had been included in the lesson plan of the experimental group.
2. Later the researcher taught the experimental group by using MI based teaching method and the control group by Traditional teaching method.
3. A test was taken for both the groups after the completion of the whole programme.
4. To analyze the retention capacity of the students, the researcher took a test after a months' time of the post test.
5. The opinionnaire was given to the students of the experimental group.

13. ANALYSIS OF DATA

Analysis of qualitative and quantitative data was undertaken.

Analysis of Quantitative data:

In the present study, the researcher used Analysis of co variance

Analysis of Qualitative data:

In the present study the researcher studied reactions of the students towards MI based teaching method. For this the researcher used opinionnaire.

14. FINDINGS

Quantitative data:

The researcher took a test after a months' time of the achievement test to analyze the retention of the students after the application of MI based teaching in comparison to retention as a result of non MI based teaching. The test was conducted for both the groups. Since none of the methods were used to equate both the groups, ANCOVA has been used to study the significance of the difference in the retention test

Comparison of "Retention" in the two groups using ANCOVA

	Experimental Group			Control Group		
	X ₁ (posttest)	Y ₁ (retention test)	X ₁ Y ₁	X ₂ (posttest)	Y ₂ (retention test)	X ₂ Y ₂
Sum	1543	1314	38103	1214	671	15352
Mean	28.05	23.89		22.16	12.2	
F value	82.42					

The table value of F for 1/107 degree of freedom at 0.01 levels is 6.90. The calculated F value of retention test was 82.42. This implies that the difference between the retention of experimental group and control group is significant at 0.01 levels. So null hypothesis is rejected, and the retention of experimental group is significantly greater than the retention of control group.

Qualitative data:

Reactions of students towards MI based teaching

The students were asked to record their reactions regarding MI based teaching with the help of response inventory prepared by the researcher. The students gave their opinion regarding the programme.

The response inventory covered the following questions-

Based on opinion selected by the students, percentage wise data is given for each answer.

Q1 Did you find any change in the method taught as earlier?

Alternatives	No. of respondents	Percentage
Yes	55	100
No	0	0
Sometimes	0	0
Total	55	100

It shows that all the students recognized a change from the method taught earlier

Q2. Did you find lessons taught to you meaningful?

Alternatives	No. of respondents	Percentage
Yes	53	96.3
No	0	0
Sometimes	2	3.6
Total	55	100

It shows that almost all the students found lessons taught to them meaningful.

Q3. Did activity based learning help you in remembering the content?

Alternatives	No. of respondents	Percentage
Yes	47	85.4
No	1	1.8
Sometimes	7	12.7
Total	55	100

Activity based learning helped 85.4% of the students in remembering the content.

Q4. If yes, which activities helped you the best in remembering the content?

Reasons	No of respondents	Percentage
Songs	52	94.5
PowerPoint presentations	48	87.2
Games	45	81.8
Pictures	41	74.5
Discussions	32	58.18
Activities	27	49
Use of tape recorder	18	32.7
Puzzles	2	3.6

The activities which helped in remembering the content were mainly games, PowerPoint presentations, and music.

Q5. After learning by this method are you confident of learning the other subjects in the same way?

Alternatives	No. of respondents	Percentage
Yes	46	83.6
No	0	0
Sometimes	9	16.3
Total	55	100

83.6% of the students were confident of learning the other subjects in the same way.

CONCLUSIONS:

1. MI based teaching method increased the retention of the students
2. The students found the method very useful in remembering the content

SELECTED REFERENCES

1. Agarwal J.C.(1983).Philosophical and sociological perspectives on education. Vikas Publication House Pvt.Ltd, New Delhi
2. Best J.W. &Kahn J.V.(1989).Research in Education. Prentice Hall of India Private Ltd.,New Delhi
- Gardner H.(1993).Frames of mind. Imprint of Harper Collins Publisher, London
- 3.Gardner H. (1999).Intelligence Reframed. Basicbooks, New York
- 4.Gardner H. (2006).Five minds for the future. Harvard Business School Publishing, Massachusetts
- 5.Garrett H.E. (2006).Statistics in Psychology and Education.Surjeet Publication, Delhi
- N.P.E.1992.Bombay Institute of Education, Colaba, Mumbai, pamphlet no.34
- 6.Kaul.L.(1984).Methodology of Educational Research.Vani educational books, India
- 7.Kerlinger F.N. (1978).Foundation of Behavioral Research.Surjeet Publication, Delhi
- 8.Singh Y.K. (2007).Teaching of History.APH Publishing Corporation, New Delhi

Checklist:

Ranade, M.D (2006) checklist for M.I. based planning, P.G.Dept of education (IASE), Pune

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005, Maharashtra
Contact-9595359435

E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com