
*To Be Able
to Treat His Patient Well
the Doctor must Diagnose the Illness
of His Patient Accurately!*

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The concept of the existence of various intelligences is not all that new. Already in 1938 Thurstone had talked about a family of abilities some of which Gardner went on to call and popularize as part of Multiple Intelligences. However, these abilities of Thurstone did not attract the attention of the educationists very seriously. Neither did they call for any research.

Nevertheless, with the arrival of Howard Gardner, the educationists have begun to imagine the scope and the definite impact of Multiple Intelligences in the field of education. Yet, thus far, only Action Researches have been carried out. Going by the available sources, both, print and electronic, the researcher found only a series of Action Researches conducted during the year 1998 – 2000. Further, these Action Researches have been conducted by the students of the same university (St. Xavier's State University, Skylight). The present researcher did not come across from among the available sources any Ph. D. work done in the area related to the theory of Multiple Intelligences and its implication in the field of education.

2.1 ACTION RESEARCHES

With the aim of achieving self-motivated and empowered students,

Martin et al (2000) conducted an Action Research titled “Empowering Intrinsic Learners”. Integrating the theory of Multiple Intelligences, an eighteen week intervention module was prepared and run through. The group employed surveys, observations, check lists and self reflections to assess the effects of the intervention. The findings showed that the students enjoyed learning in the multiple intelligence way. Working in groups seemed preferable to individual learning and that the students spent less time in completing their home assignments.

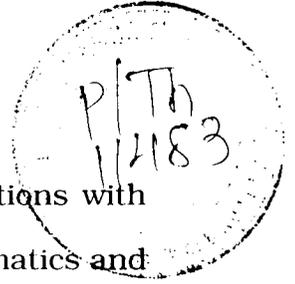
Geimer et al (2000) in their project to study the effect of incorporating multiple intelligences strategies into the Language Arts Curriculum found a general trend towards an increase in the academic achievements of the students due to the intervention. It was further found that the students belonging to the lower achievement group benefited the most as their academic achievement improved tremendously due to the instructional strategy incorporating multiple intelligences.

One of the most common deficiencies showed in the field of education by both, teachers and students alike is the lack of motivation. With the view of enhancing the motivational aspect of teachers and students, Komarchuk et al (2000), Janes et al (2000), Baldes et al (2000), Klein et al (1998), Highland et al (1999), Francois et al (1999), Burhorn et al (1999), Charbonneau et al (1999) and Blake et al (2000) incorporated multiple intelligences in their instructional

strategies. A host of tools such as interviews, inventories, anecdotal records, surveys, observation, teacher made achievement tests, journal etc. were used to study the effect. The studies revealed that not only did the student-teacher interpersonal relationships improve but also both the target groups showed new found energy at their tasks; teachers appeared more motivated and committed and so did the students. Further it was revealed that not only did the inappropriate behaviours of the students decrease greatly but they showed more enthusiasm towards group learning.

The possibilities of language and vocabulary learning with the help of multiple intelligences were explored by Condis et al (2000). In their study titled "Enhancing Vocabulary and Language using Multiple Intelligences". A series of intervention programmes were introduced in daily lessons of the students. The study revealed that students having difficulties in communication and vocabulary prior to the intervention showed greater fluency and ease in their communication. Students used right vocabulary in their writing as well as in their ordinary conversation. The study further indicated "a significant improvement in students' expressive and receptive language".

Abbot and Warfield (1999) undertook the study "Improving the Problem Solving Skills of Mathematics and Science students at the High school level". The study was conducted in two phases; first to ascer-



tain the causes and then to find their appropriate solutions with regard to the issue of problem solving among the Mathematics and Science students. The study showed that students generally showed lack of problem solving skills due to their lack of experience and their inability to think critically. The study then, among other strategies, employed Multiple Intelligences. Post intervention data of the study indicated an improvement in the problem solving abilities of as well as a more positive attitude towards problem solving among the students.

The effects of Multiple Intelligences on Retention and Comprehension among the students were studied by Anderson (1998) and Kuzniewski et al (1998). Anderson in his study titled "Using multiple intelligences to improve retention in foreign language vocabulary study" found that the incorporation of multiple intelligences in the instructional strategies indicated "increase in awareness of memory techniques for language vocabulary mastery, and awareness of varied learning styles in both teacher[s] and students". Similarly, Kuzniewski studied the effect of multiple intelligences for comprehension in the study titled "Using Multiple Intelligences to Increase Reading comprehension in English and Math". In this study, Multiple Intelligences instructional strategies were used as a major intervention programme. To monitor the effect of the intervention, weekly observation sheets and the anecdotal records of the students were maintained. The study revealed an increase in students'

reading comprehension skills in both English as well as in Mathematics.

2.2 IMPLICATIONS OF THE STUDIES REVIEWED AND THEIR LINKAGE TO THE PRESENT STUDY

Thus, from the above review of related action research reports, what emerges is that instructional strategies incorporating Multiple Intelligences have been used for a variety of purposes. And the results observed too are in all of them encouraging. The endeavour has not only been proved to be beneficial in motivating students and teachers alike but also has helped reduce students' inappropriate behaviours in schools. It has further turned out to be an excellent means of improving learning among students. Problems like retention and comprehension of the students too have been tackled quite effectively whenever the theory of multiple intelligences were incorporated in the instructional strategy. Consequently, the overall academic achievements of students improved. In all, the entire process of learning itself has been found to improve with the incorporation of Multiple Intelligences in the process of instruction.

However, the findings mentioned above are only of the Action Researches. And the findings of Action Researches strictly speaking cannot be generalized since an

Action research is focused on immediate application, not on the development of theory or on general application. It has

placed its emphasis on a problem here and now in a local setting. Its findings are to be evaluated in terms of local applicability, not universal validity. (Best & Kahn , 2000, p 24)

Nevertheless, these are definitely indicative of the potentialities of the Instructional strategy incorporating Multiple Intelligences, and hence may not be taken lightly or brushed aside. More serious and full fledged researches ought to be conducted to validate these claims. Hence the present study was undertaken.

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