ABSTRACT

Every individual is unique with their own individual differences. Our schools with the rigid curriculum and teaching methods, are strictly standardized. It doesn’t fit into the myriad intelligences of the students, instead the students have to struggle to fit into the burden of the curriculum that is heavily based on the verbal – linguistic and spatial intelligence. Research is increasingly demonstrating that our definition of intelligence is too very narrow to describe most students. Dr. Howard Gardner’s, “Multiple Intelligences theory” (1983) provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that all children do not have the same amalgam of intelligences.

The basic need for this study emanates from the fact that the research endeavors on the 'Multiple Intelligences Theory” is in the nascent stage. Therefore a study on the same is any day a welcome. The study also addresses two more variables Creativity and Achievement Motivation which are also of great importance in the teaching – learning arena.

The present study is a descriptive and correlational study delving to find a relationship between Multiple Intelligences, Creativity and Achievement Motivation. The data was collected from a sample of 1005 students in Mysore by using random sampling method. The data was collected by using the ‘Multiple Intelligences scales’ constructed by the researcher, ‘A Verbal Test of Creative Thinking’ by Baqer Mehdi and ‘Achievement Motivation’ test by Prathibaha Deo and Asha Mohan. The major findings of the study obtained reveals that majority of the students have obtained average level of scores for Multiple Intelligences, Creativity and Achievement Motivation. Secondly more number of students in comparison to below average level of scores have obtained above average level of scores. Lastly less number of students compared to above average and average level of scores have obtained below average level of scores.
The outcomes of the study with respect to hypothesis testing reveals a significant difference in the level of Multiple Intelligences with reference to gender and a non significant difference with reference to type of school, locale of the school and medium of instruction. In the level of creativity a non significant difference was obtained with reference to gender and a significant difference with respect to type of school, locale of the school and medium of instruction was evident. Achievement Motivation shows a significant difference with reference to all the background variables and finally the relationship between Multiple Intelligences with Creativity and Achievement Motivation were found to be highly significant.