Chapter VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS
6.1. STUDY IN RETROSPECT

The study intended to assess the Interrelationship among Multiple Intelligences and Science Interest, so that a clear image on the area of intelligence will be obtained through which we can promote Science Interest. This study acknowledges that while all students may not be verbally or mathematically gifted, they may have an expertise in other areas such as Music, Spatial relations or Inter or Intra personal Intelligences. Though the students are expertise in other areas of Intelligences interest of science is being promoted. This is the prime focus of this study.

The investigator selected Upper Primary School students because young prodigies in science could be identified at an impressionable age level through a pictured form of Picturised Science Interest Inventory (PSII), which will be more convenient to channelize them to the science stream for enhancing better achievement in future. Through the Multiple Intelligences analysis (creating Intelligence profile) by using Multiple Intelligences Test Battery (MITB), we can assess which components of Multiple Intelligences could foster Science Interest among students of Upper Primary stream.

6.1.1. Statement of the Problem

The study intends to identify the Interrelationship among the components of Multiple Intelligences with Science interest on elementary school students. The study is entitled as INTERRELATIONSHIP AMONG MULTIPLE INTELLIGENCES AND SCIENCE INTEREST: AN ANALYTICAL STUDY ON STUDENTS AT PRIMARY LEVEL.

6.1.2. Objectives of the Study

Objectives of the study are;

1. To construct and standardize Multiple Intelligences Test Battery (MITB) for measuring components of Multiple Intelligences at Primary level.
2. To construct and standardize a Picturised Science Interest Inventory (PSII) for measuring the interest in Science at Primary level.
3. To identify the levels of components of Multiple Intelligences of students at Primary level for the Total sample and the relevant sub samples.
4. To compare the components of Multiple Intelligence for sub samples based on
   1) Gender (Boys & Girls)
   2) Locale (Rural & Urban)
   3) Type of Schools (Government, Aided and Unaided)
5. To find out the Interrelationship among Components of Multiple Intelligences of students at Primary level for the Total sample.
6. To identify the levels of Science Interest of students at Primary level for the Total sample and relevant sub samples.
7. To compare the levels of Science Interest of students at Primary level for sub samples based on
   1) Gender (Boys & Girls)
   2) Locale (Rural & Urban)
   3) Type of Schools (Government, Aided and Unaided)
8. To find out the relation between Science Interest and Components of Multiple Intelligences of students at Primary level namely;
   a) Verbal-Linguistic Intelligence
   b) Musical Intelligence
   c) Interpersonal Intelligence
   d) Intrapersonal Intelligence
   e) Bodily-kinesthetic Intelligence
   f) Logical-Mathematical Intelligence
   g) Spatial Intelligence
   h) Naturalistic Intelligence
   i) Existential Intelligence
   j) Moral/Spiritual Intelligence
9. To find out the relation between components of Multiple Intelligence and Science Interest for sub samples based on
   1) Gender (Boys & Girls)
   2) Locale (Rural & Urban)
   3) Type of Schools (Government, Aided and Unaided)
10. To find out which components of Multiple Intelligence have significant impact on Science Interest.
6.1.3. **Hypotheses of the study**

The major Hypotheses formulated for the study are the following:

**H$_1$**: There is significant relation between components of Multiple Intelligences for the total sample and relevant sub samples based on

1) Gender (Boys & Girls)
2) Locality (Rural & Urban)
3) Type of Schools (Government, Aided and Unaided)

**H$_2$**: There is significant relation among the components of Multiple Intelligences of students at Primary level for the Total sample.

**H$_3$**: There is significant relationship between scores of Science interest for the total sample and relevant sub samples based on

1) Gender (Boys & Girls)
2) Locality (Rural & Urban)
3) Type of Schools (Government, Aided and Unaided)

**H$_4$**: There is significant relationship between Science interest and components of Multiple Intelligences such as

a) Verbal- Linguistic Intelligence
b) Musical Intelligence
c) Interpersonal Intelligence
d) Intrapersonal Intelligence
e) Bodily-Kinesthetic Intelligence
f) Logical- Mathematical Intelligence
g) Spatial Intelligence
h) Naturalistic Intelligence
i) Existential Intelligence
j) Moral/Spiritual Intelligence

**H$_5$**: There is significant relationship between Multiple Intelligences and Science interest for sub samples based on

1) Gender (Boys & Girls)
2) Locality (Rural & Urban)
3) Type of Schools (Government, Aided and Unaided)

**H$_6$**: The components of Multiple Intelligences have significant impact on Science interest.
6.1.4. Methodology

6.1.4.1. Method used for the study

The present study was based on Normative Survey method.

6.1.4.2. Sample for the study

The investigator studied a sample of 400 Upper Primary school Students to try-out both the tools for Item analysis through random sampling technique, after which he studied yet another sample of 1000 Upper Primary school pupils, including both Genders from various types of schools like Government, Aided and Unaided belong to the Urban and Rural areas for V, VI and VII class students. The study conducted on students of various Upper Primary Schools of Kollam and Thiruvananthapuram Districts through Random Sampling method.

6.1.4.3. Tools used for the study

i) A Multiple Intelligences Test Battery (MITB) prepared and standardized by the investigator for assessing the Components of Multiple Intelligences;
   a) Verbal- Linguistic Intelligence
   b) Musical Intelligence
   c) Interpersonal Intelligence
   d) Intrapersonal Intelligence
   e) Bodily – Kinesthetic Intelligence
   f) Logical- Mathematical Intelligence
   g) Spatial- Visual Intelligence
   h) Naturalistic Intelligence
   i) Existential intelligence
   j) Moral/Spiritual Intelligence

ii) Picturised Science Interest Inventory (PSII) prepared and standardized by the investigator for assessing the Science Interest.

iii) General Information sheet

6.1.5. Statistical Techniques Used

The collected data were consolidated, codified suitably and subjected to analysis. For analyzing the data suitably, various statistical techniques such as Edward’s Method and Kelley’s Method (for Item Analysis), Split half Method, Cronbach’s Alpha Formula and Kuder-Richardson 20 Formula (for Validation), Percentage, Mean, Standard Deviation, Karl Pearson’s Product Moment Coefficient
of Correlation, Partial Correlation Coefficient, Level of significance between Mean and Level of significance between correlation, Post Hoc Group Comparisons in ANOVA, Scheffe’s test of multiple comparison and Multiple Linear Regression (Entry method) and Beta coefficient were majorly used.

6.2. **FINDINGS AND CONCLUSION OF THE STUDY**

6.2.1. Descriptive Statistics for Multiple Intelligences of students at Upper Primary level (Total sample Wise).

The Mean and Standard Deviation of scores of Students (Total sample), in Verbal-Linguistic Intelligence test were 44.0 and 7.6 respectively. It was also seen that, the skewness of Verbal-Linguistic Intelligence scores was slightly negative (Sk= -0.31), which means that the most of the frequency scores were concentrated at the right of the mean. More than 62.8% of students fall in Medium group of Verbal-Linguistic Intelligence (628). 19% of Total sample are High Achievers (190) and 18.2% of them are Low Achievers in Verbal-Linguistic Intelligence test (182).

The Mean and Standard Deviation of scores of Students (Total sample), in Musical Intelligence test were 44.3 and 6.3 respectively. It is also seen that, the skewness of Musical Intelligence scores was slightly negative (Sk= -0.32), which means that the most of the frequency scores were concentrated at the right of the mean. More than 85.5% of students fall in Medium group of Musical Intelligence (855). Only 7.7% of Total sample were High Achievers (77) and 6.8% of them were Low Achievers in Musical Intelligence test (68).

The Mean and Standard Deviation of scores of Students (Total sample), in Interpersonal Intelligence test were 38.3 and 8.3 respectively. It was also seen that, the skewness of Interpersonal Intelligence scores was negative (Sk= -0.96), which means that the majority of the frequency scores were concentrated at the right of the mean. More than 65.1% of students fall in Medium group of Interpersonal Intelligence (651). 0.8% of Total sample were High Achievers (8) and 34.1% of them were Low Achievers in Interpersonal Intelligence test (341).

The Mean and Standard Deviation of scores of Students (Total sample), in Intrapersonal Intelligence test were 37.5 and 5.8 respectively. It was also seen that, the skewness of Intrapersonal Intelligence scores was found slightly positive (Sk= 0.27), which means that the most of the frequency scores were concentrated at the left of the
mean. More than 59.1% of students fall in Medium group of Intrapersonal Intelligence (591). 7.9% of Total sample were High Achievers (79) and 33% of them were Low Achievers in Intrapersonal Intelligence test (330).

The Mean and Standard Deviation of scores of Students (Total sample), in Bodily-Kinesthetic Intelligence test were 35.5 and 7.4 respectively. It was also seen that, the skewness of Bodily-Kinesthetic Intelligence scores was slightly negative (Sk= -0.21), which means that the most of the frequency scores were concentrated at the right of the mean. More than 55.0% of students fall in Medium group of Bodily-Kinesthetic Intelligence (550). 2.8% of Total sample were High Achievers (280) and 42.2% of them were Low Achievers in Bodily-Kinesthetic Intelligence test (422).

The Mean and Standard Deviation of scores of Students (Total sample), in Logical- Mathematical Intelligence test were 51.4 and 7.2 respectively. It was also seen that, the skewness of Verbal-Linguistic Intelligence scores was slightly positive (Sk= 0.58), which means that the most of the frequency scores were concentrated at the left of the mean. More than 61.4% of students fall in Medium group of Logical-Mathematical Intelligence (614). 37.6% of Total sample were High Achievers (376) and 1% of them were Low Achievers in Logical- Mathematical Intelligence test (10).

The Mean and Standard Deviation of scores of Students (Total sample), in Spatial Intelligence test were 49.7 and 5.4 respectively. It was also seen that, the skewness of Spatial Intelligence scores was slightly positive (Sk= 0.41), which means that the most of the frequency scores were concentrated at the left of the mean. More than 74.7% of students fall in Medium group of Spatial Intelligence (747). 21% of Total sample were High Achievers (210) and 4.3% of them were Low Achievers in Spatial Intelligence test (43).

The Mean and Standard Deviation of scores of Students (Total sample), in Naturalistic Intelligence test were 52.9 and 6.1 respectively. It was also seen that, the skewness of Naturalistic Intelligence scores was negative (Sk= -0.54), which means that the most of the frequency scores were concentrated at the right of the mean. More than 49.3% of students fall in Medium group of Naturalistic Intelligence (493). 48.5% of Total sample were High Achievers (485) and 2.2% of them were Low Achievers in Naturalistic Intelligence test (22).
Conclusions and Suggestions

The Mean and Standard Deviation of scores of Students (Total sample), in Existential Intelligence test were 34.6 and 4.9 respectively. It was also seen that, the skewness of Existential Intelligence scores was slightly negative (Sk= -0.27), which means that the most of the frequency scores were concentrated at the right of the mean. More than 58.5% of students fall in Medium group of Existential Intelligence (585). 0% of Total sample were High Achievers (0) and 41.5% of them were Low Achievers in Existential Intelligence test (415).

The Mean and Standard Deviation of scores of Students (Total sample), in Moral/ Spiritual Intelligence test were 37.9 and 8.1 respectively. It was also seen that, the skewness of Moral/ Spiritual Intelligence scores was positive (Sk= 0.33), which means that the most of the frequency scores were concentrated at the left of the mean. More than 57.6% of students fall in Medium group of Moral/Spiritual Intelligence (576). 1.9% of Total sample were High Achievers (19) and 40.5% of them were Low Achievers in Moral/Spiritual Intelligence test (405).

In short, among the total 1000 samples of Upper Primary school students, it was found that they have good Naturalistic Intelligence. The percentage of lowest attained Intelligence was Bodily- Kinesthetic Intelligence, with 42.2% and those who have most averagely achieved Intelligence was Musical Intelligence, with 85.5%. The percentage of highest attained Intelligence was Naturalistic Intelligence, with 48.5%. This indicates that the present Educational system, activities, curriculum and homely situations were directly or indirectly influence the students to develop their Naturalistic and Musical Intelligence and also caters other Intelligences too.

6.2.2. Comparison of the Scores on Components of Multiple Intelligences of students at Upper Primary level based on Gender

Based on the criteria fixed (those who score <35, between 35 and 53 and >53, were belong to Low, Medium and High groups respectively), the scores on components of Multiple Intelligence based on Gender were classified into three mentioned groups.

The percentage calculations of Verbal- Linguistic Intelligence scores revealed that the percentage of Low group of Boys (20.7%) is greater than the percentage of Low group of Girls (15.8%). The percentage of Medium group of Boys (57.3%) is lesser than that of Girls (68%). Similarly, the percentage of High group of Boys (22%)
is greater than that of Girls (16.2%). Hence from the overall percentage calculations, it was found that Girls are superior over Boys in Verbal- Linguistic Intelligence. It was also found that the Mean and Standard deviation of scores of Verbal- Linguistic Intelligence of Boys and Girls were (43.2 and 9.2) and (44.3 and 8.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 2.01, which has significant at 0.05 levels. Thus it could be interpreted that there exists significant difference in the scores of Verbal- Linguistic Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Girls were better in Verbal- Linguistic Intelligence than Boys. Therefore, Hypothesis $H_1(1a)$ was substantiated.

The percentage calculations of Musical Intelligence scores revealed that the percentage of Low group of Boys (6.6%) is lesser than the percentage of Low group of Girls (6.9%). The percentage of Medium group of Boys (84.6%) is lesser than that of Girls (86.3%). Similarly, the percentage of High group of Boys (8.8%) is greater than that of Girls (6.8%). Hence from the overall percentage calculations, it was found that Boys and Girls are equal in Musical Intelligence. It was also found that the Mean and Standard deviation of scores of Musical Intelligence of Boys and Girls were (44.5 and 6.2) and (44.2 and 6.4) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.85, which has no significant at both the levels. Thus it could be interpreted that there do not exists any significant difference in the scores of Musical Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys and Girls were equally well in Musical Intelligence. Therefore, Hypothesis $H_1(1b)$ was substantiated.

The percentage calculations of Interpersonal Intelligence scores revealed that the percentage of Low group of Boys (32.2%) is lesser than the percentage of Low group of Girls (35.9%). The percentage of Medium group of Boys (66.8%) is greater than that of Girls (63.5%). Similarly, the percentage of High group of Boys (1%) is greater than that of Girls (0.6%). Hence from the overall percentage calculations, it was found that Boys are superior over Girls in Interpersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Interpersonal Intelligence of Boys and Girls were (40.2 and 8.1) and (38.5 and 7.5) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 3.45, which has
significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Interpersonal Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys were better in Interpersonal Intelligence than Girls. Therefore, Hypothesis $H_1(1c)$ was substantiated.

The percentage calculations of Intrapersonal Intelligence scores revealed that the percentage of Low group of Boys (33%) is equal to the percentage of Low group of Girls (33%). The percentage of Medium group of Boys (60%) is greater than that of Girls (58.3%). Similarly, the percentage of High group of Boys (7%) is lesser than that of Girls (8.7%). Hence from the overall percentage calculations, it was found that Boys and Girls are equal in Intrapersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Intrapersonal Intelligence of Boys and Girls were (37.9 and 6.2) and (37.2 and 5.5) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 1.91, which has no significant difference between the two groups at both the levels. Thus it could be interpreted that there do not exists significant difference in the scores of Intrapersonal Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that both Boys and Girls were equally well in Intrapersonal Intelligence. Therefore, Hypothesis $H_1(1d)$ was substantiated.

The percentage calculations of Bodily-Kinesthetic Intelligence scores revealed that the percentage of Low group of Boys (42.3%) is almost equal to the percentage of Low group of Girls (42.1%). The percentage of Medium group of Boys (55%) is almost equal to that of Girls (55.2%). Similarly, the percentage of High group of Boys (2.7%) is exactly equal to that of Girls (2.7%). Hence from the overall percentage calculations, it was found that Boys and Girls are equal in Bodily-Kinesthetic Intelligence. It was also found that the Mean and Standard deviation of scores of Bodily-Kinesthetic Intelligence of Boys and Girls were (35.5 and 7.5) and (35.5 and 7.3) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.05, which has no significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there do not exists significant difference in the scores of Bodily-Kinesthetic Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that
Boys and Girls were equally well in Bodily-Kinesthetic Intelligence. Therefore, Hypothesis H	extsubscript{1}(1e) was substantiated.

The percentage calculations of Logical – Mathematical Intelligence scores revealed that the percentage of Low group of Boys (0.8%) is comparatively lesser than the percentage of Low group of Girls (1.2%). The percentage of Medium group of Boys (65.8%) is greater than that of Girls (57.3%). Similarly, the percentage of High group of Boys (33.4%) is lesser than that of Girls (41.5%). Hence from the overall percentage calculations, it was found that Girls are superior over Boys in Logical-Mathematical Intelligence. It was also found that the Mean and Standard deviation of scores of Logical-Mathematical Intelligence of Boys and Girls were (50.8 and 6.8) and (51.9 and 7.5) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 2.27, which has significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there exists significant difference in the scores of Logical-Mathematical Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Girls were better in Logical-Mathematical Intelligence than Boys. Therefore, Hypothesis H	extsubscript{1}(1f) was substantiated.

The percentage calculations of Spatial Intelligence scores revealed that the percentage of Low group of Boys (4.3%) is almost equal to the percentage of Low group of Girls (4.2%). The percentage of Medium group of Boys (74.5%) is also equal to that of Girls (74.9%). Similarly, the percentage of High group of Boys (21.2%) is slightly greater than that of Girls (20.9%). Hence from the overall percentage calculations, it was found that Boys and Girls are equal in Spatial Intelligence. It was also found that the Mean and Standard deviation of scores of Spatial Intelligence of Boys and Girls were (49.8 and 5.2) and (49.7 and 5.5) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.11, which has no significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there do not exists significant difference in the scores of Spatial Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys and Girls were equally well in Spatial Intelligence. Therefore, Hypothesis H	extsubscript{1}(1g) was substantiated.
The percentage calculations of Naturalistic Intelligence scores revealed that the percentage of Low group of Boys (2.5%) is greater than the percentage of Low group of Girls (1.9%). The percentage of Medium group of Boys (60.2%) is greater than that of Girls (39.2%). Similarly, the percentage of High group of Boys (37.3%) is very much less than that of Girls (58.9%). Hence from the overall percentage calculations, it was found that Girls are more superior to Boys in Naturalistic Intelligence. It was also found that the Mean and Standard deviation of scores of Naturalistic Intelligence of Boys and Girls were (51.9 and 6.0) and (53.8 and 6.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 4.91, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Naturalistic Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Girls were better in Naturalistic Intelligence than Boys. Therefore, Hypothesis $H_1(1h)$ was substantiated.

The percentage calculations of Existential Intelligence scores revealed that the percentage of Low group of Boys (38.8%) is lesser than the percentage of Low group of Girls (44%). The percentage of Medium group of Boys (61.2%) is greater than that of Girls (56%). Similarly, the percentage of High group of Boys (0%) is equal to that of Girls (0%). Hence from the overall percentage calculations, it was found that Boys and Girls are almost equal in Existential Intelligence. It was also found that the Mean and Standard deviation of scores of Existential Intelligence of Boys and Girls were (34.8 and 4.8) and (34.3 and 5.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 1.78, which has no significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there do not exists significant difference in the scores of Existential Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys and Girls were equally well in Existential Intelligence. Therefore, Hypothesis $H_1(1i)$ was substantiated.

The percentage calculations of Moral/ Spiritual Intelligence scores revealed that the percentage of Low group of Boy (28.8%) is lesser than the percentage of Low group of Girls (51.3%). The percentage of Medium group of Boys (68.1%) is greater than that of Girls (47.9%). Similarly, the percentage of High group of Boys (3.1%) is
greater than that of Girls (0.8%). Hence from the overall percentage calculations, it was found that Boys are more superior over Girls in Moral/Spiritual Intelligence. It is found that the Mean and Standard deviation of scores of Moral/Spiritual Intelligence of Boys and Girls were (39.0 and 7.5) and (36.9 and 8.4) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 4.28, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Moral/Spiritual Intelligence between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys were better in Moral/Spiritual Intelligence than Girls. Therefore, Hypothesis $H_1(1j)$ was substantiated.

6.2.3. Comparison of the Scores on Components of Multiple Intelligences of students at Upper Primary level based on Locale

The percentage calculations of Verbal- Linguistic intelligence scores revealed that the percentage of Low group of Rural students (20.8%) is greater than the percentage of Low group of Urban students (15.2%). The percentage of Medium group of Rural students (63.5%) is greater than that of Urban students (62%). Similarly, the percentage of High group of Rural students (15.7%) is lesser than that of Urban students (22.8%). Hence from the overall percentage calculations, it was found that Urban students are superior over Rural students Verbal- Linguistic Intelligence. It was also found that the Mean and Standard deviation of scores of Verbal- Linguistic Intelligence of Rural students and Urban students were (43.0 and 9.8) and (45.1 and 9.8) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 3.33, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Verbal- Linguistic Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Urban students were better in Verbal- Linguistic Intelligence than Rural students. Therefore, Hypothesis $H_1(2a)$ was substantiated.

The percentage calculations of Musical Intelligence scores revealed that the percentage of Low group of Rural students (7.4%) is greater than the percentage of Low group of Urban students (6.1%). The percentage of Medium group of Rural students (85%) is lesser than that of Urban students (86.1%). Similarly, the percentage of High group of Rural students (7.6%) is almost equal to that of Urban students.
Conclusions and Suggestions

Hence from the overall percentage calculations, it was found that Rural students and Urban students are equal in Musical Intelligence. It was also found that the Mean and Standard deviation of scores of Musical Intelligence of Rural students and Urban students were (44.2 and 6.4) and (44.5 and 6.1) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.96, which has no significant difference between the two groups at both the levels. Thus it could be interpreted that there do not exist any significant difference in the scores of Musical Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Rural students and Urban students were equally well in Musical Intelligence. Therefore, Hypothesis $H_1(2b)$ was substantiated.

The percentage calculations of Interpersonal Intelligence scores revealed that the percentage of Low group of Rural students (37.4%) is greater than the percentage of Low group of Urban students (30.2%). The percentage of Medium group of Rural students (62%) is lesser than that of Urban students (68.7%). Similarly, the percentage of High group of Rural students (0.6%) is lesser than that of Urban students (1.1%). Hence from the overall percentage calculations, it was found that Urban students are superior over Rural students in Interpersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Interpersonal Intelligence of Rural students and Urban students were (37.8 and 8.5) and (39.0 and 8.2) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 2.3, which has significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there exists significant difference in the scores of Interpersonal Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Urban students were better in Interpersonal Intelligence than Rural students. Therefore, Hypothesis $H_1(2c)$ was substantiated.

The percentage calculations of Intrapersonal intelligence scores revealed that the percentage of Low group of Rural students (33.3%) is almost equal to the percentage of Low group of Urban students (32.6%). The percentage of Medium group of Rural students (59.3%) is almost equal to that of Urban students (58.9%). Similarly, the percentage of High group of Rural students (7.4%) is lesser than that of Urban students
Conclusions and Suggestions

Hence from the overall percentage calculations, it was found that Rural students and Urban students are equal in Intrapersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Intrapersonal Intelligence of Rural students and Urban students were (37.6 and 6.0) and (37.4 and 5.7) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.59, which has no significant difference between the two groups at both the levels. Thus it could be interpreted that there do not exists significant difference in the scores of Intrapersonal Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that both Rural students and Urban students were equally well in Intrapersonal Intelligence. Therefore, Hypothesis $H_1(2d)$ was substantiated.

The percentage calculations of Bodily-Kinesthetic Intelligence scores revealed that the percentage of Low group of Rural students (44.4%) is greater than the percentage of Low group of Urban students (39.6%). The percentage of Medium group of Rural students (51.9%) is lesser than that of Urban students (58.7%). Similarly, the percentage of High group of Rural students (3.7%) is greater than that of Urban students (1.7%). Hence from the overall percentage calculations, it was found that Rural students are superior over Urban students in Bodily-Kinesthetic Intelligence. It was also found that the Mean and Standard deviation of scores of Bodily-Kinesthetic Intelligence of Rural students and Urban students were (38.1 and 7.4) and (35.9 and 7.4) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 4.69, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Bodily-Kinesthetic Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Rural students were better in Bodily-Kinesthetic Intelligence than Urban students. Therefore, Hypothesis $H_1(2e)$ was substantiated.

The percentage calculations of Logical-Mathematical intelligence scores revealed that the percentage of Low group of Rural students (0.7%) is comparatively lesser than the percentage of Low group of Urban students (1.3%). The percentage of Medium group of Rural students (61.9%) is greater than that of Urban students (60.9%). Similarly, the percentage of High group of Rural students (37.4%) is almost
equal to that of Urban students (37.8%). Hence from the overall percentage calculations, it was found that both Rural students and Urban students are equal in Logical- Mathematical Intelligence. It was also found that the Mean and Standard deviation of scores of Logical- Mathematical Intelligence of Rural students and Urban students were (51.4 and 7.1) and (51.4 and 7.3) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 0.02, which has no significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there do not exists significant difference in the scores of Logical- Mathematical Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that both Rural students and Urban students were equally well in Logical- Mathematical Intelligence. Therefore, Hypothesis H1(2f) was substantiated.

The percentage calculations of Spatial Intelligence scores revealed that the percentage of Low group of Rural students (3.9%) is less than the percentage of Low group of Urban students (4.8%). The percentage of Medium group of Rural students (75%) is almost equal to that of Urban students (74.3%). Similarly, the percentage of High group of Rural students (21.1%) is slightly greater than that of Urban students (20.9%). Hence from the overall percentage calculations, it was found that Rural students are slightly superior over Urban students in Spatial Intelligence. It was also found that the Mean and Standard deviation of scores of Spatial Intelligence of Rural students and Urban students were (49.6 and 5.5) and (48.8 and 5.3) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was only 2.33, which has significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there exists significant difference in the scores of Spatial Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Urban students were better in Spatial Intelligence than Rural students. Therefore, Hypothesis H1(2g) was substantiated.

The percentage calculations of Naturalistic Intelligence scores revealed that the percentage of Low group of Rural students (2%) is almost equal to the percentage of Low group of Urban students (2.4%). The percentage of Medium group of Rural students (52%) is greater than that of Urban students (46.1%). Similarly, the percentage of High group of Rural students (46%) is very much less than that of Urban
students (51.5%). Hence from the overall percentage calculations, it was found that Urban students are more superior to Rural students in Naturalistic Intelligence. It was also found that the Mean and Standard deviation of scores of Naturalistic Intelligence of Rural students and Urban students were (51.1 and 5.7) and (52.7 and 6.3) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 4.21, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Naturalistic Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Urban students were better in Naturalistic Intelligence than Rural students. Therefore, Hypothesis H$_1$(2h) was substantiated.

The percentage calculations of Existential Intelligence scores reveal that the percentage of Low group of Rural students (42.4%) is greater than the percentage of Low group of Urban students (40.4%). The percentage of Medium group of Rural students (57.6%) is lesser than that of Urban students (59.6%). Similarly, the percentage of High group of Rural students (0%) is equal to that of Urban students (0%). Hence from the overall percentage calculations, it was found that Rural students and Urban students are almost equal in Existential Intelligence. It was also found that the Mean and Standard deviation of scores of Existential Intelligence of Rural students and Urban students were (34.4 and 5.0) and (34.7 and 4.8) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 0.79, which has no significant difference between the two groups at 0.05 levels. Thus it could be interpreted that there do not exists significant difference in the scores of Existential Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Rural students and Urban students area were equally well in Existential Intelligence. Therefore, Hypothesis H$_1$(2i) was substantiated.

The percentage calculations of Moral/ Spiritual Intelligence scores revealed that the percentage of Low group of Rural students (42.4%) is greater than the percentage of Low group of Urban students (38.3%). The percentage of Medium group of Rural students (55.7%) is lesser than that of Urban students (59.7%). Similarly, the percentage of High group of Rural students (1.9%) is almost equal to that of Urban students (1.9%).
students (2%). Hence from the overall percentage calculations, it was found that Rural students and Urban students are equal in Moral/Spiritual Intelligence. It was also found that the Mean and Standard deviation of scores of Moral/Spiritual Intelligence of Rural students and Urban students were (37.5 and 8.1) and (38.4 and 8.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 1.81, which indicates there is no significant difference between the two groups at both the levels. Thus it could be interpreted that there do not exists significant difference in the scores of Moral/Spiritual Intelligence between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Rural students and Urban students were equally well in Moral/Spiritual Intelligence. Therefore, Hypothesis $H_1(2j)$ was substantiated.

In short, among the Locale wise samples of Upper Primary school students, it was found that Rural students have good Logical/Mathematical Intelligence and least Existential Intelligence. Similarly, Urban students have good Naturalistic Intelligence and least Existential Intelligence. This indicates that the present Educational system, activities, curriculum and homely situations were directly or indirectly influence the students to develop their Naturalistic and Logical/Mathematical Intelligence and do not advocate much for the development of Existential Intelligence.

6.2.4. Comparison of The Scores on Components of Multiple Intelligences of students at Upper Primary level based on Type of Management of School

The percentage calculations of Verbal-Linguistic Intelligence revealed that the percentage of Low group of Government school students (30.7%) is greater than the percentage of Low group of Aided school students (14.6%) and Unaided schools (11.1%). The percentage of Medium group of Unaided school students (70%) is greater than that of Aided school students (67.4%) and Government schools (49%). Similarly, the percentage of High group of Government school students (20.3%) is greater than that of students from Unaided schools (18.9%) and Aided schools (18%). Hence from the overall percentage calculations, it was found that Unaided school students are superior over students from Aided schools and Government schools in Verbal-Linguistic Intelligence. It was also found that the Mean and Standard deviation of scores of Verbal-Linguistic Intelligence of students from Government, Aided and Unaided schools were 41.4 and 11.3; 44.5 and 9.3 and 45.7 and 8.6 respectively. When
the difference in their Mean was tested for significance, the Calculated F-value was found to be 15.9, which is significant at 0.01 levels. Being the F-value is significant, Post ANOVA test was attempted. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 8, 15.1 and 1.2 respectively. Thus, there is significant difference between the pairs (students from Government and Aided schools) and (students from Government and Unaided schools) and not significant among the pair (students from Aided and Unaided schools) with regard to Verbal- Linguistic Intelligence. From the Mean scores, it could be inferred that students from Unaided schools were superior to Aided and Government schools in Verbal- Linguistic Intelligence. Therefore, Hypothesis H1(3a) was substantiated.

The percentage calculations of Musical Intelligence revealed that the percentage of Low group of Aided school students (10.9%) is greater than the percentage of Low group of students from Government schools (7.3%) and Unaided schools (2.3%). The percentage of Medium group of Unaided school students (89.7%) is greater than that of students from Government schools (87.3%) and Aided schools (79.7%). Similarly, the percentage of High group of Aided school students (9.4%) is greater than that of students from Unaided schools (8%) and Government schools (5.4%). Hence from the overall percentage calculations, it was found that students from Unaided schools are superior over students from Aided schools and Government schools in Musical Intelligence. It was also found that the Mean and Standard deviation of scores of Musical Intelligence of students from Government, Aided and Unaided schools were 43.5 and 5.5; 44.4 and 7.5 and 45.0 and 5.6 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 4.52, which is significant only at 0.05 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 1.6, 4.5 and 0.8 respectively. Thus, there is significant difference between the pair (students from Government and Unaided schools) and not significant among the pairs (students from Government and Aided schools) and (students from Aided and Unaided schools) with regard to Musical Intelligence. From the Mean scores, it could be inferred that students from Unaided schools were superior to Aided and Government schools in Musical Intelligence. Therefore, Hypothesis H1(3b) was substantiated.

The percentage calculations of Interpersonal Intelligence revealed that the percentage of Low group of Unaided school students (36%) is greater than the percentage of Low group of students from Aided schools (33.1%) and Government schools (33%). The percentage of Medium group of students from Government schools
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(67%) is greater than that of students from Aided schools (66%) and Unaided schools (62.6%). Similarly, the percentage of High group of Unaided school students (1.4%) is greater than that of students from Aided schools (0.9%) and Government schools (0%). Hence from the overall percentage calculations, it was found that students from Aided schools are superior over students from Unaided schools and Government schools in Interpersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Interpersonal Intelligence of students from Government, Aided and Unaided schools were 37.6 and 8.3; 38.8 and 8.7 and 38.5 and 7.9 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 1.7, which is not significant at both the levels. Thus there is no significant difference between the pairs (students from Government and Aided); (students from Government and Unaided) and (students from Aided and Unaided) with regard to Interpersonal Intelligence. From the Mean scores, it could be inferred that students from Government, Aided and Unaided schools were equally well in Interpersonal Intelligence. Therefore, Hypothesis H1(3c) was substantiated.

The percentage calculations of Intrapersonal Intelligence revealed that the percentage of Low group of Aided school students (37.4%) is greater than the percentage of Low group of students from Government schools (31%) and Unaided schools (30.3%). The percentage of Medium group of Government school students (63.3%) is greater than that of students from Unaided schools (59.1%) and Government schools (55.5%). Similarly, the percentage of High group of Unaided school students (10.6%) is greater than that of students from Aided schools (7.1%) and Government schools (5.7%). Hence from the overall percentage calculations, it was found that students from Government schools are superior over students from Unaided schools and Aided schools in Intrapersonal Intelligence. It was also found that the Mean and Standard deviation of scores of Intrapersonal Intelligence of students from Government, Aided and Unaided schools were 38.1 and 5.9; 36.8 and 5.7 and 37.8 and 5.9 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 4.96, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 4.4, 0.2 and 2.8 respectively. Thus, there is significant difference between the pairs (students from Government and Aided schools) and not significant among the pairs (students from Government and Unaided schools) and (students from Aided and Unaided schools) with regard to Intrapersonal Intelligence. From the Mean scores, it could be inferred
that Government school students were superior to students from Unaided and Aided schools in Intrapersonal Intelligence. Therefore, Hypothesis H\(_1\)(3d) was substantiated.

The percentage calculations of Bodily-Kinesthetic Intelligence revealed that the percentage of Low group of Government school students (48%) is greater than the percentage of Low group of students from Unaided schools (40.2%) and Aided schools (39.2%). The percentage of Medium group of Aided school students (57.1%) is greater than that of students from Unaided schools (56.9%) and Government schools (50.3%). Similarly, the percentage of High group of Aided school students (3.7%) is greater than that of students from Unaided schools (2.9%) and Government schools (1.3%). Hence from the overall percentage calculations, it was found that Aided school students are superior over students from Unaided schools and Government schools in Bodily-Kinesthetic Intelligence. It was also found that the Mean and Standard deviation of scores of Bodily-Kinesthetic Intelligence of students from Government, Aided and Unaided schools were 34.3 and 6.6; 36.8 and 8.2 and 35.1 and 7.1 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 9.32, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 8.8, 1.0 and 4.3 respectively. Thus, there is significant difference between the pairs (students from Government and Aided schools) and (students from Aided and Unaided schools) and not significant among the pair (students from Government and Unaided schools) with regard to Bodily-Kinesthetic Intelligence. From the Mean scores, it could be inferred that students from Aided schools were superior to Unaided and Government schools in Bodily-Kinesthetic Intelligence. Therefore, Hypothesis H\(_1\)(3e) was substantiated.

The percentage calculations of Logical/Mathematical Intelligence revealed that the percentage of Low group of Government school students (1.3%) is greater than the percentage of Low group of students from Aided schools (1.1%) and Unaided schools (0.6%). The percentage of Medium group of Government school students (62.7%) is greater than that of students from Unaided schools (61.4%) and Aided schools (60.3%). Similarly, the percentage of High group of Aided school students (38.6%) is greater than that of students from Unaided schools (38%) and Government schools (36%). Hence from the overall percentage calculations, it was found that Aided school students are superior over students from Unaided schools and Government schools in Logical/Mathematical Intelligence. It was also found that the Mean and Standard deviation of scores of Logical Mathematical Intelligence of students from Government, Aided and Unaided schools were 51.3 and 7.2; 52.3 and 7.5 and 51.7 and 6.8
respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 5.65, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 5.4; 2.1 and 2.7 respectively. Thus, there is significant difference between the pair (students from Government and Aided schools) and not significant among the pairs (students from Government and Unaided schools) and (students from Aided and Unaided schools) with regard to Logical-Mathematical Intelligence. From the Mean scores, it could be inferred that students from Aided schools were superior to Unaided and Government schools in Logical-Mathematical Intelligence. Therefore, Hypothesis H$_1$(3f) was substantiated.

The percentage calculations of Spatial Intelligence revealed that the percentage of Low group of Unaided school students (16%) and Low group of Aided schools (16%) are greater than the Government school students (3.7%). The percentage of Medium group of Unaided school students (76.5%) is greater than that of students from Government schools (76.3%) and Aided schools (71.4%). Similarly, the percentage of High group of Aided school students (24%) is greater than that of students from Government schools (20%) and Unaided schools (18.9%). Hence from the overall percentage calculations, it was found that students from Unaided schools are superior over students from Government schools and Aided schools in Spatial Intelligence. It was also found that the Mean and Standard deviation of scores of Spatial Intelligence of students from Government, Aided and Unaided schools were 48.7 and 5.3; 47.9 and 5.7 and 49.7 and 5.0 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 4.97, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*- value for the pairs were 1.8; 4.2 and 4.7 respectively. Thus, there is significant difference between the pairs (students from Government and Unaided schools) and (students from Aided and Unaided schools) and not significant among the pair (students from Government and Aided schools) with regard to Spatial Intelligence. From the Mean scores, it could be inferred that School students at Unaided were superior to students from Government and Aided in Spatial Intelligence. Therefore, Hypothesis H$_1$(3g) was substantiated.

The percentage calculations of Naturalistic Intelligence revealed that the percentage of Low group of Unaided school students (2.9%) is greater than the percentage of Low group of students from Aided schools (2%) and Government schools (1.6%). The percentage of Medium group of Aided school students (54.3%) is greater than that of students from Government schools (50.7%) and Unaided schools.
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(43.1%). Similarly, the percentage of High group of Unaided school students (54%) is greater than that of students from Government schools (47.7%) and Aided schools (43.7%). Hence from the overall percentage calculations, it was found that students from Unaided schools are superior over students from Government schools and Aided schools in Naturalistic Intelligence. It was also found that the Mean and Standard deviation of scores of Naturalistic Intelligence of students from Government, Aided and Unaided schools were 53.4 and 5.5; 51.9 and 6.1 and 53.5 and 6.4 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 7.95, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 5.2; 0 and 6.5 respectively. Thus, there is significant difference between the pairs (students from Government and Aided schools) and (students from Aided and Unaided schools) and not significant among the pair (students from Government and Unaided schools) with regard to Naturalistic Intelligence. From the Mean scores, it could be inferred that Unaided school students were superior to students from Government and Aided in Naturalistic Intelligence. Therefore, Hypothesis $H_1(3h)$ was substantiated.

The percentage calculations of Existential Intelligence revealed that the percentage of Low group of Government school students (45.7%) is greater than the percentage of Low group of students from Unaided schools (40%) and Aided schools (39.4%). The percentage of Medium group of Aided school students (60.6%) is greater than that of students from Unaided schools (60%) and Government schools (54.3%). There are no percentages of High groups of students from Government, Aided schools and Unaided schools (0%). Hence from the overall percentage calculations, it was found that Aided school students are superior over students from Unaided schools and Government schools in Existential Intelligence. It was also found that the Mean and Standard deviation of scores of Existential Intelligence of students from Government, Aided and Unaided schools were 33.9 and 5.0; 35.2 and 4.8 and 34.5 and 4.9 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 6.64, which is significant at 0.01 levels. It was found that the Scheffe’s Post Hoc F*-value for the pairs were 6; 1.3 and 2.2 respectively. Thus, there is significant difference between the pairs (students from Government and Aided schools) and not significant among the pairs (students from Government and Unaided schools) and (students from Aided and Unaided schools) with regard to Existential Intelligence. From the Mean scores, it could be inferred that
students from Aided schools were superior to Unaided and Government schools in Existential Intelligence. Therefore, Hypothesis H$_1$(3i) was substantiated.

The percentage calculations of Moral/Spiritual Intelligence revealed that the percentage of Low group of Unaided school students (43.1%) is greater than the percentage of Low group of students from Aided schools (40.9%) and Government schools (37%). The percentage of Medium group of Government school students (62.3%) is greater than that of students from Aided schools (58%) and Unaided schools (53.1%). Similarly, the percentage of High group of Unaided school students (3.7%) is greater than that of students from Government (2%) and Aided schools (1.1%). Hence from the overall percentage calculations, it was found that students from Government schools are superior over students from Aided schools and Unaided schools in Moral/Spiritual Intelligence. It was also found that the Mean and Standard deviation of scores of Moral/Spiritual Intelligence of students from Government, Aided and Unaided schools were 38.5 and 8.0; 37.7 and 7.6 and 37.4 and 8.6 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 1.66, which is not significant at both the levels. Thus there is no significant difference between the pairs (students from Government and Aided schools); (students from Government and Unaided schools) and (students from Aided and Unaided schools) with regard to Moral/Spiritual Intelligence. From the Mean scores, it could be inferred that students from Government, Aided and Unaided schools were equally well in Moral/Spiritual Intelligence. Therefore, Hypothesis H$_1$(3j) was substantiated.

6.2.5 Interrelationship among Components of Multiple Intelligences

Verbal- Linguistic Intelligence has Moderate Positive Correlation with Interpersonal Intelligence (r=0.4361, CR=2.9967, p<0.01) and has Low Positive Correlation with Musical (r=0.3613, CR=2.7651, p<0.01) and Moral/Spiritual Intelligences (r=0.1558, CR=1.9644, p<0.05). Verbal- Linguistic Intelligence has Negligible Positive Correlation with Bodily- Kinesthetic (r=0.0191, CR=0.4103, p>0.05); Logical- Mathematical (r=0.0890, CR=1.8621, p>0.05); Spatial (r=0.0675, CR=1.5277, p>0.05) and Naturalistic (r=0.0414, CR=1.1816, p>0.05) and has Negligible Negative Correlation with Intrapersonal (r= -0.1421, CR=1.9811, p<0.05) and Existential Intelligences (r= -0.0721, CR=1.7613, p>0.05). Therefore, Hypothesis H$_2$(a) was substantiated.
Musical Intelligence has Low Positive Correlation with Verbal- Linguistic ($r=0.3613$, CR=2.7651, $p<0.01$); Intrapersonal ($r=0.2116$, CR=2.2719, $p<0.05$); Naturalistic ($r=0.2052$, CR=2.1092, $p<0.05$) and Moral/Spiritual Intelligences ($r=0.3315$, CR=3.1299, $p<0.01$) and has Negligible Positive Correlation with Interpersonal ($r=0.0468$, CR=1.2973, $p>0.05$); Bodily- Kinesthetic ($r=0.1953$, CR=2.0019, $p<0.05$); Logical- Mathematical ($r=0.0861$, CR=1.6723, $p>0.05$); Spatial ($r=0.0146$, CR=0.1981, $p>0.05$) and Existential Intelligences ($r=0.09217$, CR=1.8714, $p>0.05$). Therefore, Hypothesis H$_2$(b) was substantiated.

Interpersonal Intelligence has Moderate Positive Correlation with Verbal- Linguistic ($r=0.4063$, CR=2.9967, $p<0.01$) and Moral/Spiritual ($r=0.5616$, CR=7.3461, $p<0.01$) and has Negligible Positive Correlation with Musical ($r=0.0468$, CR=1.2973, $p>0.05$); Logical- Mathematical ($r=0.1462$, CR=1.9752, $p<0.05$); Spatial ($r=0.1647$, CR=2.1321, $p<0.05$); Naturalistic ($r=0.1835$, CR=2.3410, $p<0.05$) and Existential Intelligences ($r=0.1535$, CR=1.9601, $p<0.05$). Interpersonal Intelligence has Low Negative Correlation with Interpersonal Intelligence ($r=-0.3712$, CR=3.9862, $p<0.01$) and has Negligible Negative Correlation with Bodily-Kinesthetic ($r=-0.0627$, CR=1.4825, $p>0.05$). Therefore, Hypothesis H$_2$(c) was substantiated.

Intrapersonal Intelligence has Low Positive Correlation between Musical Intelligence ($r=0.2116$, CR=2.2719, $p<0.05$) and has Negligible Positive Correlation with Bodily- Kinesthetic ($r=0.0725$, CR=1.7732, $p>0.05$); Logical- Mathematical ($r=0.0874$, CR=1.8233, $p>0.05$) and Existential Intelligences ($r=0.1911$, CR=2.4320, $p<0.05$). Intrapersonal Intelligence has Low Negative Correlation with Interpersonal ($r=-0.3712$, CR=3.9862, $p<0.01$); Spatial ($r=-0.0212$, CR=0.2261, $p>0.05$); Verbal- Linguistic ($r=-0.1421$, CR=1.9811, $p<0.05$); Naturalistic ($r=-0.0709$, CR=1.6913, $p>0.05$) and Moral/Spiritual Intelligences ($r=-0.0117$, CR=0.4522, $p>0.05$). Therefore, Hypothesis H$_2$(d) was substantiated.

Bodily- Kinesthetic Intelligence has Moderate Positive Correlation between Naturalistic Intelligence ($r=0.4213$, CR=2.9861, $p<0.01$) and has Negligible Positive Correlation with Existential ($r=0.0341$, CR=0.9236, $p>0.05$); Moral/Spiritual ($r=0.0438$, CR=1.2213, $p>0.05$); Verbal- Linguistic ($r=0.0191$, CR=0.4103, $p>0.05$); Musical ($r=0.1953$, CR=2.0019, $p<0.05$); Intrapersonal ($r=0.0725$, CR=1.7732, $p>0.05$); Logical- Mathematical ($r=0.0529$, CR=1.3982, $p>0.05$) and Spatial
Intelligences ($r=0.0115$, $CR=0.5953$, $p>0.05$) and Negligible Negative Correlation with Interpersonal ($r=-0.0627$, $CR=1.4825$, $p>0.05$). Therefore, Hypothesis $H_2(e)$ was substantiated.

Logical-Mathematical Intelligence has Moderate Positive Correlation with Naturalistic Intelligence ($r=0.4698$, $CR=4.3582$, $p<0.01$) and has Low Positive Correlation between Spatial Intelligence ($r=0.2528$, $CR=2.4718$, $p<0.05$). Logical-Mathematical Intelligence has Negligible Positive Correlation between Verbal-Linguistic ($r=0.0890$, $CR=1.8621$, $p>0.05$); Musical ($r=0.0861$, $CR=1.6723$, $p>0.05$); Interpersonal ($r=0.1462$, $CR=1.9752$, $p<0.05$); Intrapersonal ($r=0.0874$, $CR=1.8233$, $p>0.05$); Bodily-Kinesthetic ($r=0.0529$, $CR=1.3982$, $p>0.05$); Existential ($r=0.1532$, $CR=2.2617$, $p<0.05$) and Moral/Spiritual Intelligences ($r=-0.0232$, $CR=0.7482$, $p>0.05$). Therefore, Hypothesis $H_2(f)$ was substantiated.

Spatial Intelligence has Moderate Positive Correlation with Naturalistic Intelligence ($r=0.4454$, $CR=3.1916$, $p<0.01$) and has Negligible Positive Correlation with Verbal-Linguistic ($r=0.0675$, $CR=1.5277$, $p>0.05$); Musical ($r=0.0146$, $CR=0.1981$, $p>0.05$); Interpersonal ($r=0.1647$, $CR=2.1321$, $p<0.05$); Bodily-Kinesthetic ($r=0.0115$, $CR=0.5953$, $p>0.05$); Logical-Mathematical ($r=0.2528$, $CR=2.4718$, $p<0.05$); Existential ($r=0.1863$, $CR=2.3761$, $p<0.05$) and Moral/Spiritual Intelligences ($r=0.1354$, $CR=2.1215$, $p<0.05$). Spatial Intelligence has Negligible Negative Correlation with Intrapersonal Intelligence ($r=-0.0212$, $CR=0.2261$, $p>0.05$). Therefore, Hypothesis $H_2(g)$ was substantiated.

Naturalistic Intelligence has Moderate Positive Correlation with Bodily-Kinesthetic ($r=0.4213$, $CR=2.9861$, $p<0.01$); Logical-Mathematical ($r=0.4698$, $CR=4.3582$, $p<0.01$) and Spatial Intelligences ($r=0.4454$, $CR=3.1916$, $p<0.05$) and has Low Positive Correlation with Musical Intelligence ($r=0.2052$, $CR=2.1092$, $p<0.05$). Naturalistic Intelligence has Negligible Positive Correlation with Verbal-Linguistic ($r=0.0414$, $CR=1.1816$, $p>0.05$); Interpersonal ($r=0.1835$, $CR=2.3410$, $p<0.05$); Existential ($r=0.1453$, $CR=2.1592$, $p<0.05$) and Moral/Spiritual Intelligences ($r=0.0375$, $CR=0.9646$, $p>0.05$) and has Negligible Negative Correlation with Intrapersonal Intelligence ($r=-0.0709$, $CR=1.6913$, $p>0.05$). Therefore, Hypothesis $H_2(h)$ was substantiated.

Existential Intelligence has Low Positive Correlation with Moral/Spiritual Intelligence ($r=0.2357$, $CR=2.3291$, $p<0.05$) and has Negligible Positive Correlation
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with Musical \( (r=0.09217, \ CR=1.8714, \ p>0.05) \); Interpersonal \( (r=0.1535, \ CR=1.9601, \ p<0.05) \); Intrapersonal \( (r=0.1911, \ CR=2.4320, \ p<0.05) \); Bodily-Kinesthetic \( (r=0.0341, \ CR=0.9236, \ p>0.05) \); Logical-Mathematical \( (r=0.1532, \ CR=2.2617, \ p<0.05) \); Spatial \( (r=0.1863, \ CR=2.3761, \ p<0.05) \); Naturalistic Intelligences \( (r=0.1453, \ CR=2.1592, \ p<0.05) \). Existential Intelligence has Negligible Negative Correlation between Verbal-Linguistic Intelligence \( (r=-0.0721, \ CR=1.7613, \ p>0.05) \). Therefore, Hypothesis H\(_2\)(i) was substantiated.

Moral/Spiritual Intelligence has Moderate Positive Correlation with Interpersonal Intelligence \( (r=0.5616, \ CR=7.3461, \ p<0.01) \) and has Low Positive Correlation between Musical \( (r=0.3315, \ CR=3.1299, \ p<0.01) \) and Existential Intelligences \( (r=0.2357, \ CR=2.3291, \ p<0.05) \). Moral/Spiritual Intelligence has Negligible Positive Correlation with Verbal-Linguistic \( (r=0.1558, \ CR=1.9644, \ p<0.05) \); Bodily-Kinesthetic \( (r=0.0438, \ CR=1.2213, \ p>0.05) \); Logical-Mathematical \( (r=0.0232, \ CR=0.7482, \ p>0.05) \); Spatial \( (r=0.1354, \ CR=2.1215, \ p<0.05) \) and Naturalistic Intelligences \( (r=0.0375, \ CR=0.9646, \ p>0.05) \) and has Negligible Negative Correlation between Intrapersonal Intelligence \( (r=-0.0117, \ CR=0.4522, \ p>0.05) \). Therefore, Hypothesis H\(_2\)(j) was substantiated.

6.2.6. Descriptive Statistics for Science Interest of students at Upper Primary level (Total sample wise).

It is clear that the Mean and Standard Deviation of scores of Students (Total sample), in Science Interest, were 37.7 and 5.1 respectively. It was also seen that, the Skewness of Science Interest scores was slightly positive \( (Sk = 0.41) \), which means that the most of the frequency scores were concentrated at the left of the mean. More than 53.4% of students fall in Medium group of Science Interest \( (534) \). 45.5% of Total sample are High Achievers \( (455) \) and only 1.1% of them are Low Achievers in Science Interest test \( (11) \).

6.2.7. Comparison of the Scores on Science Interest of students at Upper Primary level based on Gender

The percentage calculations of Science Interest scores revealed that the percentage of Low group of Boys \( (0.2\%) \) is lesser than the percentage of Low group of Girls \( (1.9\%) \). The percentage of Medium group of Boys \( (36.5\%) \) is lesser than that of Girls \( (69.1\%) \). Similarly, the percentage of High group of Boys \( (63.3\%) \) is much greater than that of Girls \( (29\%) \). Hence from the overall percentage calculations, it was found
that Boys are superior over Girls in Science Interest. It was also found that the Mean and Standard deviation of scores of Science Interest of Boys and Girls were (39.5 and 4.5) and (36.0 and 5.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 11.35, which has significant difference between the two groups at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Science Interest between Boys and Girls of Upper Primary school. From the Mean scores, it could be inferred that Boys were better in Science Interest than Girls. Therefore, Hypothesis H₃(1) was substantiated.

6.2.8. Comparison of the Scores on Science Interest of students at Upper Primary level based on Locale

The percentage calculations of Science Interest scores revealed that the percentage of Low group of Rural students (1.1%) is equal to the percentage of Low group of Urban students (1.1%). The percentage of Medium group of Rural students (52%) is lesser than that of Urban students (55%). Similarly, the percentage of High group of Rural students (46.9%) is greater than that of Urban students (43.9%). Hence from the overall percentage calculations, it was found that students residing at Rural area are superior over students residing at Urban area in Science Interest. It was also found that the Mean and Standard deviation of scores of Science Interest of Rural students and urban students were (39.3 and 5.1) and (37.8 and 5.0) respectively. When the difference in their Mean was tested for significance, the Critical Ratio obtained was 4.68, which has significant at 0.01 levels. Thus it could be interpreted that there exists significant difference in the scores of Science Interest between Rural students and Urban students of Upper Primary school. From the Mean scores, it could be inferred that Rural students were better in Science Interest than Urban students. Therefore, Hypothesis H₃(2) was substantiated.

6.2.9. Comparison of the Scores on Science Interest of students at Upper Primary level based on Type Of Management of School

The percentage calculations revealed that the percentage of Low group of Government school students (2%) is greater than the percentage of Low group of students from Aided schools (1.1%) and Unaided schools (0.3%). The percentage of Medium group of Government school students (59%) is greater than that of students from Aided schools (56.9%) and Unaided schools (45.1%). Similarly, the percentage of High group of Unaided school students (54.6%) is greater than that of students from
Aided schools (42%) and Government schools (39%). Hence from the overall percentage calculations, it was found that Unaided school students are superior over students from Aided schools and Government schools in Science Interest. It was also found that the Mean and Standard deviation of scores of Science Interest of students from Government, Aided and Unaided schools were 36.9 and 5.5; 37.4 and 5.1 and 38.6 and 4.6 respectively. When the difference in their Mean was tested for significance, the Calculated F-value was found to be 9.89, which is significant at 0.01 levels. Being the F-value is significant, Post ANOVA test was attempted. It was found that the Scheffe’s Post Hoc F*- value for the pairs were 0.7, 9.1 and 5.1 respectively. Thus, there is significant difference between the pairs (students from Government and Unaided schools) and (students from Aided and Unaided schools) and not significant among the pair (students from Government and Aided schools) with regard to Science Interest. From the Mean scores, it could be inferred that students from Unaided schools were superior to students from Aided and Government schools in Science Interest. Therefore, Hypothesis H3(3) was substantiated.

6.2.10 Relationship between Science Interest and Components of Multiple Intelligences of students at Upper Primary level (Total sample wise)

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence is 0.0671 (CR=2.1214, p<0.05). Thus it can be interpreted that there exists a significant relationship between the scores of Science Interest and Verbal- Linguistic Intelligence of Upper Primary school students. Therefore the Hypothesis H4(a) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence is 0.0356 (CR= 1.1254, p>0.05). Thus it can be interpreted that there exists no significant relationship between the scores of Science Interest and Musical Intelligence of Upper Primary school students. Therefore the Hypothesis H4(b) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence is 0.0412 (CR=1.3027, p>0.05). Thus it can be interpreted that there exists no significant relationship between the scores of Science Interest and Interpersonal Intelligence of Upper Primary school students. Therefore the Hypothesis H4(c) was substantiated.
The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence is 0.0742 (CR=2.3442, p<0.05). Thus it can be interpreted that there exists a significant relationship between the scores of Science Interest and Intrapersonal Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(d) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily-Kinesthetic Intelligence is -0.0319 (CR=1.0082, p>0.05). Thus it can be interpreted that there exists no significant relationship between the scores of Science Interest and Bodily-Kinesthetic Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(e) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence is 0.7816 (CR=39.5812, p<0.01). Thus it can be interpreted that there exists a strong significant relationship between the scores of Science Interest and Logical-Mathematical Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(f) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence is 0.6735 (CR=28.7823, p<0.01). Thus it can be interpreted that there exists a strong significant relationship between the scores of Science Interest and Spatial Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(g) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence is 0.8660 (CR=54.7095, p<0.01). Thus it can be interpreted that there exists a strong significant relationship between the scores of Science Interest and Naturalistic Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(h) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence is -0.0403 (CR=1.2741, p>0.05). Thus it can be interpreted that there exists no significant relationship between the scores of Science Interest and Existential Intelligence of Upper Primary school students. Therefore the Hypothesis H₄(i) was substantiated.
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The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence is -0.0630 (CR=1.9942, p<0.05). Thus it can be interpreted that there exists a significant relationship between the scores of Science Interest and Moral/Spiritual Intelligence of Upper Primary school students. Therefore the Hypothesis $H_4(j)$ was substantiated.

6.2.10.1. Partial correlation between Verbal- Linguistic Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Verbal- Linguistic Intelligence is Negligible Positive correlation with $r=0.0336$ (CR=1.6291, p>0.05). Thus it can be interpreted that there is no significant relationship between Science Interest and Verbal- Linguistic Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis $H_4(a_1)$ was substantiated.

6.2.10.2. Partial correlation between Musical Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Musical Intelligence is Negligible Negative correlation with $r=-0.0117$ (CR=0.9733, p>0.05). Thus it can be interpreted that there is no significant relationship between Science Interest and Musical Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis $H_4(b_1)$ was substantiated.

6.2.10.3. Partial correlation between Interpersonal Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Interpersonal Intelligence is Negligible Positive correlation with $r=0.0301$ (CR=1.0682, p>0.05). Thus it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis $H_4(c_1)$ was substantiated.
6.2.10.4. Partial correlation between Intrapersonal Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Intrapersonal Intelligence is Negligible Positive correlation with \( r=0.0516 \) (CR=1.9223, \( p>0.05 \)). Thus it can be interpreted that there is no significant relationship between Science Interest and Intrapersonal Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis \( H_{4(d_1)} \) was substantiated.

6.2.10.5. Partial correlation between Bodily- Kinesthetic Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence is Negligible Negative correlation with \( r=-0.0111 \) (CR=0.0729, \( p>0.05 \)). Thus it can be interpreted that there is no significant relationship between Science Interest and Bodily- Kinesthetic Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis \( H_{4(e_1)} \) was substantiated.

6.2.10.6. Partial correlation between Logical- Mathematical Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Logical- Mathematical Intelligence is Moderate Positive correlation with \( r=0.5291 \) (CR=16.8915, \( p<0.01 \)). Thus it can be interpreted that there is significant relationship between Science Interest and Logical- Mathematical Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis \( H_{4(f_1)} \) was substantiated.

6.2.10.7. Partial correlation between Spatial Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Spatial Intelligence is Low Positive correlation with \( r=0.3356 \) (CR=12.5091, \( p<0.01 \)). Thus it can be interpreted that there is significant relationship between Science Interest and Spatial Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis \( H_{4(g_1)} \) was substantiated.

6.2.10.8. Partial correlation between Naturalistic Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Naturalistic Intelligence is High Positive correlation with \( r=0.6392 \)
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(\text{CR}=28.7852, p<0.01). Thus it can be interpreted that there is significant relationship between Science Interest and Naturalistic Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis H_{4}(h_{1}) was substantiated.

6.2.10.9. Partial correlation between Existential Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Existential Intelligence is Negligible Negative correlation with \(r=-0.0227\) (\text{CR}=0.9430, p>0.05). Thus it can be interpreted that there is no significant relationship between Science Interest and Existential Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis H_{4}(i_{1}) was substantiated.

6.2.10.10. Partial correlation between Moral/Spiritual Intelligence and Science Interest among students at Upper Primary level (Total sample)

The partial correlation coefficient obtained between the scores of Science Interest and Moral/Spiritual Intelligence is Negligible Negative correlation with \(r=-0.0496\) (\text{CR}=1.2284, p>0.05). Thus it can be interpreted that there is no significant relationship between Science Interest and Moral/Spiritual Intelligence (by partialling out Nine Intelligences) of Upper Primary school students. Therefore the Hypothesis H_{4}(j_{1}) was substantiated.

6.2.11. Relation between Science Interest and Components of Multiple Intelligences of students at Upper Primary level based on Gender

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Boys were 0.030 (N=482, t=0.6576; p>0.05). Similarly, that of Girls were 0.145 (N=518, t=3.3297; p<0.01). The Calculated t-value between coefficients of correlation was found to be 2.3294, which has significance at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Verbal- Linguistic Intelligence among Boys and Girls. Therefore the Hypothesis H_{5}(1a) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence of Boys were 0.044 (N=482, t=0.9650; p>0.05). Similarly, that of Girls were 0.015 (N=518, t=0.3408; p>0.05). The Calculated t-value between coefficients of correlation was found to be 1.4523, which has no significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between
Science interest and Musical Intelligence among Boys and Girls. Therefore the Hypothesis H_s(1b) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Boys were 0.057 (N=482, t=1.2509; p>0.05). Similarly, that of Girls were 0.021 (N=518, t=0.4772; p>0.05). The Calculated t-value between coefficients of correlation was found to be 1.5681, which has significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among Boys and Girls. Therefore the Hypothesis H_s(1c) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Boys were -0.011 (N=482, t=0.2410; p>0.05). Similarly, that of Girls were 0.089 (N=518, t=2.0302; p<0.05). The Calculated t-value between coefficients of correlation was found to be 2.0135, which has significance at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Intrapersonal Intelligence among Boys and Girls. Therefore the Hypothesis H_s(1d) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily-Kinesthetic Intelligence of Boys were 0.048 (N=482, t=1.0529; p>0.05). Similarly, that of Girls were -0.019 (N=518, t=0.4318; p>0.05). The Calculated t-value between coefficients of correlation was found to be 1.6857, which has significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Boys and Girls. Therefore the Hypothesis H_s(1e) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Boys were 0.819 (N=482, t=31.2727; p<0.01). Similarly, that of Girls were 0.042 (N=518, t=0.9551; p>0.05). The Calculated t-value between coefficients of correlation was found to be 22.987, which has significance at 0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Logical-Mathematical Intelligence among Boys and Girls. Therefore the Hypothesis H_s(1f) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence of Boys were 0.698 (N=482, t=21.3562; p<0.01). Similarly, that of Girls were 0.245 (N=518, t=5.7415; p<0.01). The Calculated t-value between
coefficients of correlation was found to be 26.439, which has significance at 0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Spatial Intelligence among Boys and Girls. Therefore the Hypothesis H_5(1g) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Boys were 0.879 (N=482, t=40.3920; p<0.01). Similarly, that of Girls were 0.044 (N=518, t=1.0007; p>0.05). The Calculated t-value between coefficients of correlation was found to be 34.822, which has significance at 0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among Boys and Girls. Therefore the Hypothesis H_5(1h) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence of Boys were 0.084 (N=482, t=1.8469; p>0.05). Similarly, that of Girls were -0.029 (N=518, t=0.5236; p>0.05). The Calculated t-value between coefficients of correlation was found to be 1.7832, which has no significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Boys and Girls. Therefore the Hypothesis H_5(1i) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Boys were -0.049 (N=482, t=1.0749; p>0.05). Similarly, that of Girls were 0.048 (N=518, t=1.0862; p>0.05). The Calculated t-value between coefficients of correlation was found to be 1.8919, which has no significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Boys and Girls. Therefore the Hypothesis H_5(1j) was substantiated.

6.2.1.1. Partial correlation between Verbal- Linguistic Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Boys were r=0.0439 and that of Girls was r=0.0327. The Calculated t-value was found to be 1.7344, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among Boys and Girls. Therefore the Hypothesis H_5(1a) was substantiated.
6.2.11.2. Partial correlation between Musical Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Musical Intelligence of Boys were $r= -0.0369$ and that of Girls was $r= 0.0105$. The Calculated t-value was found to be 1.0293, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Boys and Girls. Therefore the Hypothesis $H_5(1b_1)$ was substantiated.

6.2.11.3. Partial correlation between Interpersonal Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Boys were $r= 0.0481$ and that of Girls was $r= 0.0278$. The Calculated t-value was found to be 1.7955, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among Boys and Girls. Therefore the Hypothesis $H_5(1c_1)$ was substantiated.

6.2.11.4. Partial correlation between Intrapersonal Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Boys were $r= -0.0236$ and that of Girls was $r= 0.0656$. The Calculated t-value was found to be 1.8640, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among Boys and Girls. Therefore the Hypothesis $H_5(1d_1)$ was substantiated.

6.2.11.5. Partial correlation between Bodily- Kinesthetic Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Boys were $r= 0.0241$ and that of Girls was $r= -0.0127$. The Calculated t-value was found to be 1.4329, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily- Kinesthetic Intelligence among Boys and Girls. Therefore the Hypothesis $H_5(1e_1)$ was substantiated.
6.2.11.6. Partial correlation between Logical- Mathematical Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Logical- Mathematical Intelligence of Boys were \( r=0.6232 \) that of Girls was \( r=0.2187 \). The Calculated t-value was found to be 9.3301, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Logical- Mathematical Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1f_1) \) was substantiated.

6.2.11.7. Partial correlation between Spatial Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Spatial Intelligence of Boys were \( r=0.3190 \) and that of Girls was \( r=0.2084 \). The Calculated t-value was found to be 4.7611, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Spatial Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1g_1) \) was substantiated.

6.2.11.8. Partial correlation between Naturalistic Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Boys were \( r=0.7362 \) and that of Girls was \( r=0.0179 \). The Calculated t-value was found to be 22.6492, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Naturalistic Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1h_1) \) was substantiated.

6.2.11.9. Partial correlation between Existential Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Existential Intelligence of Boys were \( r= -0.0196 \) and that of Girls was \( r= -0.0351 \). The Calculated t-value was found to be 1.0527, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1i_1) \) was substantiated.
6.2.11.10. Partial correlation between Moral/Spiritual Intelligence and Science Interest among students at Upper Primary level (Gender wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Boys were $r=0.02374$ and that of Girls was $r=-0.05539$. The Calculated t-value was found to be $1.7316$, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Boys and Girls. Therefore the Hypothesis $H_5(1j_1)$ was substantiated.

6.2.12. Relation between Science Interest and Components of Multiple Intelligences of students at Upper Primary level based on Locale

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Rural students were $r=-0.032$ ($N=540$, $t=0.7425$; $p>0.05$). Similarly, that of Urban students were $r=-0.032$ ($N=460$, $t=0.6851$; $p>0.05$). The Calculated t-value between coefficients of correlation was found to be $0.0113$, which has no significance at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2a)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence of Rural students were $r=0.029$ ($N=540$, $t=0.6728$; $p>0.05$). Similarly, that of Urban students were $r=0.044$ ($N=460$, $t=0.9425$; $p>0.05$). The Calculated t-value between coefficients of correlation was found to be $0.2381$, which has no significance at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2b)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Rural students were $r=0.069$ ($N=540$, $t=1.6040$; $p>0.05$). Similarly, that of Urban students were $r=0.008$ ($N=460$, $t=0.1712$; $p>0.05$). The Calculated t-value between coefficients of correlation was found to be $0.9630$, which has no significance at both the levels. Thus, it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2c)$ was substantiated.
The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Rural students were $r = -0.009$ ($N=540$, $t=0.2087$; $p>0.05$). Similarly, that of Urban students were $r = -0.018$ ($N=460$, $t=0.3853$; $p>0.05$). The Calculated $t$-value between coefficients of correlation was found to be 0.1337, which has no significance at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2d)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily-Kinesthetic Intelligence of Rural students were $r = 0.144$ ($N=540$, $t=3.3745$; $p<0.01$). Similarly, that of Urban students were $r = -0.106$ ($N=460$, $t=2.2812$; $p<0.05$). The Calculated $t$-value between coefficients of correlation was found to be 3.9514, which has significance at 0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2e)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Rural students were $r = 0.681$ ($N=540$, $t=21.5655$; $p<0.01$). Similarly, that of Urban students were $r = 0.042$ ($N=460$, $t=0.8996$; $p>0.05$). The Calculated $t$-value between coefficients of correlation was found to be 1.6147. Thus, it can be interpreted that there is no significant relationship between Science interest and Logical-Mathematical Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2f)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence of Rural students were $r = 0.499$ ($N=540$, $t=13.3531$; $p<0.01$). Similarly, that of Urban students were $r = 0.042$ ($N=460$, $t=0.8996$; $p>0.05$). The Calculated $t$-value between coefficients of correlation was found to be 1.8872, which has no significance at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Spatial Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2g)$ was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Rural students were $r = 0.074$ ($N=540$, $t=1.7207$; $p>0.05$). Similarly, that of Urban students were $r = 0.697$ ($N=460$, $t=20.8002$; $p<0.01$). The Calculated $t$-value between coefficients of correlation was found to be 3.5753,
which has significance at 0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among Rural students and Urban students. Therefore the Hypothesis H_{5}(2h) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence of Rural students were \( r=0.105 \) (\( N=540, t=2.4484; \ p<0.05 \)). Similarly, that of Urban students were \( r= -0.04 \) (\( N=460, t=0.8567; \ p>0.05 \)). The Calculated \( t \)-value between coefficients of correlation was found to be 2.3024, which has significance at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Existential Intelligence among Rural students and Urban students. Therefore the Hypothesis H_{5}(2i) was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Rural students were \( r=0.126 \) (\( N=540, t=2.9455; \ p<0.01 \)). Similarly, that of Urban students were \( r=0.051 \) (\( N=460, t=1.0928; \ p>0.05 \)). The Calculated \( t \)-value between coefficients of correlation was found to be 1.1852, which has no significance at 0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Rural students and Urban students. Therefore the Hypothesis H_{5}(2j) was substantiated.

### 6.2.12.1. Partial correlation between Verbal- Linguistic Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Rural students was Negligible Positive correlation \( r=0.0166 \) and that of Urban students was Negligible Positive correlation \( r=0.0275 \). The two correlation coefficients were brought down for level of Significance between correlation coefficients. The Calculated \( t \)-value was found to be 1.5309, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among Rural students and Urban students. Therefore the Hypothesis H_{5}(2a_{1}) was substantiated.
6.2.12.2. Partial correlation between Musical Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Musical Intelligence of Rural students were Negligible Positive correlation with \( r=0.1253 \) and that of Urban students were Negligible Negative correlation with \( r= -0.05012 \). The Calculated t-value was found to be 1.9735, which is significant only at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Musical Intelligence among Rural students and Urban students. Therefore the Hypothesis \( H_5(2b_1) \) was substantiated.

6.2.12.3. Partial correlation between Interpersonal Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Rural students were Negligible Positive correlation with \( r=0.03531 \) and that of Urban students were Negligible Positive correlation with \( r= 0.02690 \). The Calculated t-value was found to be 1.4437, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among Rural students and Urban students. Therefore the Hypothesis \( H_5(2c_1) \) was substantiated.

6.2.12.4. Partial correlation between Intrapersonal Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Rural students were Negligible Positive correlation with \( r=0.04131 \) and that of Urban students were Negligible Positive correlation with \( r= 0.03963 \). The Calculated t-value was found to be 0.9627, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among Rural students and Urban students. Therefore the Hypothesis \( H_5(2d_1) \) was substantiated.

6.2.12.5. Partial correlation between Bodily- Kinesthetic Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Rural students were Negligible Positive correlation \( r=0.1043 \) and that of Urban students were Negligible Positive correlation with \( r=0.0872 \). The calculated t-value (1.2936) was lesser than the table value (1.96) at
0.05 levels of Significance. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2e_1)$ was substantiated.

6.2.12.6. Partial correlation between Logical-Mathematical Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Rural students were Moderate Positive correlation with $r= 0.4017$ and that of Urban students were Negligible Positive correlation with $r=0.1139$. The Calculated t-value was found to be 5.0729, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Logical-Mathematical Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2f_1)$ was substantiated.

6.2.12.7. Partial correlation between Spatial Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Spatial Intelligence of Rural students  were Low Positive correlation with $r= 0.2276$ and that of Urban students were Negligible Positive correlation $r= 0.0998$. The Calculated t-value was found to be 3.6755, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Spatial Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2g_1)$ was substantiated.

6.2.12.8. Partial correlation between Naturalistic Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Rural students were Moderate Positive correlation with $r=0.5156$ and that of Urban students were Moderate Positive correlation with $r=0.4833$. The Calculated t-value was found to be 2.4371, which is significant only at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Naturalistic Intelligence among Rural students and Urban students. Therefore the Hypothesis $H_5(2h_1)$ was substantiated.
6.2.12.9. Partial correlation between Existential Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Existential Intelligence of Rural students were Negligible Positive correlation with \( r=0.1127 \) and that of Urban students were Negligible Negative correlation with \( r=-0.0365 \). The Calculated t-value was found to be 1.7123, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Rural students and Urban students. Therefore the Hypothesis \( H_5(2i) \) was substantiated.

6.2.12.10. Partial correlation between Moral/Spiritual Intelligence and Science Interest among students at Upper Primary level (Locale wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Rural students Low Positive correlation were with \( r=0.2162 \) and that of Urban students were Negligible Positive correlation with \( r=0.07835 \). The Calculated t-value was found to be 2.0718, which is significant only at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Moral/Spiritual Intelligence among Rural students and Urban students. Therefore the Hypothesis \( H_5(2j) \) was substantiated.

6.2.13. Relation between Science Interest and Components of Multiple Intelligences of students at Upper Primary level based on Type of Management

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Government school students were \( r=-0.033 \) (\( N=300, \ t=0.5699; \ p>0.05 \)). Similarly, that of Aided school students were \( r=-0.075 \) (\( N=350, \ t=1.4027; \ p>0.05 \)). The Calculated t-value was found to be 0.5327, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Government schools and Aided schools. Therefore the Hypothesis \( H_5(3a)-1^{st} \) Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Government school students were \( r=-0.033 \) (\( N=300, \ t=0.5699; \ p>0.05 \)). Similarly, that of Unaided school students were \( r=0.168 \) (\( N=350, \ t=3.1783; \ p<0.01 \)). The Calculated t-value was found to be 2.2802, which is
significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3a)$-2\textsuperscript{nd} Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Aided school students were $r=-0.075$ ($N=350$, $t=1.4027$; $p>0.05$). Similarly, that of Unaided school students were $r=0.168$ ($N=350$, $t=3.1783$; $p<0.01$). The Calculated $t$-value was found to be 1.1944, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3a)$- 3\textsuperscript{rd} Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence of Government school students were $r=-0.017$ ($N=300$, $t=0.2934$; $p>0.05$). Similarly, that of Aided school students were $r=0.034$ ($N=350$, $t=0.6345$; $p>0.05$). The Calculated $t$-value was found to be 0.4413, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students from Government and Aided schools. Therefore the Hypothesis $H_5(3b)$-1\textsuperscript{st} Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence of Government school students were $r=-0.017$ ($N=300$, $t=0.2934$; $p>0.05$). Similarly, that of Unaided school students were $r=0.05$ ($N=350$, $t=0.9337$; $p>0.05$). The Calculated $t$-value was found to be 0.4107, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3b)$-2\textsuperscript{nd} Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Musical Intelligence of Aided school students were $r=0.034$ ($N=350$, $t=0.6345$; $p>0.05$). Similarly, that of Unaided school students were $r=0.05$ ($N=350$, $t=0.9337$; $p>0.05$). The Calculated $t$-value was found to be 0.2268, which is not significant at any
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levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3b)$- 3rd Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Government school students were $r=-0.023$ ($N=300$, $t=0.3971; p>0.05$). Similarly, that of Aided school students were $r=0.085$ ($N=350$, $t=1.5910; p>0.05$). The Calculated t-value was found to be 1.0957, which is not significant at both the levels. Since the calculated value (1.0957) was lesser than the table value (1.96) at 0.05 levels of Significance. Thus, it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence among students from Government schools and Aided schools. Therefore the Hypothesis $H_5(3c)$- 1st Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Government school students were $r=-0.023$ ($N=300$, $t=0.3971; p>0.05$). Similarly, that of Unaided school students were $r=0.037$ ($N=350$, $t=0.6905; p>0.05$). The Calculated t-value was found to be 0.2138, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3c)$- 2nd Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Aided school students were $r=0.085$ ($N=350$, $t=1.5910; p>0.05$). Similarly, that of Unaided school students were $r=0.037$ ($N=350$, $t=0.6905; p>0.05$). The Calculated t-value was found to be 2.3224, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science Interest and Interpersonal Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3c)$- 3rd Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Government school students were $r=0.045$ ($N=300$, $t=0.7775; p>0.05$). Similarly, that of Aided school students were $r=-0.051$ ($N=350$, $t=0.9524; p>0.05$). The Calculated t-value was found to be 2.3505, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship
between Science interest and Intrapersonal Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3d)-1ˢᵗ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Government school students were r=0.045 (N=300, t=0.7775; p>0.05). Similarly, that of Unaided school students were r=0.056 (N=350, t=1.0461; p>0.05). The Calculated t-value was found to be 0.6993, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₅(3d)-2ⁿᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Aided school students were r= -0.051 (N=350, t=0.9524; p>0.05). Similarly, that of Unaided school students were r=0.056 (N=350, t=1.0461; p>0.05). The Calculated t-value was found to be 1.1018, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₅(3d)-3ʳᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Government school students were r=0.053 (N=300, t=0.9161; p>0.05). Similarly, that of Aided school students were r=0.037 (N=350, t=0.6905; p>0.05). The Calculated t-value was found to be 0.8489, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily- Kinesthetic Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3e)-1ˢᵗ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Government school students were r=0.053 (N=300, t=0.9161; p>0.05). Similarly, that of Unaided school students were r= -0.002 (N=350, t=0.0373; p>0.05). The Calculated t-value was found to be 0.5057, which is not significant at both the levels. Thus, it can be interpreted that there is no significant
relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3e)$- $2^{nd}$ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Bodily-Kinesthetic Intelligence of Aided school students were $r=0.037$ ($N=350$, $t=0.6905$; $p>0.05$). Similarly, that of Unaided school students were $r=-0.002$ ($N=350$, $t=0.0373$; $p>0.05$). The Calculated $t$-value was found to be 0.4785, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3e)$- $3^{rd}$ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Government school students were $r=0.087$ ($N=300$, $t=1.5073$; $p>0.05$). Similarly, that of Aided school students were $r=0.499$ ($N=350$, $t=10.7389$; $p<0.01$). The Calculated $t$-value was found to be 3.2063, which is significant at 0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government and Aided schools. Therefore the Hypothesis $H_5(3f)-1^{st}$ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Government school students were $r=0.087$ ($N=300$, $t=1.5073$; $p>0.05$). Similarly, that of Unaided school students were $r=0.312$ ($N=350$, $t=6.1244$; $p<0.01$). The Calculated $t$-value was found to be 2.1582, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3f)-2^{nd}$ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Aided school students were $r=0.499$ ($N=350$, $t=10.7389$; $p<0.01$). Similarly, that of Unaided school students were $r=0.312$ ($N=350$, $t=6.1244$; $p<0.01$). The Calculated $t$-value was found to be 2.0957, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship
between Science interest and Logical- Mathematical Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₅(3f)-3ʳᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence of Government school students were r=0.251 (N=300, t=4.4755; p<0.01). Similarly, that of Aided school students were r=0.887 (N=350, t=35.8219; p<0.01). The Calculated t-value was found to be 6.3761, which is significant at 0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Spatial Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3g)-1ˢᵗ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence of Government school students were r=0.251 (N=300, t=4.4755; p<0.01). Similarly, that of Unaided school students were r=0.274 (N=350, t=5.3136; p<0.01). The Calculated t-value was found to be 1.2745, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Spatial Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₅(3g)- 2ⁿᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Spatial Intelligence of Aided school students were r=0.887 (N=350, t=35.8219; p<0.01). Similarly, that of Unaided school students were r=0.274 (N=350, t=5.3136; p<0.01). The Calculated t-value was found to be 4.5979, which is significant at 0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Spatial Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₅(3g)- 3ʳᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Government school students were r=0.673 (N=300, t=15.7058; p<0.01). Similarly, that of Aided school students were r=0.188 (N=350, t=3.5697; p<0.01). The Calculated t-value was found to be 4.4583, which is significant at 0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among students from
Government and Aided schools. Therefore the Hypothesis H₅(3h)- 1ˢᵗ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Government school students were $r=0.673$ (N=300, $t=15.7058$; $p<0.01$). Similarly, that of Unaided school students were $r=0.195$ (N=350, $t=3.7079$; $p<0.01$). The Calculated t-value was found to be 2.4913, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Naturalistic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₅(3h)- 2ⁿᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Aided school students were $r=0.188$ (N=350, $t=3.5697$; $p<0.01$). Similarly, that of Unaided school students were $r=0.195$ (N=350, $t=3.7079$; $p<0.01$). The Calculated t-value was found to be 2.3540, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Naturalistic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₅(3h)- 3ⁿᵈ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence of Government school students were $r=0.049$ (N=300, $t=0.8468$; $p>0.05$). Similarly, that of Aided school students were $r=0.011$ (N=350, $t=0.2052$; $p>0.05$). The Calculated t-value was found to be 0.6434, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3i)- 1ˢᵗ Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence of Government school students were $r=0.049$ (N=300, $t=0.8468$; $p>0.05$). Similarly, that of Unaided school students were $r=0.116$ (N=350, $t=2.1461$; $p<0.05$). The Calculated t-value was found to be 2.4872, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Existential Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₅(3i)- 2ⁿᵈ Type was substantiated.
The coefficient of correlation obtained between the scores of Science Interest and Existential Intelligence of Aided school students were $r=0.011$ (N=350, $t=0.2052$; $p>0.05$). Similarly, that of Unaided school students were $r=0.116$ (N=350, $t=2.1461$; $p<0.05$). The Calculated t-value was found to be 1.0964, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5$(3i)- 3rd Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Government school students were $r=0.042$ (N=300, $t=0.7256$; $p>0.05$). Similarly, that of Aided school students were $r=0.143$ (N=350, $t=2.6947$; $p<0.01$). The Calculated t-value was found to be 2.0743, which is significant only at 0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Moral/Spiritual Intelligence among school students from Government and Aided schools. Therefore the Hypothesis $H_5$(3j)- 1st Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Government school students were $r=0.042$ (N=300, $t=0.7256$; $p>0.05$). Similarly, that of Unaided school students were $r=0.146$ (N=350, $t=2.7524$; $p<0.01$). The Calculated t-value was found to be 0.3014, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5$(3j)- 2nd Type was substantiated.

The coefficient of correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Aided school students were $r=0.143$ (N=350, $t=2.6947$; $p<0.01$). Similarly, that of Unaided school students were $r=0.146$ (N=350, $t=2.7524$; $p<0.01$). The Calculated t-value was found to be 1.6432, which is not significant at both the levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5$(3j)- 3rd Type was substantiated.
6.2.13.1. Partial correlation between Verbal- Linguistic Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Government school students \((r=-0.012)\) shows Negligible Negative correlation and that of Aided \((r=-0.055)\) means that there is Negligible Negative correlation. The t-value obtained between Government and Aided school students was found to be 0.4216, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Government and Aided schools. Therefore the Hypothesis \(H_5(3a_1)-1^{st}\) Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Government school students \((r=-0.012)\) shows Negligible Negative correlation and that of Unaided \((r=0.081)\) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 1.9605, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis \(H_5(3a_1)-2^{nd}\) Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Verbal- Linguistic Intelligence of Aided school students \((r=-0.055)\) shows Negligible Negative correlation and that of Unaided \((r=0.081)\) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 1.02793, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis \(H_5(3a_1)-3^{rd}\) was substantiated.

6.2.13.2. Partial correlation between Musical Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Musical Intelligence of Government school students \((r=-0.008)\) shows Negligible Negative correlation and that of Aided \((r=0.017)\) means that there is
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Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 0.3014, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3b₁)-1ˢᵗ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Musical Intelligence of Government school students (r= -0.008) shows Negligible Negative correlation and that of Unaided (r=0.025) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 0.2712, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among school students from Government and Unaided schools. Therefore the Hypothesis H₅(3b₁)-2ⁿᵈ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Musical Intelligence of Aided school students (r=0.017) shows Negligible Positive correlation and that of Unaided (r=0.025) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 0.0998, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₅(3b₁)-3ʳᵈ Type was substantiated.

6.2.13.3. Partial correlation between Interpersonal Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Government school students (r= -0.017) shows Negligible Negative correlation and that of Aided (r=0.047) means that there is Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 0.7892, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₅(3c₁)-1ˢᵗ Type was substantiated.
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The coefficient of partial correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Government school students \((r= -0.017)\) shows Negligible Negative correlation and that of Unaided \((r=0.0225)\) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 0.0199, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among students from Government and Unaided schools. Therefore the Hypothesis \(H_5(3c_1)-2^{nd} Type\) was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Interpersonal Intelligence of Aided school students \((r=0.047)\) shows Negligible Positive correlation and that of Unaided \((r=0.0225)\) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 1.7525, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis \(H_5(3c_1)-3^{rd} Type\) was substantiated.

### 6.2.13.4. Partial correlation between Intrapersonal Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Government school students \((r=0.022)\) shows Negligible Positive correlation and that of Aided \((r=-0.038)\) means that there is Negligible Negative correlation. The t-value obtained between Government and Aided school students was found to be 1.9703, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Intrapersonal Intelligence among students from Government and Aided schools. Therefore the Hypothesis \(H_5(3d_1)-1^{st} Type\) was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Government school students \((r=0.022)\) shows Negligible Positive correlation and that of Unaided \((r=0.028)\) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 0.3932, which is not significant at 0.05 and 0.01 levels.
Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₃(3d₁)-2ⁿᵈ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Intrapersonal Intelligence of Aided school students (r= -0.038) shows Negligible Negative correlation and that of Unaided (r=0.028) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 0.6493, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₃(3d₁)-3ʳᵈ Type was substantiated.

6.2.13.5. Partial correlation between Bodily- Kinesthetic Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Government school students (r=0.036) shows Negligible Positive correlation and that of Aided (r=0.019) means that there is Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 0.6428, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily- Kinesthetic Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₃(3e₁)-1ˢᵗ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Government school students (r=0.036) shows Negligible Positive correlation and that of Unaided (r= -0.001) means that there is Negligible Negative correlation. The t-value obtained between Government and Unaided school students was found to be 0.3874, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily- Kinesthetic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₃(3e₁)-2ⁿᵈ Type was substantiated.
The coefficient of partial correlation obtained between the scores of Science Interest and Bodily-Kinesthetic Intelligence of Aided school students \((r=0.019)\) shows Negligible Positive correlation and that of Unaided \((r=-0.001)\) means that there is Negligible Negative correlation. The t-value obtained between Aided and Unaided school students was found to be 0.2384, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis \(H_5(3e_1)\)-3rd Type was substantiated.

### 6.2.13.6. Partial correlation between Logical-Mathematical Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Government school students \((r=0.057)\) shows Negligible Positive correlation and that of Aided \((r=0.295)\) means that there is Low Positive correlation. The t-value obtained between Government and Aided school students was found to be 2.2371, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government and Aided schools. Therefore the Hypothesis \(H_5(3f_1)\)-1st Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Government school students \((r=0.057)\) shows Negligible Positive correlation and that of Unaided \((r=0.216)\) means that there is Low Positive correlation. The t-value obtained between Government and Unaided school students was found to be 1.8919, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government and Unaided schools. Therefore the Hypothesis \(H_5(3f_1)\)-2nd Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Logical-Mathematical Intelligence of Aided school students \((r=0.295)\) shows Low Positive correlation and that of Unaided \((r=0.216)\) means that there is Low Positive correlation. The t-value obtained between Aided and Unaided school students
was found to be 1.6623, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Logical- Mathematical Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3f_1)-3^{rd}$ Type was substantiated.

### 6.2.13.7. Partial correlation between Spatial Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Spatial Intelligence of Government school students ($r=0.198$) shows Negligible Positive correlation and that of Aided ($r=0.635$) means that there is High Positive correlation. The t-value obtained between Government and Aided school students was found to be 4.3353, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Spatial Intelligence among students from Government and Aided schools. Therefore the Hypothesis $H_5(3g_1)-1^{st}$ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Spatial Intelligence of Government school students ($r=0.198$) shows Negligible Positive correlation and that of Unaided ($r=0.251$) means that there is Low Positive correlation. The t-value obtained between Government and Unaided school students was found to be 2.3703, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Spatial Intelligence among students from Government and Unaided schools. Therefore the Hypothesis $H_5(3g_1)-2^{nd}$ Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Spatial Intelligence of Aided school students ($r=0.635$) shows High Positive correlation and that of Unaided ($r=0.251$) means that there is Low Positive correlation. The t-value obtained between Aided and Unaided schools was found to be 3.1319, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Spatial Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis $H_5(3g_1)-3^{rd}$ Type was substantiated.
6.2.13.8. Partial correlation between Naturalistic Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Government school students (r=0.442) shows Moderate Positive correlation and that of Aided (r=0.112) means that there is Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 2.7910, which is significant at 0.01 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Naturalistic Intelligence among students from Government and Aided schools. Therefore the Hypothesis H\(S(3h_1)^{-1}\) Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Government school students (r=0.442) shows Moderate Positive correlation and that of Unaided (r=0.109) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 2.1129, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Naturalistic Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H\(S(3h_1)^{-2}\) Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Naturalistic Intelligence of Aided school students (r=0.112) shows Negligible Positive correlation and that of Unaided (r=0.109) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided schools was found to be 1.9712, which is significant at 0.05 levels. Thus, it can be interpreted that there is significant relationship between Science interest and Naturalistic Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H\(S(3h_1)^{-3}\) Type was substantiated.

6.2.13.9. Partial correlation between Existential Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Existential Intelligence of Government school students (r=0.027) shows Negligible Positive correlation and that of Aided (r=0.009) means that there is
Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 0.4483, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₃⁻¹ was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Existential Intelligence of Government school students (r=0.027) shows Negligible Positive correlation and that of Unaided (r=0.098) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 1.3617, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among students from Government and Unaided schools. Therefore the Hypothesis H₃⁻² was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Existential Intelligence of Aided school students (r=0.009) shows Negligible Positive correlation and that of Unaided (r=0.098) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 0.5613, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis H₃⁻³ was substantiated.

6.2.13.10. Partial correlation between Moral/Spiritual Intelligence and Science Interest among students at Upper Primary level (Type of Management wise sample)

The coefficient of partial correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Government school students (r=0.036) shows Negligible Positive correlation and that of Aided (r=0.097) means that there is Negligible Positive correlation. The t-value obtained between Government and Aided school students was found to be 0.8581, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Government and Aided schools. Therefore the Hypothesis H₃⁻¹ was substantiated.
The coefficient of partial correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Government school students \((r=0.036)\) shows Negligible Positive correlation and that of Unaided \((r=0.124)\) means that there is Negligible Positive correlation. The t-value obtained between Government and Unaided school students was found to be 1.5434, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Government and Unaided schools. Therefore the Hypothesis \(H_5(3j_1)-2^n\) Type was substantiated.

The coefficient of partial correlation obtained between the scores of Science Interest and Moral/Spiritual Intelligence of Aided school students \((r=0.097)\) shows Negligible Positive correlation and that of Unaided \((r=0.124)\) means that there is Negligible Positive correlation. The t-value obtained between Aided and Unaided school students was found to be 0.2532, which is not significant at 0.05 and 0.01 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Aided and Unaided schools. Therefore the Hypothesis \(H_5(3j_1)-3^n\) Type was substantiated.

**6.2.14. Influence or Impact of Components of Multiple Intelligences on Science Interest at Upper Primary level (SPSS Output)**

The \(\beta\)- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Verbal- Linguistic Intelligence (independent variable) was found to be -0.02; with Standard Error and \(\beta\)- Significant value were 0.02 and 0.199 respectively. The \(\beta\)- Significance (0.199) indicates that Verbal–Linguistic Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

The \(\beta\)- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Musical Intelligence (independent variable) was found to be 0.01; with Standard Error and \(\beta\)- Significant value were 0.02 and 0.543 respectively. The \(\beta\)- Significance (0.543) indicates that Musical Intelligence has no impact on Science Interest and there is no significant relationship between these two variables.

The \(\beta\)- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Interpersonal Intelligence (independent variable) was found to be -0.01, with Standard Error and \(\beta\)- Significant value were 0.03 and 0.764.
respectively. The $\beta$- Significance (0.764) indicates that Interpersonal Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

The $\beta$- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Intrapersonal Intelligence (independent variable) was found to be 0.13; with Standard Error and $\beta$- Significant value were 0.03 and 0.004 respectively. The $\beta$- Significance (0.004) indicates that Intrapersonal Intelligence has slight impact on Science Interest and there exist a slight Positive relationship between these two variables.

The $\beta$- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Bodily-Kinesthetic Intelligence (independent variable) was found to be 0.03; with Standard Error and $\beta$- Significant value were 0.02 and 0.263 respectively. The $\beta$- Significance (0.263) indicates that Bodily-Kinesthetic Intelligence has no impact on Science Interest and there is no significant relationship between these two variables.

The $\beta$- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Logical-Mathematical Intelligence (independent variable) was found to be 0.03; with Standard Error and $\beta$- Significant value were 0.04 and 0.003 respectively. The $\beta$- Significance (0.003) indicates that Logical-Mathematical Intelligence has good impact on Science Interest and there exist strong Positive relationship between these two variables.

The $\beta$- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Spatial Intelligence (independent variable) was found to be 0.26; with Standard Error and $\beta$- Significant value were 0.03 and 0.000 respectively. The $\beta$- Significance (0.000) indicates that Spatial Intelligence has good impact on Science Interest and there exist strong Positive relationship between these two variables.

The $\beta$- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Naturalistic Intelligence (independent variable) was found to be 0.13; with Standard Error and $\beta$- Significant value were 0.04 and 0.000 respectively.
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The β- Significance (0.000) indicates that Naturalistic Intelligence has good impact on Science Interest and there exist Positive relationship between these two variables.

The β- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Existential Intelligence (independent variable) was found to be -0.02, with Standard Error and β- Significant value were 0.04 and 0.529 respectively. The β- Significance (0.529) indicates that Existential Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

The β- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Moral/Spiritual Intelligence (independent variable) was found to be 0.04; with Standard Error and β- Significant value were 0.03 and 0.176 respectively. The β- Significance (0.176) indicates that Moral/Spiritual Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

It was found that Intrapersonal (β- coefficient=0.13, Significance=0.004), Logical-Mathematical (β-coefficient=0.11, Significance=0.003), Spatial (β-coefficient=0.26, Significance=0.000) and Naturalistic Intelligence (β-coefficient=0.13, Significance=0.000) has strong impact on Science Interest. These Intelligences strongly support Science Interest to develop. These values help us to identify the influence of the components of Multiple Intelligence on Science Interest. Regression coefficient (R) is multiple correlation value; obtained for this study is 0.621. Thus R² value= 0.386; this indicates that how much % (38.6%) of variation among in the Science Interest can be explained by these five significant Multiple Intelligences. The rest of Science Interest (61.4%) is alter due to the other reasons like learning style, atmosphere, environment, Infrastructure facilities, parental education, parental income and teaching methods. Therefore the Hypothesis H₆ was substantiated.

6.3. TENABILITY OF HYPOTHESES

H₇(1): There is significant relationship between components of Multiple Intelligences for the Gender wise sub sample

It could be interpreted that there exists significant difference in the scores of Verbal- Linguistic Intelligence between Boys and Girls of Upper Primary school (CR= 2.01, p< 0.05). From the Mean scores, it could be inferred that Girls were better...
in Verbal- Linguistic Intelligence than Boys. Therefore, **Hypothesis H₁(1a) was Accepted.**

It could be interpreted that there do not exists any significant difference in the scores of Musical Intelligence between Boys and Girls of Upper Primary school (CR= 0.85, p>0.05). From the Mean scores, it could be inferred that Boys and Girls were equally well in Musical Intelligence. Therefore, **Hypothesis H₁(1b) was Rejected.**

It could be interpreted that there exists significant difference in the scores of Interpersonal Intelligence between Boys and Girls of Upper Primary school (CR= 3.45, p<0.01). From the Mean scores, it could be inferred that Boys were better in Interpersonal Intelligence than Girls. Therefore, **Hypothesis H₁(1c) was Accepted.**

It could be interpreted that there do not exists significant difference in the scores of Intrapersonal Intelligence between Boys and Girls of Upper Primary school (CR= 1.91, p>0.05). From the Mean scores, it could be inferred that both Boys and Girls were equally well in Intrapersonal Intelligence. Therefore, **Hypothesis H₁(1d) was Rejected.**

It could be interpreted that there do not exists significant difference in the scores of Bodily- Kinesthetic Intelligence between Boys and Girls of Upper Primary school (CR= 0.05, p>0.05). From the Mean scores, it could be inferred that Boys and Girls were equally well in Bodily- Kinesthetic Intelligence. Therefore, **Hypothesis H₁(1e) was Rejected.**

It could be interpreted that there exists significant difference in the scores of Logical- Mathematical Intelligence between Boys and Girls of Upper Primary school (CR= 2.27, p< 0.05). From the Mean scores, it could be inferred that Girls were better in Logical- Mathematical Intelligence than Boys. Therefore, **Hypothesis H₁(1f) was Accepted.**

It could be interpreted that there do not exists significant difference in the scores of Spatial Intelligence between Boys and Girls of Upper Primary school (CR=0.11, p>0.05). From the Mean scores, it could be inferred that Boys and Girls were equally well in Spatial Intelligence. Therefore, **Hypothesis H₁(1g) was Rejected.**
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It could be interpreted that there exists significant difference in the scores of Naturalistic Intelligence between Boys and Girls of Upper Primary school (CR= 4.91, p<0.01). From the Mean scores, it could be inferred that Girls were better in Naturalistic Intelligence than Boys. Therefore, Hypothesis H₁(1h) was Accepted.

It could be interpreted that there do not exists significant difference in the scores of Existential Intelligence between Boys and Girls of Upper Primary school (CR= 1.78, p>0.05). From the Mean scores, it could be inferred that Boys and Girls were equally well in Existential Intelligence. Therefore, Hypothesis H₁(1i) was Rejected.

It could be interpreted that there exists significant difference in the scores of Moral/Spiritual Intelligence between Boys and Girls of Upper Primary school (CR= 4.28, p<0.01). From the Mean scores, it could be inferred that Boys were better in Moral/Spiritual Intelligence than Girls. Therefore, Hypothesis H₁(1j) was Accepted.

H₁(2): There is significant relationship between components of Multiple Intelligences for the Locale wise sub sample

It could be interpreted that there exists significant difference in the scores of Verbal- Linguistic Intelligence between Rural students and Urban students of Upper Primary school (CR= 3.33, p<0.01). From the Mean scores, it could be inferred that students residing at Urban area were better in Verbal- Linguistic Intelligence than students residing at Rural area. Therefore, Hypothesis H₁(2a) was Accepted.

It could be interpreted that there do not exists any significant difference in the scores of Musical Intelligence between Rural students and Urban students of Upper Primary school (CR= 0.96, p>0.05). From the Mean scores, it could be inferred that students residing at Rural area and Urban area were equally well in Musical Intelligence. Therefore, Hypothesis H₁(2b) was Rejected.

It could be interpreted that there exists significant difference in the scores of Interpersonal Intelligence between Rural students and Urban students of Upper Primary school (CR= 2.3, p<0.05). From the Mean scores, it could be inferred that students residing at Urban area were better in Interpersonal Intelligence than students residing at Rural area. Therefore, Hypothesis H₁(2c) was Accepted.

It could be interpreted that there do not exists significant difference in the scores of Intrapersonal Intelligence between Rural students and Urban students of Upper
Primary school (CR= 0.59, p>0.05). From the Mean scores, it could be inferred that both students residing at Rural area and Urban area were equally well in Intrapersonal Intelligence. Therefore, **Hypothesis H_1(2d)** was **Rejected**.

It could be interpreted that there exists significant difference in the scores of Bodily- Kinesthetic Intelligence between Rural students and Urban students of Upper Primary school (CR= 4.69, p<0.01). From the Mean scores, it could be inferred that students residing at Rural area were better in Bodily- Kinesthetic Intelligence than students residing at Rural area. Therefore, **Hypothesis H_1(2e)** was **Accepted**.

It could be interpreted that there do not exists significant difference in the scores of Logical- Mathematical Intelligence between Rural students and Urban students of Upper Primary school (CR= 0.02, p>0.05). From the Mean scores, it could be inferred that both students residing at Rural area and Urban area were equally well in Logical- Mathematical Intelligence. Therefore, **Hypothesis H_1(2f)** was **Rejected**.

It could be interpreted that there exists significant difference in the scores of Spatial Intelligence between Rural students and Urban students of Upper Primary school (CR= 2.33, p<0.05). From the Mean scores, it could be inferred that students residing at Urban area were better in Spatial Intelligence than students residing at Rural area. Therefore, **Hypothesis H_1(2g)** was **Accepted**.

It could be interpreted that there exists significant difference in the scores of Naturalistic Intelligence between Rural students and Urban students of Upper Primary school (CR= 4.21, p<0.01). From the Mean scores, it could be inferred that students residing at Urban area were better in Naturalistic Intelligence than students residing at Rural area. Therefore, **Hypothesis H_1(2h)** was **Accepted**.

It could be interpreted that there do not exists significant difference in the scores of Existential Intelligence between Rural students and Urban students of Upper Primary school (CR= 0.79, p>0.05). From the Mean scores, it could be inferred that students residing at Rural area and Urban area were equally well in Existential Intelligence. Therefore, **Hypothesis H_1(2i)** was **Rejected**.

It could be interpreted that there do not exists significant difference in the scores of Moral/Spiritual Intelligence between Rural students and Urban students of Upper Primary school (CR= 1.81, p>0.05). From the Mean scores, it could be inferred that
students residing at Rural area and Urban area were equally well in Moral/Spiritual Intelligence. Therefore, **Hypothesis H_1(2j) was Rejected.**

**H_1(3): There is significant relationship between components of Multiple Intelligences for the Type of Management wise sub sample**

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Verbal-Linguistic Intelligence were 8, 15.1 and 1.2 respectively. Thus, there is significant difference between the pairs (Government and Aided school students) and (Government and Unaided school students) and not significant among the pair (Aided and Unaided school students) with regard to Verbal-Linguistic Intelligence. From the Mean scores, it could be inferred that Unaided school students were superior to Aided and Government students in Verbal-Linguistic Intelligence. Therefore, **Hypothesis H_1(3a) was Accepted.**

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Musical Intelligence were 1.6, 4.5 and 0.8 respectively. Thus, there is significant difference between the pair (Government and Unaided school students) and not significant among the pairs (Government and Aided school students) and (Aided and Unaided school students) with regard to Musical Intelligence. From the Mean scores, it could be inferred that Unaided students were superior to Aided and Government students in Musical Intelligence. Therefore, **Hypothesis H_1(3b) was Accepted.**

It is found that, there is no significant difference between the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Interpersonal Intelligence (F-value= 1.7, p>0.05). From the Mean scores, it could be inferred that School students from Government, Aided and Unaided schools were equally well in Interpersonal Intelligence. Therefore, **Hypothesis H_1(3c) was Rejected.**

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Intrapersonal Intelligence were 4.4, 0.2 and 2.8 respectively. Thus, there is significant difference between the pairs
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(Government and Aided school students and not significant among the pairs (Government and Unaided school students) and (Aided and Unaided school students) with regard to Intrapersonal Intelligence. From the Mean scores, it could be inferred that Government students were superior to Unaided and Aided students in Intrapersonal Intelligence. Therefore, Hypothesis H1(3d) was Accepted.

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Bodily-Kinesthetic Intelligence were 8.8, 1.0 and 4.3 respectively. Thus, there is significant difference between the pairs (Government and Aided school students) and (Aided and Unaided school students) and not significant among the pair (Government and Unaided school students) with regard to Bodily-Kinesthetic Intelligence. From the Mean scores, it could be inferred that Aided students were superior to Unaided and Government students in Bodily-Kinesthetic Intelligence. Therefore, Hypothesis H1(3e) was Accepted.

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Logical-Mathematical Intelligence were 5.4, 2.1 and 2.7 respectively. Thus, there is significant difference between the pair (Government and Aided school students) and not significant among the pairs (Government and Unaided school students) and (Aided and Unaided school students) with regard to Logical-Mathematical Intelligence. From the Mean scores, it could be inferred that Aided students were superior to Unaided and Government students in Logical-Mathematical Intelligence. Therefore, Hypothesis H1(3f) was Accepted.

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Spatial Intelligence were 1.8, 4.2 and 4.7 respectively. Thus, there is significant difference between the pairs (Government and Unaided school students) and (Aided and Unaided school students) and not significant among the pair (Government and Aided school students) with regard to Spatial Intelligence. From the Mean scores, it could be inferred that Unaided students were superior to Government and Aided students in Spatial Intelligence. Therefore, Hypothesis H1(3g) was Accepted.
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It was found that the Scheffe’s Post Hoc $F^*$- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Naturalistic Intelligence were 5.2, 0 and 6.5 respectively. Thus, there is significant difference between the pairs (Government and Aided school students) and (Aided and Unaided school students) and not significant among the pair (Government and Unaided school students) with regard to Naturalistic Intelligence. From the Mean scores, it could be inferred that Unaided students were superior to Government and Aided school students in Naturalistic Intelligence. Therefore, **Hypothesis H1(3h) was Accepted**.

It was found that the Scheffe’s Post Hoc $F^*$- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Existential Intelligence were 6, 1.3 and 2.2 respectively. Thus, there is significant difference between the pairs (Government and Aided school students) and not significant among the pairs (Government and Unaided school students) and (Aided and Unaided school students) with regard to Existential Intelligence. From the Mean scores, it could be inferred that Aided students were superior to Unaided and Government students in Existential Intelligence. Therefore, **Hypothesis H1(3i) was Accepted**.

It is found that, there is no significant difference between the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Moral/Spiritual Intelligence ($F= 1.66, p>0.05$). From the Mean scores, it could be inferred that Government, Aided and Unaided school students were equally well in Moral/Spiritual Intelligence. Therefore, **Hypothesis H1(3j) was Rejected**.

**H2**: There is significant relation among the components of Multiple Intelligences of students at Primary level for the Total sample.

Verbal- Linguistic Intelligence has significant relationship between Interpersonal Intelligence ($r=0.4361, CR=2.9967, p<0.01$), Musical Intelligence ($r=0.3613, CR=2.7651, p<0.01$), Moral/Spiritual Intelligence ($r=0.1558, CR=1.9644, p<0.05$) and significant reciprocal relationship with Intrapersonal Intelligence ($r= -0.1421, CR=1.9811, p<0.05$). Therefore the **Hypothesis H2(a) was Accepted**.
Musical Intelligence has significant relationship between Moral/Spiritual Intelligence ($r=0.3315$, CR$=3.1299$, $p<0.01$), Intrapersonal Intelligence ($r=0.2116$, CR$=2.2719$, $p<0.05$), Naturalistic Intelligence ($r=0.2052$, CR$=2.1092$, $p<0.05$) and Bodily-Kinesthetic Intelligence ($r=0.1953$, CR$=2.0019$, $p<0.05$). Therefore the Hypothesis $H_2(b)$ was Accepted.

Interpersonal Intelligence has significant relationship between Moral/Spiritual Intelligence ($r=0.5616$, CR$=7.3461$, $p<0.01$), Verbal-Linguistic Intelligence ($r=0.4063$, CR$=2.9967$, $p<0.01$), Naturalistic Intelligence ($r=0.1835$, CR$=2.3410$, $p<0.05$), Spatial Intelligence ($r=0.1647$, CR$=2.1321$, $p<0.05$), Logical-Mathematical Intelligence ($r=0.1462$, CR$=1.9752$, $p<0.05$), and Existential Intelligence ($r=0.1535$, CR$=1.9601$, $p<0.05$) and significant reciprocal relationship with Intrapersonal Intelligence ($r=-0.3712$, CR$=3.9862$, $p<0.01$). Therefore the Hypothesis $H_2(c)$ was Accepted.

Intrapersonal Intelligence has significant relationship between Existential Intelligence ($r=0.1911$, CR$=2.4320$, $p<0.05$) and Musical Intelligence ($r=0.2116$, CR$=2.2719$, $p<0.05$) and significant reciprocal relationship with Interpersonal Intelligence ($r=-0.3712$, CR$=3.9862$, $p<0.01$) and Verbal-Linguistic Intelligence ($r=-0.1421$, CR$=1.9811$, $p<0.05$). Therefore the Hypothesis $H_2(d)$ was Accepted.

Bodily-Kinesthetic Intelligence has significant relationship between Naturalistic Intelligence ($r=0.4213$, CR$=2.9861$, $p<0.01$) and Musical Intelligence ($r=0.1953$, CR$=2.0019$, $p<0.05$). Therefore the Hypothesis $H_2(e)$ was Accepted.

Logical-Mathematical Intelligence has significant relationship between Naturalistic Intelligence ($r=0.4698$, CR$=4.3582$, $p<0.01$), Spatial Intelligence ($r=0.2528$, CR$=2.4718$, $p<0.05$), Existential Intelligence ($r=0.1532$, CR$=2.2617$, $p<0.05$) and Interpersonal Intelligence ($r=0.1462$, CR$=1.9752$, $p<0.05$). Therefore the Hypothesis $H_2(f)$ was Accepted.

Spatial Intelligence has significant relationship between Naturalistic Intelligence ($r=0.4454$, CR$=3.1916$, $p<0.01$), Logical-Mathematical Intelligence ($r=0.2528$, CR$=2.4718$, $p<0.05$), Existential Intelligence ($r=0.1863$, CR$=2.3761$, $p<0.05$), Interpersonal Intelligence ($r=0.1647$, CR$=2.1321$, $p<0.05$) and Moral/Spiritual Intelligence ($r=0.1354$, CR$=2.1215$, $p<0.05$). Therefore the Hypothesis $H_2(g)$ was Accepted.
Naturalistic Intelligence has significant relationship between Logical-Mathematical Intelligence ($r=0.4698$, $CR=4.3582$, $p<0.01$), Spatial Intelligence ($r=0.4454$, $CR=3.1916$, $p<0.05$), Bodily-Kinesthetic Intelligence ($r=0.4213$, $CR=2.9861$, $p<0.01$), Existential Intelligence ($r=0.1453$, $CR=2.1592$, $p<0.05$), Interpersonal Intelligence ($r=0.1835$, $CR=2.3410$, $p<0.05$), Moral/Spiritual Intelligence ($r=0.0375$, $CR=0.9646$, $p>0.05$) and Musical Intelligence ($r=0.2052$, $CR=2.1092$, $p<0.05$). Therefore the Hypothesis $H_2(h)$ was Accepted.

Existential Intelligence has significant relationship between Intrapersonal Intelligence ($r=0.1911$, $CR=2.4320$, $p<0.05$), Spatial Intelligence ($r=0.1863$, $CR=2.3761$, $p<0.05$), Moral/Spiritual Intelligence ($r=0.2357$, $CR=2.3291$, $p<0.05$), Logical-Mathematical Intelligence ($r=0.1532$, $CR=2.2617$, $p<0.05$), Naturalistic Intelligence ($r=0.1453$, $CR=2.1592$, $p<0.05$) and Interpersonal Intelligence ($r=0.1535$, $CR=1.9601$, $p<0.05$). Therefore the Hypothesis $H_2(i)$ was Accepted.

Moral/Spiritual Intelligence has significant relationship between Interpersonal Intelligence ($r=0.5616$, $CR=7.3461$, $p<0.01$), Musical Intelligence ($r=0.3315$, $CR=3.1299$, $p<0.01$), Existential Intelligence ($r=0.2357$, $CR=2.3291$, $p<0.05$), Spatial Intelligence ($r=0.1354$, $CR=2.1215$, $p<0.05$) and Verbal-Linguistic Intelligence ($r=0.1558$, $CR=1.9644$, $p<0.05$). Therefore the Hypothesis $H_2(j)$ was Accepted.

$H_3(1)$: **There is significant relationship between scores of Science Interest for the Gender wise sub samples**

It could be interpreted that there exists significant difference in the scores of Science Interest between Boys and Girls of Upper Primary school (CR= 11.35, $p<0.01$). From the Mean scores, it could be inferred that Boys were better in Science Interest than Girls. Therefore, Hypothesis $H_3(1)$ was Accepted.

$H_3(2)$: **There is significant relationship between scores of Science Interest for the Locale wise sub samples**

It could be interpreted that there exists significant difference in the scores of Science Interest between Rural students and Urban students of Upper Primary school (CR= 4.68, $p<0.01$). From the Mean scores, it could be inferred that students residing at Rural area were better in Science Interest than students residing at Urban area. Therefore, Hypothesis $H_3(2)$ was Accepted.
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H₃(3): There is significant relationship between scores of Science Interest for the Type of Management wise sub samples

It was found that the Scheffe’s Post Hoc F*- value for the pairs (Government and Aided school students), (Government and Unaided school students) and (Aided and Unaided school students) with regard to Science Interest were 0.7, 9.1 and 5.1 respectively. Thus, there is significant difference between the pairs (Government and Unaided school students) and (Aided and Unaided school students) and not significant among the pair (Government and Aided school students) with regard to Science Interest. From the Mean scores, it could be inferred that Unaided students were superior to Aided and Government school students in Science Interest. Therefore, Hypothesis H₃(3) was Accepted.

H₄: There is significant relationship between Science Interest and components of Multiple Intelligences (Total Sample wise)

There exists a significant relationship between the scores of Science Interest and Verbal- Linguistic Intelligence of Upper Primary school students (r=0.0671, CR=2.1214, p<0.05). Therefore the Hypothesis H₄(a) was Accepted.

There exists no significant relationship between the scores of Science Interest and Musical Intelligence of Upper Primary school students (r=0.0356, CR=1.1254, p>0.05). Therefore the Hypothesis H₄(b) was Rejected.

There exists no significant relationship between the scores of Science Interest and Interpersonal Intelligence of Upper Primary school students (r=0.0412, CR=1.3027, p>0.05). Therefore the Hypothesis H₄(c) was Rejected.

There exists a significant relationship between the scores of Science Interest and Intrapersonal Intelligence of Upper Primary school students (r=0.0742, CR= 2.3442, p<0.05). Therefore the Hypothesis H₄(d) was Accepted.

There exists no significant relationship between the scores of Science Interest and Bodily- Kinesthetic Intelligence of Upper Primary school students (r=-0.0319, CR=1.0082, p>0.05). Therefore the Hypothesis H₄(e) was Rejected.

There exists a strong significant relationship between the scores of Science Interest and Logical- Mathematical Intelligence of Upper Primary school students (r=0.7816, CR=39.5812, p<0.01). Therefore the Hypothesis H₄(f) was Accepted.
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There exists a strong significant relationship between the scores of Science Interest and Spatial Intelligence of Upper Primary school students \((r=0.6735, \ CR=28.7823, \ p<0.01)\). Therefore the Hypothesis H\(_4\)(g) was Accepted.

There exists a strong significant relationship between the scores of Science Interest and Naturalistic Intelligence of Upper Primary school students \((r=0.8660, \ CR=54.7095, \ p<0.01)\). Therefore the Hypothesis H\(_4\)(h) was Accepted.

There exists no significant relationship between the scores of Science Interest and Existential Intelligence of Upper Primary school students \((r=-0.0403, \ CR=1.2741, \ p>0.05)\). Therefore the Hypothesis H\(_4\)(i) was Rejected.

There exists a significant relationship between the scores of Science Interest and Moral/Spiritual Intelligence of Upper Primary school students \((r=-0.0630, \ CR=1.9942, \ p<0.05)\). Therefore the Hypothesis H\(_4\)(j) was substantiated.

\(H_4(1)\): There is significant relationship between Science Interest and components of Multiple Intelligences (Total Sample wise) – Partial Correlation method

There is no significant relationship between Science Interest and Verbal-Linguistic Intelligence by partialling out Nine Intelligences, of Upper Primary school students \((r=0.0336, \ CR=1.6291, \ p>0.05)\). Therefore the Hypothesis H\(_4\)(a\(_1\)) was Rejected.

There is no significant relationship between Science Interest and Musical Intelligence by partialling out Nine Intelligences, of Upper Primary school students \((r=-0.0117, \ CR=0.9733, \ p>0.05)\). Therefore the Hypothesis H\(_4\)(b\(_1\)) was Rejected.

There is no significant relationship between Science Interest and Interpersonal Intelligence by partialling out Nine Intelligences, of Upper Primary school students \((r=0.0301, \ CR=1.0682, \ p>0.05)\). Therefore the Hypothesis H\(_4\)(c\(_1\)) was Rejected.

There is no significant relationship between Science Interest and Bodily-Kinesthetic Intelligence by partialling out Nine Intelligences, of Upper Primary school students \((r=-0.0111, \ CR=0.0729, \ p>0.05)\). Therefore the Hypothesis H\(_4\)(e\(_1\)) was Rejected.
There is significant relationship between Science Interest and Logical-Mathematical Intelligence by partialling out Nine Intelligences, of Upper Primary school students \( (r=0.5291, CR=16.8915, p<0.01) \). Therefore the Hypothesis \( H_4(f_1) \) was Accepted.

There is significant relationship between Science Interest and Spatial Intelligence by partialling out Nine Intelligences, of Upper Primary school students \( (r=0.3356, CR=12.5091, p<0.01) \). Therefore the Hypothesis \( H_4(g_1) \) was Accepted.

There is significant relationship between Science Interest and Naturalistic Intelligence by partialling out Nine Intelligences, of Upper Primary school students \( (r=0.6392, CR=28.7852, p<0.01) \). Therefore the Hypothesis \( H_4(h_1) \) was Accepted.

There is no significant relationship between Science Interest and Existential Intelligence by partialling out Nine Intelligences, of Upper Primary school students \( (r=-0.0227, CR=0.9430, p>0.05) \). Therefore the Hypothesis \( H_4(i_1) \) was Rejected.

There is no significant relationship between Science Interest and Moral/Spiritual Intelligence by partialling out Nine Intelligences, of Upper Primary school students \( (r=-0.0496, CR=1.2284, p>0.05) \). Therefore the Hypothesis \( H_4(j_1) \) was Rejected.

\( H_5(1) \): There is significant relationship between Science interest and components of Multiple Intelligences (Gender wise)

The t-value between the coefficients of correlation, \( CR=2.3294, p<0.05 \) levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Verbal-Linguistic Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1a) \) was Accepted.

The t-value between the coefficients of correlation, \( CR=1.4523, p>0.05 \) levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1b) \) was Rejected.

The t-value between the coefficients of correlation, \( CR=1.5681, p>0.05 \) levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among Boys and Girls. Therefore the Hypothesis \( H_5(1c) \) was Rejected.

The t-value between the coefficients of correlation, \( CR=2.0135, p>0.05 \) levels. Thus, it can be interpreted that there exists a significant relationship between Science
interest and Intrapersonal Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1d) was Accepted.**

The t-value between the coefficients of correlation, CR= 1.6857, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1e) was Rejected.**

The t-value between the coefficients of correlation, CR= 22.987, p<0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Logical-Mathematical Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1f) was Accepted.**

The t-value between the coefficients of correlation, CR= 26.439, p<0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Spatial Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1g) was Accepted.**

The t-value between the coefficients of correlation, CR= 34.822, p<0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1h) was Accepted.**

The t-value between the coefficients of correlation, CR=1.7832, p>0.05levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1i) was Rejected.**

The t-value between the coefficients of correlation, CR= 1.8919, p>0.05levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Boys and Girls. Therefore the **Hypothesis H$_5$(1j) was Rejected.**

**H$_5$(11): There is significant relationship between Science interest and components of Multiple Intelligences (Gender wise) – Partial Correlation Method**

There is no significant relationship between Science interest and Verbal-Linguistic Intelligence among Boys (r=0.0439) and (r=0.0327) Girls (CR=1.7344, p>0.05). Therefore the **Hypothesis H$_5$(1a) was Rejected.**
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There is no significant relationship between Science interest and Musical Intelligence among Boys (r= -0.0369) and Girls (CR=1.0293, p>0.05). Therefore the **Hypothesis H5(1b)** was **Rejected**.

There is no significant relationship between Science interest and Interpersonal Intelligence among Boys (r=0.0481) and Girls (CR=1.7955, p>0.05). Therefore the **Hypothesis H5(1c)** was **Rejected**.

There is no significant relationship between Science interest and Intrapersonal Intelligence among Boys (r=-0.0236) and Girls (CR=1.8640, p>0.05). Therefore the **Hypothesis H5(1d)** was **Rejected**.

There is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Boys (r=0.0241) and Girls (CR=1.4329, p>0.05). Therefore the **Hypothesis H5(1e)** was **Rejected**.

There is a significant relationship between Science interest and Logical-Mathematical Intelligence among Boys (r=0.6232) and Girls (CR=9.3301, p<0.01). Therefore the **Hypothesis H5(1f)** was **Accepted**.

There is a significant relationship between Science interest and Spatial Intelligence among Boys (r=0.3190) and Girls (CR=4.7611, p<0.01). Therefore the **Hypothesis H5(1g)** was **Accepted**.

There is a significant relationship between Science interest and Naturalistic Intelligence among Boys (r=0.7362) and Girls (CR=22.6492, p<0.01). Therefore the **Hypothesis H5(1h)** was **Accepted**.

There is no significant relationship between Science interest and Existential Intelligence among Boys (r=-0.0196) and Girls (CR=1.0527, p>0.05). Therefore the **Hypothesis H5(1i)** was **Rejected**.

There is no significant relationship between Science interest and Moral/Spiritual Intelligence among Boys (r=0.0237) and Girls (CR=1.7316, p>0.05). Therefore the **Hypothesis H5(1j)** was **Rejected**.

**H5(2): There is significant relationship between Science Interest and components of Multiple Intelligences (Locale wise)**

The t-value between the coefficients of correlation, CR=0.0113, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students residing in Rural area and students residing in Urban area. Therefore the **Hypothesis H5(2a)** was **Rejected**.

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The t-value between the coefficients of correlation, CR= 0.2381, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2b) \) was Rejected.

The t-value between the coefficients of correlation, CR= 0.9630, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2c) \) was Rejected.

The t-value between the coefficients of correlation, CR= 0.1337, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2d) \) was Rejected.

The t-value between the coefficients of correlation, CR= 3.9514, p<0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2e) \) was Accepted.

The t-value between the coefficients of correlation, CR= 1.6147, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Logical-Mathematical Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2f) \) was Rejected.

The t-value between the coefficients of correlation, CR= 1.8872, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Spatial Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2g) \) was Rejected.

The t-value between the coefficients of correlation, CR= 3.5753, p<0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2h) \) was Accepted.

The t-value between the coefficients of correlation, CR= 2.3024, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Existential Intelligence among students residing in Rural area and students residing in Urban area. Therefore the Hypothesis \( H_5(2i) \) was Accepted.
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The t-value between the coefficients of correlation, CR= 1.1852, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among students residing in Rural area and students residing in Urban area. Therefore the **Hypothesis H₅(2j) was Rejected.**

**H₅(2j): There is significant relationship between Science Interest and components of Multiple Intelligences (Locale wise) – Partial Correlation Method**

There is no significant relationship between Science interest and Verbal-Linguistic Intelligence among students residing in Rural area (r=0.0166) and (r=0.0275) students residing in Urban area (CR=1.5309, p>0.05). Therefore the **Hypothesis H₅(2a₁) was Rejected.**

There is significant relationship between Science interest and Musical Intelligence among students residing in Rural area (r=0.1253) and (r= -0.05012) students residing in Urban area (CR=1.9735, p<0.05). Therefore the **Hypothesis H₅(2b₁) was Accepted.**

There is no significant relationship between Science interest and Interpersonal Intelligence among students residing in Rural area (r=0.03531) and (r=0.02690) students residing in Urban area (CR=1.4437, p>0.05). Therefore the **Hypothesis H₅(2c₁) was Rejected.**

There is no significant relationship between Science interest and Intrapersonal Intelligence among students residing in Rural area (r=0.04131) and (r=0.03963) students residing in Urban area (CR=0.9627, p>0.05). Therefore the **Hypothesis H₅(2d₁) was Rejected.**

There is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students residing in Rural area (r=0.1043) and (r=0.0872) students residing in Urban area (CR=1.2936, p>0.05). Therefore the **Hypothesis H₅(2e₁) was Rejected.**

There is significant relationship between Science interest and Logical-Mathematical Intelligence among students residing in Rural area (r=0.4017) and (r=0.1139) students residing in Urban area (CR=5.0729, p<0.01). Therefore the **Hypothesis H₅(2f₁) was Accepted.**

There is significant relationship between Science interest and Spatial Intelligence among students residing in Rural area (r=0.2276) and (r=0.0998) students
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residing in Urban area (CR=3.6755, p<0.01). Therefore the Hypothesis $H_5(2g_1)$ was Accepted.

There is significant relationship between Science interest and Naturalistic Intelligence among students residing in Rural area ($r=0.5156$) and ($r=0.4833$) students residing in Urban area (CR=2.4371, p<0.05). Therefore the Hypothesis $H_5(2h_1)$ was Accepted.

There is no significant relationship between Science interest and Existential Intelligence among students residing in Rural area ($r=0.1127$) and ($r=-0.0365$) students residing in Urban area (CR=1.7123, p>0.05). Therefore the Hypothesis $H_5(2i_1)$ was Rejected.

There is significant relationship between Science interest and Moral/Spiritual Intelligence among students residing in Rural area ($r=0.2162$) and ($r=0.07835$) students residing in Urban area (CR=2.0718, p<0.05). Therefore the Hypothesis $H_5(2j_1)$ was Accepted.

$H_5(3)$: There is significant relationship between Science Interest and components of Multiple Intelligences (Type of Management wise)

The t-value between the coefficients of correlation, CR=0.5327, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among Government and Aided school students. Therefore the Hypothesis $H_5(3a)-1^{st}$ Type was Rejected.

The t-value between the coefficients of correlation, CR=2.2802, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Verbal- Linguistic Intelligence among Government and Unaided school students. Therefore the Hypothesis $H_5(3a)-2^{nd}$ Type was Accepted.

The t-value between the coefficients of correlation, CR=1.1944, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Verbal- Linguistic Intelligence among Aided and Unaided school students. Therefore the Hypothesis $H_5(3a)-3^{rd}$ Type was Rejected.

The t-value between the coefficients of correlation, CR=0.4413, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Government and Aided school students. Therefore the Hypothesis $H_5(3b)-1^{st}$ Type was Rejected.
The t-value between the coefficients of correlation, CR = 0.4107, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Government and Unaided school students. Therefore the Hypothesis $H_5(3b)$-2$^{\text{nd}}$ Type was Rejected.

The t-value between the coefficients of correlation, CR = 0.2268, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Musical Intelligence among Aided and Unaided school students. Therefore the Hypothesis $H_5(3b)$- 3$^{\text{rd}}$ Type was Rejected.

The t-value between the coefficients of correlation, CR = 1.0957, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science Interest and Interpersonal Intelligence among Government and Aided school students. Therefore the Hypothesis $H_5(3c)$- 1$^{\text{st}}$ Type was Rejected.

The t-value between the coefficients of correlation, CR = 0.2138, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Interpersonal Intelligence among Government and Unaided school students. Therefore the Hypothesis $H_5(3c)$- 2$^{\text{nd}}$ Type was Rejected.

The t-value between the coefficients of correlation, CR = 2.3224, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science Interest and Interpersonal Intelligence among Aided and Unaided school students. Therefore the Hypothesis $H_5(3c)$- 3$^{\text{rd}}$ Type was Accepted.

The t-value between the coefficients of correlation, CR = 2.3505, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Intrapersonal Intelligence among school students at Government and Aided school students. Therefore the Hypothesis $H_5(3d)$- 1$^{\text{st}}$ Type was Accepted.

The t-value between the coefficients of correlation, CR = 0.6993, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among Government and Unaided school students. Therefore the Hypothesis $H_5(3d)$- 2$^{\text{nd}}$ Type was Rejected.

The t-value between the coefficients of correlation, CR = 1.1018, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Intrapersonal Intelligence among Aided and Unaided school students. Therefore the Hypothesis $H_5(3d)$- 3$^{\text{rd}}$ Type was Rejected.
The t-value between the coefficients of correlation, CR=0.8489, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Government and Aided school students. Therefore the Hypothesis H5(3e)- 1st Type was Rejected.

The t-value between the coefficients of correlation, CR=0.5057, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Government and Unaided school students. Therefore the Hypothesis H5(3e)- 2nd Type was Rejected.

The t-value between the coefficients of correlation, CR=0.4785, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among Aided and Unaided school students. Therefore the Hypothesis H5(3e)- 3rd Type was Rejected.

The t-value between the coefficients of correlation, CR=3.2063, p<0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Logical-Mathematical Intelligence among Government and Aided school students. Therefore the Hypothesis H5(3f)- 1st Type was Accepted.

The t-value between the coefficients of correlation, CR=2.1582, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Logical-Mathematical Intelligence among Government and Unaided school students. Therefore the Hypothesis H5(3f)- 2nd Type was Accepted.

The t-value between the coefficients of correlation, CR=2.0957, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Logical-Mathematical Intelligence among Aided and Unaided school students. Therefore the Hypothesis H5(3f)- 3rd Type was Accepted.

The t-value between the coefficients of correlation, CR=6.3761, p<0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Spatial Intelligence among Government and Aided school students. Therefore the Hypothesis H5(3g)- 1st Type was Accepted.

The t-value between the coefficients of correlation, CR=1.2745, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Spatial Intelligence among Government and Unaided school students. Therefore the Hypothesis H5(3g)- 2nd Type was Rejected.
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The t-value between the coefficients of correlation, CR=4.5979, p<0.01 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Spatial Intelligence among Aided and Unaided school students. Therefore the **Hypothesis H5(3g)- 3rd Type was Accepted.**

The t-value between the coefficients of correlation, CR=4.4583, p<0.01 levels. Thus, it can be interpreted that there exists a strong significant relationship between Science interest and Naturalistic Intelligence among Government and Aided school students. Therefore the **Hypothesis H5(3h)- 1st Type was Accepted.**

The t-value between the coefficients of correlation, CR=2.4913, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Naturalistic Intelligence among Government and Unaided school students. Therefore the **Hypothesis H5(3h)- 2nd Type was Accepted.**

The t-value between the coefficients of correlation, CR=2.3540, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Naturalistic Intelligence among Aided and Unaided school students. Therefore the **Hypothesis H5(3h)- 3rd Type was Accepted.**

The t-value between the coefficients of correlation, CR=0.6434, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Government and Aided school students. Therefore the **Hypothesis H5(3i)- 1st Type was rejected.**

The t-value between the coefficients of correlation, CR=2.4872, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Existential Intelligence among Government and Unaided school students. Therefore the **Hypothesis H5(3i)- 2nd Type was Accepted.**

The t-value between the coefficients of correlation, CR=1.0964, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Existential Intelligence among Aided and Unaided school students. Therefore the **Hypothesis H5(3i)- 3rd Type was Rejected.**

The t-value between the coefficients of correlation, CR=2.0743, p<0.05 levels. Thus, it can be interpreted that there exists a significant relationship between Science interest and Moral/Spiritual Intelligence among Government and Aided school students. Therefore the **Hypothesis H5(3j)- 1st Type was Accepted.**
Conclusions and Suggestions

The t-value between the coefficients of correlation, CR=0.3014, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Government and Unaided school students. Therefore the Hypothesis H5(3j)- 2nd Type was Rejected.

The t-value between the coefficients of correlation, CR= 1.6432, p>0.05 levels. Thus, it can be interpreted that there is no significant relationship between Science interest and Moral/Spiritual Intelligence among Aided and Unaided school students. Therefore the Hypothesis H5(3j)- 3rd Type was Rejected.

H5(3j): There is significant relationship between Science Interest and components of Multiple Intelligences (Type of Management wise) – Partial Correlation Method

There is no significant relationship between Science interest and Verbal-Linguistic Intelligence among students from Government (r= -0.012) and (r= -0.055) Aided schools (CR=0.4216, p>0.05). Therefore the Hypothesis H5(3a1)- 1st Type was Rejected.

There is significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Government (r= -0.012) and (r=0.081) Unaided schools (CR=1.9605, p<0.05). Therefore the Hypothesis H5(3a1)- 2nd Type was Accepted.

There is no significant relationship between Science interest and Verbal- Linguistic Intelligence among students from Aided (r= -0.055) and (r=0.081) Unaided schools (CR=1.02793, p>0.05). Therefore the Hypothesis H5(3a1)- 3rd Type was Rejected.

There is no significant relationship between Science interest and Musical Intelligence among students from Government (r= -0.008) and (r=0.017) Aided schools (CR=0.3014, p>0.05). Therefore the Hypothesis H5(3b1)- 1st Type was Rejected.

There is no significant relationship between Science interest and Musical Intelligence among school students from Government (r= -0.008) and (r=0.025) Unaided schools (CR=0.2712, p>0.05). Therefore the Hypothesis H5(3b1)- 2nd Type was Rejected.

There is no significant relationship between Science interest and Musical Intelligence among students from Aided (r=0.017) and (r=0.025) Unaided schools (CR=0.0998, p>0.05). Therefore the Hypothesis H5(3b1)- 3rd Type was Rejected.
There is no significant relationship between Science interest and Interpersonal Intelligence among students from Government (r= -0.017) and (r=0.047) Aided schools (CR=0.7892, p>0.05). Therefore the Hypothesis H5(3c1) - 1st Type was Rejected.

There is no significant relationship between Science interest and Interpersonal Intelligence among students from Government (r= -0.017) and (r=0.0225) Unaided schools (CR=0.0199, p>0.05). Therefore the Hypothesis H5(3c1) - 2nd Type was Rejected.

There is no significant relationship between Science interest and Interpersonal Intelligence among students from Aided (r=0.047) and (r=0.0225) Unaided schools (CR=1.7525, p>0.05). Therefore the Hypothesis H5(3c1) - 3rd Type was Rejected.

There is significant relationship between Science interest and Intrapersonal Intelligence among students from Government (r=0.022) and (r=-0.0380 Aided schools (CR=1.9703, p<0.05). Therefore the Hypothesis H5(3d1) - 1st Type was Accepted.

There is no significant relationship between Science interest and Intrapersonal Intelligence among students from Government (r=0.022) and (r=0.028) Unaided schools (CR=0.3932, p>0.05). Therefore the Hypothesis H5(3d1) - 2nd Type was Rejected.

There is no significant relationship between Science interest and Intrapersonal Intelligence among students from Aided (r= -0.038) and (r=-0.001) Unaided schools (CR=0.6493, p>0.05). Therefore the Hypothesis H5(3d1) - 3rd Type was Rejected.

There is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Government (r=0.036) and (r=0.019) Aided schools (CR=0.6428, p>0.05). Therefore the Hypothesis H5(3e1) - 1st Type was Rejected.

There is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Government (r=0.036) and (r= -0.001) Unaided schools (CR=0.3874, p>0.05). Therefore the Hypothesis H5(3e1) - 2nd Type was Rejected.

There is no significant relationship between Science interest and Bodily-Kinesthetic Intelligence among students from Aided (r=0.019) and (r= -0.001) Unaided schools (CR=0.2384, p>0.05). Therefore the Hypothesis H5(3e1) - 3rd Type was Rejected.

There is significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government (r=0.057) and (r=0.295)
Aided schools (CR=2.2371, p<0.05). Therefore the Hypothesis H$_5$($3f_1$)- 1$^{\text{st}}$ Type was Accepted.

There is no significant relationship between Science interest and Logical-Mathematical Intelligence among students from Government (r=0.057) and (r=0.216) Unaided schools (CR=1.8919, p>0.05). Therefore the Hypothesis H$_5$($3f_1$)- 2$^{\text{nd}}$ Type was Rejected.

There is no significant relationship between Science interest and Logical-Mathematical Intelligence among students from Aided (r=0.295) and (r=0.216) Unaided schools (CR=1.6623, p>0.05). Therefore the Hypothesis H$_5$($3f_1$)- 3$^{\text{rd}}$ Type was Rejected.

There is significant relationship between Science interest and Spatial Intelligence among students from Government (r=0.198) and (r=0.635) Aided schools (CR=4.3353, p<0.01). Therefore the Hypothesis H$_5$($3g_1$)- 1$^{\text{st}}$ Type was Accepted.

There is significant relationship between Science interest and Spatial Intelligence among students from Government (r=0.198) and (r=0.251) Unaided schools (CR=2.3703, p<0.05). Therefore the Hypothesis H$_5$($3g_1$)- 2$^{\text{nd}}$ Type was Accepted.

There is significant relationship between Science interest and Spatial Intelligence among students from Aided (r=0.635) and (r=0.251) Unaided schools (CR=3.1319, p<0.01). Therefore the Hypothesis H$_5$($3g_1$)- 3$^{\text{rd}}$ Type was Accepted.

There is significant relationship between Science interest and Naturalistic Intelligence among students from Government (r=0.442) and (r=0.112) Aided schools (r=2.7910, p<0.01). Therefore the Hypothesis H$_5$($3h_1$)- 1$^{\text{st}}$ Type was Accepted.

There is significant relationship between Science interest and Naturalistic Intelligence among students from Government (r=0.442) and (r=0.109) Unaided schools (CR=2.1129, p<0.05). Therefore the Hypothesis H$_5$($3h_1$)- 2$^{\text{nd}}$ Type was Accepted.

There is significant relationship between Science interest and Naturalistic Intelligence among students from Aided (r=0.112) and (r=0.109) Unaided schools (CR=1.9712, p<0.05). Therefore the Hypothesis H$_5$($3h_1$)- 3$^{\text{rd}}$ Type was Accepted.

There is no significant relationship between Science interest and Existential Intelligence among students from Government (r=0.027) and (r=0.009) Aided schools (CR=0.4483, p>0.05). Therefore the Hypothesis H$_5$($3i_1$)- 1$^{\text{st}}$ Type was Rejected.
There is no significant relationship between Science interest and Existential Intelligence among students from Government (r=0.027) and (r=0.098) Unaided schools (CR=1.3617, p>0.05). Therefore the Hypothesis H5(3i1)- 2nd Type was Rejected.

There is no significant relationship between Science interest and Existential Intelligence among students from Aided (r=0.009) and (r=0.098) Unaided schools (CR=0.5613, p>0.05). Therefore the Hypothesis H5(3i1)- 3rd Type was Rejected.

There is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Government (r=0.036) and (r=0.097) Aided schools (CR=0.8581, p>0.05). Therefore the Hypothesis H5(3j1)- 1st Type was Rejected.

There is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Government (r=0.036) and (r=0.124) Unaided schools (CR=1.5434, p>0.05). Therefore the Hypothesis H5(3j1)- 2nd Type was Rejected.

There is no significant relationship between Science interest and Moral/Spiritual Intelligence among students from Aided (r=0.097) and (r=0.124) Unaided schools (CR=0.2532, p>0.05). Therefore the Hypothesis H5(3j1)- 3rd Type was Rejected.

**H₆:** Influence or Impact of Components of Multiple Intelligences on Science Interest at Upper Primary level (SPSS Output)

The β- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Verbal- Linguistic Intelligence (independent variable) was found to be -0.02; the β- Significance (0.199) indicates that Verbal – Linguistic Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

The β- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Musical Intelligence (independent variable) was found to be 0.01; the β- Significance (0.543) indicates that Musical Intelligence has no impact on Science Interest and there is no significant relationship between these two variables.

The β- coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Interpersonal Intelligence (independent variable) was found to be -0.01, the β- Significance (0.764) indicates that Interpersonal Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.
The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Intrapersonal Intelligence (independent variable) was found to be 0.13; the β-Significance (0.004) indicates that Intrapersonal Intelligence has slight impact on Science Interest and there exist a slight Positive relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Bodily-Kinesthetic Intelligence (independent variable) was found to be 0.03; the β-Significance (0.263) indicates that Bodily-Kinesthetic Intelligence has no impact on Science Interest and there is no significant relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Logical-Mathematical Intelligence (independent variable) was found to be 0.03; the β-Significance (0.003) indicates that Logical-Mathematical Intelligence has good impact on Science Interest and there exist strong Positive relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Spatial Intelligence (independent variable) was found to be 0.26; the β-Significance (0.000) indicates that Spatial Intelligence has good impact on Science Interest and there exist strong Positive relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Naturalistic Intelligence (independent variable) was found to be 0.13; the β-Significance (0.000) indicates that Naturalistic Intelligence has good impact on Science Interest and there exist Positive relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Existential Intelligence (independent variable) was found to be -0.02, the β-Significance (0.529) indicates that Existential Intelligence has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

The β-coefficient of correlation obtained between the scores of Science Interest (dependent variable) and Moral/Spiritual Intelligence (independent variable) was found to be 0.04; the β-Significance (0.176) indicates that Moral/Spiritual Intelligence
has no impact on Science Interest and there exist a reciprocal relationship between these two variables.

It was found that Intrapersonal, Logical-Mathematical, Spatial and Naturalistic Intelligence has strong impact on Science Interest. These Intelligences strongly support Science Interest to develop. Regression coefficient (R) is obtained for this study is 0.621. Thus $R^2$ value= 0.386; this indicates that 38.6% of variation among in the Science Interest can be explained by these five significant Multiple Intelligences. The rest of Science Interest 61.4% is alter due to the other reasons like learning style, atmosphere, environment, Infrastructure facilities, parental education, parental income and teaching methods. Therefore the Hypothesis $H_6$ was Accepted.

6.4. EDUCATIONAL IMPLICATIONS OF THE STUDY

Science Interest shows the likes and dislikes with the concerned subject. It is related to the preferences for activities, social institutions or groups and involves personal feeling about something. It is closely linked with their instincts, basic needs, drives and motives. Learning becomes effective and efficient when interests of the children are satisfied.

As Science Interest increases, the progress will happen to both the individual and the nation. The technological advancement is the after effect of science interest. So the teacher concerned with Intelligences that foster Science Interest that may be promote desirable interest among students; to foster new interests, discourage undesirable interests, to motivate pupils in the curriculum and used in educational and vocational guidance.

The present study clearly meant for Upper Primary school students, because Elementary school students were standing at the foundation of secondary school. So to channelise their interest to a focused area some measurements are needed to identify their interest in science. Multiple Intelligences Test Battery was a very useful to canvas to picturise their mental likes and dislikes’ towards science.

If a teacher learns how to handle the students who were competent in Science Interest fostering Intelligences, it will motivate the students and try to develop scientific attitude and increase science achievement.

This approach develops certain competencies like spirit of inquiry, objectivity, courage to question, problem solving, decision making, etc. Therefore, approach should be encouraged in schools to identify the ‘Intelligence profile’ of Upper Primary School students.
The study highly appreciates and follows in tune with the presently followed Yager’s Taxonomy of educational objectives, where process domain has a significant role for attaining the educational objectives of science education.

**6.5. RECOMMENDATIONS**

1) It is evident from the analysis that Multiple Intelligences Test Battery (MITB), an effective tool to measure the various Intelligentsia of Primary School students.

2) The study revealed that Girls score slightly higher marks in Science achieving Intelligences compared to the Boys. So it was suggested that Multiple Intelligences Test Battery (MITB) has a discriminating power over two sexes.

3) The study revealed that the students belonging to Rural and Urban locality and Government, Aided and Unaided School students, makes a marked difference in scores of Science achieving Intelligences. So it was suggested to adopt this tool for identifying their differences.

4) Multiple Intelligences Test Battery (MITB) is very much influencing the students’ perspective. So it is suggested to administer this tool to all Elementary school students to identify their taste and interest.

5) It is evident from the analysis that Picturised Science Interest Inventory (PSII), an effective tool to measure the Science Interest of Elementary school students.

6) The study revealed that Boys score higher marks in Science Interest compared to the Girls. So it was suggested that Picturised Science Interest Inventory (PSII) has a discriminating power over two sexes.

7) The study revealed that the students belonging to Rural and Urban locality and Government, Aided and Unaided School students, makes a marked difference in scores of Science Interest. So it was suggested to adopt this tool for identifying their differences.

8) Resource units based on this study are a necessity in schools to help the teachers to realize possibilities and potentialities of students.

9) Literature related to various aspects of Science Interest should be made available to teachers and students.

10) The school syllabi and curriculum should be designed and structured so that the teachers can include components of Multiple Intelligence in their instructional process.
11) Include Multiple Intelligences facilitation programmes for teachers and students in the regular courses.

12) Conduct programmes at Block Resource Centers to develop Multiple Intelligence among school teachers.

13) Allow time in the school time table exclusively for teacher-pupil interactive sessions.

14) Regular evaluation of teachers based on the feedback of students should be done by the heads of the institutions. This feedback should be communicated to the teachers so as to facilitate their improvement.

15) Provide special training programmes for the student teachers to develop components of Multiple Intelligence.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

The present study suggests the need for studies of the following type:

1) Extended norms for the present test by administering the test on a more representative sample selected from the entire Kerala state.

2) The study can be conducted in other subjects and with various psychological variables.

3) To study the extent of Multiple Intelligences on the development of Emotional Intelligence.

4) The study can be replicated in other languages and in other states.

5) Modifications can be done for the standardization of the tool.

6) The present study was confined to a representative sample of Primary School students. It is therefore suggested the similar studies can be conducted for Secondary school and Higher Secondary school students.

7) Similar study can be conducted by considering the family climate as variable.

8) Similar study can be conducted by considering the Socio-Economic Status and Educational levels of parents.

9) Similar study can be conducted by considering the Method of teaching and Motivation. Similar study can be conducted by considering the various scientific tempers like Scientific Creativity, process skills and Scientific Attitude.
10) The study can be extended to the teacher training programmes so that the Multiple Intelligences and Process skills of Teacher Trainees should enhance as part of their course.

11) The study can be extended to Experimental approach by using lesson transcripts of Multiple Intelligences and Process skills.

The investigator deemed that the findings of the present study will help in understanding the relationship between Science fostering Intelligences and Science Interest.

6.7 CONCLUSION

While analyzing the results on relationship between components of Multiple Intelligence and Science Interest scores, it is found that there was a significant correlation between certain components of Multiple Intelligence like Logical/Mathematical, Spatial, Naturalistic and Intrapersonal Intelligences with Science Interest. Others were not significantly correlated with Science Interest. Boys and Girls are equally well in the Science advancing Intelligences. It was also found that there exist significant differences in correlation among components of Multiple Intelligences and Science Interest with respect to locale wise, Type of Management, Educational levels and Achievement in Science. Finally it is found that there was highly positive correlation among Logical/Mathematical, Spatial, Intrapersonal and Naturalistic Intelligences with Science Interest at Upper Primary School level. Therefore the Investigator found and revealed that, there is correlation between the above mentioned Intelligences and Science Interest prevailing among the Upper Primary school students.

The findings of the present study propose lot of suggestions for the curriculum reformation in science education with the integration of multiple Intelligences. Modern system of education foresees the integration of the applied dimensions of educational Psychology into the science education for harvesting maximum learning output. In the present learner centered –activity oriented classroom environment, the findings of the study can impact on the development of different process skills of the student, which indirectly lead to the mastery of subject both in conceptually and practically. Therefore the study can play a vital role for making policy decisions on science education.