MULTIPLE INTELLIGENCE AND DIGITAL LEARNING AWARENESS OF PROSPECTIVE B.Ed TEACHERS

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ABSTRACT

The present study Multiple Intelligence and Digital Learning Awareness of prospective B.Ed teachers was probed to find the relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers. Data for the study were collected using self made Multiple Intelligence Inventory and Digital Learning Awareness Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between Multiple Intelligence and Digital Learning Awareness of prospective B.Ed teachers.

Keywords: **Multiple Intelligence; digital Learning awareness; prospective B.Ed teachers.**

INTRODUCTION

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and to adjust with the social environment. For the development of the child we are providing education to adjust this world. Where as the school education can be better through proper teacher education; it can be nurtured through teacher education. Teacher education is providing quality education to their prospective teachers in educational philosophy, educational psychology and educational technology apart from the techniques of teaching.

SIGNIFICANCE OF THE STUDY

Today we are living in a world of science and technology, where an explosion of knowledge is taking place and stepping into the modern technocratic age. For a meaningful life of an individual needs academic excellence to adjust to his environment. Education is the process of helping the child to adjust to the changing world. Therefore, we can say "education as the reconstruction or reorganization of experience, which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences".

According to Multiple Intelligence; each person possesses all Intelligences. Most people can develop Intelligence to an adequate level of competency. Intelligence usually works together in complex way and there are many ways to be intelligent within each category.

Multiple Intelligence says that students can be intelligent in diverse ways. In the technologically sophisticated modern work fields, these Intelligences can play a vital role of equipping Digital Learning technologies. Digital Learning technologies include electronic networks embodying with computer learning methodologies linked by technical protocols. Digital Learning can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment". Some use the term digital learning as distance learning through internet. Digital Learning is becoming a ubiquitous component of the physical and social world occupied by young children. It is an important part of the private and work lives of most people, including those who support young children learning and development like parents, family members, caregivers, or early childhood educators.

The teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for their future, then its an essential attribute of effective teacher is awareness of the realities of the world in psychology and technology. Then only the prospective B.Ed teachers can mould future generation. So the investigator wants to study the variables Multiple Intelligence and Digital Learning Awareness of prospective B.Ed teachers.

STATEMENT OF THE PROBLEM

Statement of the problem is entitled as "Multiple Intelligence and Digital Learning Awareness of prospective B.Ed teachers". The investigator adopted the following definitions for the terms used in this title.

MULTIPLE INTELLIGENCE

Multiple Intelligence is a set of skills allowing individuals to find and resolve genuine problems they face. Multiple Intelligence includes verbal linguistic Intelligence, logical mathematical Intelligence, visual spatial Intelligence, bodily kinesthetic Intelligence, musical rhythmic Intelligence, interpersonal Intelligence, intrapersonal Intelligence, naturalistic Intelligence and existentialistic Intelligence of Howard Gardner.

DIGITAL LEARNING AWARENESS

Digital learning is an accumulated and systematized learning through Internet. Digital Learning Awareness is the awareness of learning technologies in technical, technological skills; as well as new learning environment of learning by virtualy and personaly needed for an effective teacher to teach effectively.

PROSPECTIVE B.Ed TEACHERS and OBJECTIVES OF THE STUDY

Prospective B.Ed Teachers are the student-teachers who undergo a pre-service training on teaching learning process that provides experiences for development towards good teaching. B.Ed is skill process, undergoing training in teaching skills at the colleges of Education. The major objective of the study is to find the difference between

- **Multiple Intelligence;**
- **Digital Learning Awareness and**
- **relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers.**

NULL HYPOTHESES

- **There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Multiple Intelligence.**
- **There is no significant difference between rural and urban Prospective B.Ed Teachers in their Multiple Intelligence.**
- **There is no significant difference between joint and single family Prospective B.Ed Teachers in their Multiple Intelligence.**
- **There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Digital Learning Awareness.**
- **There is no significant difference between rural and urban Prospective B.Ed Teachers in their Digital Learning Awareness.**
- **There is no significant difference between joint and single family Prospective B.Ed Teachers in their Digital Learning Awareness.**
- **There is no significant relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers.**

METHOD

The investigator has adopted survey method for this study. Multiple Intelligence Inventory and Digital Learning Awareness Scale developed by the investigators were used for the data collection. Content Validity was found through educational experts and reliability of the tools was found through test-retest method. The reliability of Multiple Intelligence Inventory and Digital Learning Awareness Scale were 0.76 and 0.91 respectively. Population for this study were Prospective B.Ed Teachers studying in colleges of Education affiliated to the Tamilnadu Teachers Education University, Chennai at Tirunelveli, Thoothukudi and Kanyakumari districts. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used.

DATA ANALYSIS

Table: 1

Difference between Multiple Intelligence of Prospective B.Ed Teachers by their age

Dimensions	Age	N	Mean	S.D	't' value	Remarks
Verbal	Above 22	96	9.67	2.570	3.159	Significant
	Below 22	146	10.88	3.120		
Logical	Above 22	96	10.74	3.075	0.646	Not Significant
	Below 22	146	10.47	3.191		
Spatial	Above 22	96	14.69	4.011	1.167	Not Significant
	Below 22	146	15.25	3.462		
Musical	Above 22	96	38.31	10.067	1.509	Not Significant
	Below 22	146	36.22	9.312		
Kinesthetic	Above 22	96	15.24	4.044	1.492	Not Significant
	Below 22	146	14.41	4.380		
Naturalistic	Above 22	96	13.61	3.972	4.188	Significant
	Below 22	146	15.79	3.955		
Existentialistic	Above 22	96	16.97	5.218	0.473	Not Significant
	Below 22	146	17.26	4.304		
Inter Personal	Above 22	96	16.02	4.688	0.549	Not Significant
	Below 22	146	16.29	2.865		
Intra Personal	Above 22	96	15.80	3.011	0.920	Not Significant
	Below 22	146	15.42	3.194		

(Table value of 't' at 5% level of significance is 1.96)

Table 2.
Difference between Multiple Intelligence of Prospective B.Ed Teachers by their Locality

Dimensions	Locality	N	Mean	S.D	't' value	Remarks
Verbal	Rural	204	10.50	2.967	2.046	Significant
	Urban	38	9.38	2.742		
Logical	Rural	204	10.68	3.126	2.640	Significant
	Urban	38	9.21	2.226		
Spatial	Rural	204	15.25	3.663	1.527	Not Significant
	Urban	38	14.21	3.748		
Musical	Rural	204	36.02	9.282	1.583	Not Significant
	Urban	38	33.21	11.452		
Kinesthetic	Rural	204	14.89	3.971	1.542	Not Significant
	Urban	38	13.68	5.703		
Naturalistic	Rural	204	15.30	3.979	2.541	Significant
	Urban	38	13.41	4.193		
Existentialistic	Rural	204	17.30	4.738	0.682	Not Significant
	Urban	38	16.71	4.407		
Inter Personal	Rural	204	16.23	3.812	0.050	Not Significant
	Urban	38	16.26	2.968		
Intra Personal	Rural	204	15.81	2.909	2.530	Significant
	Urban	38	14.35	4.119		

(Table value of 't' at 5% level of significance is 1.96)

Table: 3
Difference between Multiple Intelligence of Prospective B.Ed Teachers by their Family

Dimensions	Family	N	Mean	S.D	't' value	Remarks
Verbal	Joint	55	8.93	2.159	4.327	Significant
	Single	187	10.83	3.040		
Logical	Joint	55	10.45	2.847	0.332	Not Significant
	Single	187	10.61	3.230		
Spatial	Joint	55	14.58	3.895	1.022	Not Significant
	Single	187	15.16	3.630		
Musical	Joint	55	35.60	8.841	0.120	Not Significant
	Single	187	35.42	9.889		
Kinesthetic	Joint	55	13.31	3.976	2.892	Significant
	Single	187	15.16	4.228		
Naturalistic	Joint	55	15.29	5.370	0.743	Not Significant
	Single	187	14.82	3.648		
Existentialistic	Joint	55	16.38	3.499	1.378	Not Significant
	Single	187	17.37	4.960		
Inter Personal	Joint	55	14.60	3.567	3.711	Significant
	Single	187	16.65	3.605		
Intra Personal	Joint	55	16.55	2.448	2.657	Significant
	Single	187	15.29	3.245		

(Table value of 't' at 5% level of significance is 1.96)

Table: 4
Difference between Digital Learning Awareness of Prospective B.Ed Teachers by their age

Digital Learning Awareness	**Age**	**N**	**Mean**	**S.D**	**'t' value**	**Remarks**
	Above 22	**96**	**47.88**	**10.723**	**2.194**	**Significant**
	Below 22	**146**	**51.14**	**11.723**		

(Table value of 't' at 5% level of significance is 1.96)

Table: 5
Difference between Digital Learning Awareness of Prospective B.Ed Teachers by their Locality

Digital Learning Awareness	**Locality**	**N**	**Mean**	**S.D**	**'t' value**	**Remarks**
	Rural	**204**	**50.18**	**11.588**	**1.021**	**Not Significant**
	Urban	**38**	**48.03**	**10.020**		

(Table value of 't' at 5% level of significance is 1.96)

Table: 6
Difference between Digital Learning Awareness of Prospective B.Ed Teachers by their Family

Digital Learning Awareness	**Family**	**N**	**Mean**	**S.D**	**'t' value**	**Remarks**
	Joint	**55**	**52.87**	**8.752**	**2.253**	**Significant**
	Single	**187**	**48.96**	**11.977**		

(Table value of 't' at 5% level of significance is 1.96)

Table: 7
Relationship between Digital Learning Awareness and Multiple Intelligence of Prospective B.Ed Teachers

Sample	**Calculated 'γ' value**	**Table 'γ' value**	**Remarks**
Total (242)	**0.047**	**0.113**	**Not Significant**

FINDINGS

Findings based on the hypotheses and followed by data analysis are given as follows;

- **Table: 1 show that; there is a significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Verbal Intelligence and Naturalistic Intelligence.**
- **Table: 2 show that; there is a significant difference between rural and urban Prospective B.Ed Teachers in their Verbal Intelligence, Logical Intelligence, Naturalistic Intelligence, Intra Personal Intelligence and Multiple Intelligence.**
- **Table: 3 show that; there is a significant difference between joint and single family Prospective B.Ed Teachers in their Verbal Intelligence, Kinesthetic Intelligence, Inter Personal Intelligence and Intra Personal Intelligence.**
- **Table: 4 show that; there is a significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Digital Learning Awareness.**
- **Tabl: 5 show that; there is no significant difference between rural and urban Prospective B.Ed Teachers in their Digital Learning Awareness.**

- **Table: 6 show that; there is a significant difference between joint and single family Prospective Teachers in their Digital Learning Awareness.**
- **Table: 7 show that; there is no significant relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers.**

CONCLUSION

Based on findings; study shows that age below 22 Prospective B.Ed Teachers are better than age above 22 in their Verbal Intelligence and Naturalistic Intelligence. But rural Prospective B.Ed Teachers are better than urban Prospective B.Ed Teachers in their Verbal Intelligence, Logical Intelligence, Naturalistic Intelligence, Intra Personal Intelligence and Multiple Intelligence. But single family Prospective B.Ed Teachers are better than joint family Prospective B.Ed Teachers in their Verbal Intelligence, Kinesthetic Intelligence and Inter Personal Intelligence. Where as joint family Prospective B.Ed Teachers are better than single family Prospective B.Ed Teachers in their Intra Personal Intelligence. Where as, below 22 Prospective B.Ed Teachers are better than age above 22 Prospective B.Ed Teachers in their Digital Learning Awareness and joint family Prospective B.Ed Teachers are better than single family Prospective B.Ed Teachers in their Digital Learning Awareness. But there is no significant difference between rural and urban Prospective B.Ed Teachers in their Digital Learning Awareness and also there is no significant relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers. So the findings conclude that younger aged prospective B.Ed teachers are making themselves to good level of Intelligence skills and Digital Learning awareness; which is the positive sign of better education of the nation.

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