The Relationship Between Gardner's Multiple Intelligences and Reading & Comprehension Skills in the Students of Third Level of Elementary in City of Mavdasht

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A B S T R A C T

This study deals with the relationship between Gardner's multiple intelligences and Reading & comprehension Skills in the Student of Third level of Elementary schools in city of Marvdasht at 1391-92 year. The participants (N=187 including 58% boys and 42% girls) includes all the students being educated in the Third level of Elementary schools in city of Marvdasht at 1391-92 year. The sample includes 322 students who are used from Simple random Sampling Method. The researcher utilized two instruments, namely: 1 a Standard Questionnaire of Multiple Intelligence Of Gardner (MI)); 2) a Standard Questionnaire of Diagnostic Reading Battery (DRB) Test of Azizyan & Abedi. The results show that there is a Significant Relationship Between Each of Multiple Intelligences Of Gardner (Including Logical-Mathematical, Linguistic-Verbal, Visual-Spatial, Musical Intelligence, Physical-Kinesthetic, Intrapersonal, Interpersonal, Naturalistic and Existential Intelligences) and Reading & comprehension Skills in the Student of Third level of Elementary schools in City of Marvdasht. Also, the Results reveals the Relationship Between Multiple Intelligence Of Gardner and Reading & comprehension Skills in the Students of Third level of Elementary schools in City of Marvdasht.

INTRODUCTION

Teachers' familiarity with multiple intelligences in children makes them to adopt a more creative and appropriate approach when dealing with educational problems, especially if teaching methods could focused more on those types of intelligences preferred by most students and they expect teachers to employ those intelligences more frequently (Gardner, 2004). Gardner's theory of multiple intelligences provides an approach to innovative and effective learning through which not only learning methods are improved in educational settings but also the approach makes it possible to represent the evaluation techniques creatively (through the introduction of innovative syllables designs and the educational use of nine different intelligence and mental categories).(Kezar, 2001)Preschool and elementary school teachers should know those teaching methods that are based on a single intelligence would be considered as ordinary and uncreative. The development of creative and advance teaching methods depends on a full consideration of the various types of intelligence and benefit from all of them.(Gardner,1985) The application of Gardner's multiple intelligences not only makes the teaching process more creative in the classrooms but also it will play a significant role in enhancing teachers' learning in in-service courses as well as students' learning. (Nelson, 2008)Reading refers to the ability of deriving visual information from the paper and understanding the meanings of the text (Poladcheck, 1999). The most important service that may be provided by the educational system for the child development is to guide the child towards the most appropriate direction with regard to his or her talents i.e. to where he is pleased and efficient. This important goal is not merely possible by measure of the child's IQ. (Nolen, 2007) Consequently, we can employ the concept of emotional intelligence in educational settings such as schools in order to take some actions in meeting the needs of those students who are suffering from educational and behavioral problems with the help of educational counselors and psychologists. Besides, by instructing the concept of emotional intelligence to students it is possible to take important steps toward reducing educational, ethical, and emotional problems (Gardner, 2004).

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Methodology:

The population under study included all third grade elementary students who were studying in Marvdasht in Academic Year 2012-2013. A total number of 322 students were selected as the research sample using the limited sample size formula, of whom 187 students (58%) were male and 135 (42%) were females. Besides, the sampling was done using the simple random sampling method.

Results of the study:

Table 1: Result of correlation test for the main research hypothesis.

Variables	Pearson correlation analysis	Multiple intelligences	Reading comprehension
Multiple intelligences	Correlation coefficient Sig. n	1.000 0 320	0.273 0.000 320
Reading comprehension	Correlation coefficient Sig. n	0.273 0.000 320	1.000 0 320

The results of the test were significant (P = 0.000) at the confidence level of 95%. Given that the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between multiple intelligences and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.273, there is a direct relationship between the two variables. Consequently, the main research hypothesis is confirmed at the error level of 0.01.

H1: There is a significant relationship between rational-mathematical intelligence and comprehension skills of the third grade elementary students.

Table 2: Result of correlation test for the first research hypothesis.

Variables	Pearson correlation analysis	Rational-mathematical intelligence	Reading comprehension
Rational-mathematical intelligence	Correlation coefficient Sig. n	1.000 0 320	0.274 0.000 320
Reading comprehension	Correlation coefficient Sig. n	0.274 0.000 320	1.000 0 320

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between rational-mathematical intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.274, there is a direct relationship between the two variables. Consequently, the main research hypothesis is confirmed at the error level of 0.01.

H2: There is a significant relationship between linguistic-verbal intelligence and comprehension skills of the third grade elementary students.

Table 3: Result of correlation test for the second research hypothesis.

Variables	Pearson correlation analysis	Linguistic-verbal intelligence	Reading comprehension
Linguistic-verbal intelligence	Correlation coefficient Sig. n	1.000 0 320	0.344 0.000 320
Reading comprehension	Correlation coefficient Sig. n	0.344 0.000 320	1.000 0 320

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between linguistic-verbal intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.344, there is a direct relationship between the two variables. Consequently, the main research hypothesis is confirmed at the error level of 0.01.

H3: There is a significant relationship between physical-motor intelligence and comprehension skills of the third grade elementary students.

Table 4: Result of correlation test for the third research hypothesis.

Variables	Pearson correlation analysis	Physical-motor intelligence	Reading comprehension
Physical-motor intelligence	Correlation coefficient Sig. n	1.000 0 320	0.182 0.000 320
Reading comprehension	Correlation coefficient Sig. n	0.182 0.000 320	1.000 0 320

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between physical-motor intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.344, there is a direct relationship between the two variables. As a result, the main research hypothesis is confirmed at the error level of 0.01.

Table 5: Significance level of Friedman test.

No.	Statistical Indexes	Calculated values
1	Frequency	320
2	Chi-square	1127.117
3	df	8
4	Sig.	0.000

As can be seen in the table above, of components of multiple intelligences in terms of their impact on the participants' reading comprehension; interpersonal intelligence the highest-position while existence-orientation (metaphysical) intelligence occupied the lowest position.

Discussion and Conclusion:

The first research hypothesis stated that there is a significant relationship between rational-mathematical intelligence and comprehension skills of the third grade elementary students.

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between rational-mathematical intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.274, there is a direct relationship between the two variables. Therefore, the main research hypothesis is confirmed at the error level of 0.01.

Similarly, the second research hypothesis suggested that there is a significant relationship between linguistic-verbal intelligence and comprehension skills of the third grade elementary students.

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between linguistic-verbal intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.344, there is a direct relationship between the two variables. Accordingly, the main research hypothesis is confirmed at the error level of 0.01.

Finally, the third research hypothesis indicated that there is a significant relationship between physical-motor intelligence and comprehension skills of the third grade elementary students.

The results of the test were significant (P = 0.000) at the confidence level of 95%. Since the value of significance is less than 0.05 (P < 0.05), the hypothesis suggesting the existence of a significant relationship between physical-motor intelligence and reading comprehension skills of the third grade elementary students is confirmed. In addition, as the value of correlation coefficient is 0.344, there is a direct relationship between the two variables. As a result, the main research hypothesis is confirmed at the error level of 0.01.

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