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INFLUENCE OF MULTIPLE INTELLIGENCE ON STRESS TOLERANCE OF PROSPECTIVE TEACHERS IN THOOTHUKUDI DISTRICT, INDIA

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ABSTRACT

The study revealed significant trends to the degree and extent of predictability and relationship of Multiple Intelligence and Stress tolerance at the college of education level with background variables like gender, locality of college and nature of college. Nearly 290 prospective teachers were chosen as sample in Thoothukudi district of Tamilnadu in India by adopting stratified random sampling techniques. Data were collected using a self-constructed scale on stress tolerance and a standardized scale prepared by Chislett.V (2006) based on Gardner's Multiple Intelligence model and the data were analyzed using t-test and ANOVA and correlation. The results revealed that the Multiple Intelligence of prospective teachers had influence on Stress Tolerance. There was significant relationship between Multiple Intelligence and Stress

Tolerance of prospective teachers. The Multiple Intelligence of male prospective teachers was found to be higher than female prospective teachers. The Multiple Intelligence of prospective teachers in self financing college was found to be higher than the government aided college prospective teachers. The Stress Tolerance of male, rural and self financing college prospective teachers was found to be higher than female, urban and government aided college prospective teachers respectively.

KEYWORDS: extent of predictability and relationship of Multiple Intelligence, Stress Tolerance.

I. INTRODUCTION

Today the world is becoming more and more competitive. Quality of performance has become the main goal in all our endeavors throughout our life. The desire for a high level of achievement creates a lot of pressure and stress on students, teachers and on the total education system itself. Stress affects one's work as well as health. It leads to frustration, academic failure and unhappy school and college experiences that have a negative impact on one's self-esteem and behaviour and consequently on their later achievements in life. One can't eliminate stress completely, instead one can aim to boost one's ability and intelligence to tolerate stress, which will help one to face bigger challenges with confidence.

MULTIPLE INTELLIGENCE:

Howard Gardner first introduced his MI theory in 1983 through his book "Frames of Mind". The "pluralistic view of the mind" accounts for the different ways people think and act. It also acknowledges that everyone has various levels of strengths and weaknesses in each area of Intelligence. Gardner questioned the existence of a single intelligence and began to investigate the possibility of several specialized intelligences.



According to Gardner (1991), all are able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals and an understanding of ourselves. The profile of intelligences and the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems and progress in various domains. All individuals possess each of these intelligences to some extent, although individuals will differ in the degree of skills and in the nature of their combination. Gardner stresses that it is the interaction between the different intelligences that is fundamental to the workings of the mind and that in the normal course of events, the intelligences actually interact with and build upon one another. Gardner (2006) identified the existence of seven distinct intelligences: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, intrapersonal and interpersonal.

STRESS TOLERANCE:

Stress is a sad fact of modern life. So everyone needs a reasonable level of stress tolerance. The exact level will depend on the nature of one's work and home life. Too much stress tolerance will mean it's impossible to muster a sense of urgency and may prevent one from even realizing that they are becoming stressed until it starts to affect their health. The good news is that one can develop a greater level of stress tolerance amongst themselves and their team through executive coaching, business team building and the occasional corporate team building event.

When faced with similar stressors, not all people react the same. The variance in ability to handle stress can be attributed to stress tolerance. Some of the stress tolerance strategies are accepting to the stressor, adapting to the stressor, try simple relaxation techniques, positive relaxation, time out, exercise and hobbies.

II. NEED AND SIGNIFICANCE OF THE STUDY

Researchers have found that Multiple Intelligence helps one to look for new opportunities that a stressor creates, such as ways to make one feel more positive and optimistic to handle feelings that determine their success and happiness in all walks of life. People who are adept in this area are able to withstand and effectively tolerate stress without losing control. They are typically calm, rarely impulsive, adaptable and acceptable and work well under pressure, when Multiple Intelligence is functioning adequately. They can handle tasks that are stressful, anxiety-provoking and even dangerous.

Anybody who deals with other people like a teacher has to be skilled in the interpersonal and Intrapersonal intelligence sphere. People with high interpersonal intelligence process information through relatedness to others and they best understand themselves and the world. People with high intrapersonal intelligence are excellent self planners, good at goal setting and are good at understanding their strengths and weaknesses. These two dimensions of Multiple Intelligence help one to handle the challenged situation intelligently, keeping their emotions and stress aside and be a winner. This will measure the success or failure of one's life.

The Multiple Intelligence can help student teachers to develop their ability to tolerate stress. Student teachers who use their Multiple Intelligence choose a course of action for tolerating stress, which means being resourceful and effective, having the ability to overcome problems and to handle difficult situations. And it is necessary to check the changes in the stress tolerance level with the help of the Multiple Intelligence ability. Hence the significance of the study is seen as a holistic approach towards the development of the individual and the society.

III. OBJECTIVES OF THE STUDY

- To find out the significant difference in the Multiple Intelligence of prospective teachers with respect to gender, locality of college and nature of college.
- To find out the significant difference in the Stress Tolerance of prospective teachers with respect to their gender, locality of college and nature of college.
- To find out the relationship between Multiple Intelligence and Stress Tolerance of prospective teachers with

respect to their total sample and subsamples in terms of gender, locality of college and nature of college.

IV. HYPOTHESES OF STUDY

- i. There is no significant difference in the Multiple Intelligence between prospective teachers with respect to their gender.
- ii. There is no significant difference in the Multiple Intelligence between prospective teachers with respect to their locality of college.
- iii. There is no significant difference in the Multiple Intelligence between prospective teachers with respect to their nature of college.
- iv. There is no significant difference in the Stress Tolerance between prospective teachers with respect to their gender.
- v. There is no significant difference in the Stress Tolerance between prospective teachers with respect to their locality of college.
- vi. There is no significant difference in the Stress Tolerance between prospective teachers with respect to their nature of college.
- vii. There is no significant relationship between Multiple Intelligence and Stress Tolerance of prospective teachers with respect to total samples and subsamples of gender, locality of college and nature of college.

V. POPULATION AND SAMPLE OF STUDY

The population for the present study was the prospective teachers studying in various Colleges of Education in Thoothukudi district of Tamilnadu in India. Sample was selected from the population by adopting stratified random sampling techniques. The present sample consists of 290 prospective teachers from Government aided and self financing colleges of education.

VI. TOOLS EMPLOYED

MULTIPLE INTELLIGENCE SCALE

A standardized scale prepared by Chislett.V (2006) based on Gardner’s Multiple Intelligence model is used in the present study. The tool is of Likert type of scale having totally 70 statements. There were 7 dimensions in Multiple Intelligence test and 10 statements in each dimension. Each statement is set against a four point scale of ‘Strongly Agree’, ‘Agree’, ‘Disagree’, ‘Strongly Disagree’ and they get a weight of 4, 3, 2, 1 scores respectively. The reliability of the standardized tool on Multiple Intelligence was found to be 0.89.

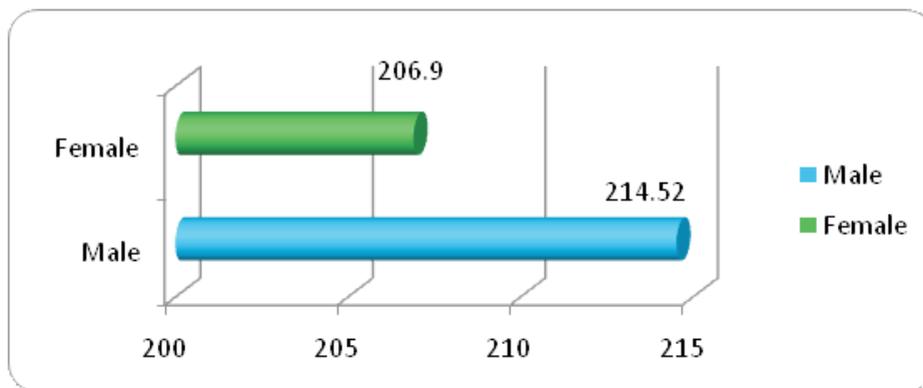
STRESS TOLERANCE SCALE

The Stress Tolerance tool was prepared to measure the stress tolerance level of the subjects by the investigator and the guide. The tool is of Likert type of scale having totally 41 statements with 4 dimensions. All the statements were positive statements. Each statement was set against a four point scale of ‘Strongly Disagree’, ‘Disagree’, ‘Agree’, ‘Strongly Agree’ and they get a weight of 1, 2, 3, 4 scores respectively. The reliability of the standardized tool on stress tolerance was found to be 0.86.

VII. ANALYSIS OF DATA

TABLE I
Difference in the Multiple Intelligence between prospective teachers with respect to their gender.

Gender	N	Mean	S.D	t-value	Remarks at 5% level
Male	58	214.52	24.654	2.181	Significant
Female	232	206.90	19.984		



From the above table I, it is evident that the t-value 2.181 is significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the Multiple Intelligence between prospective teachers with respect to their gender’ is rejected.

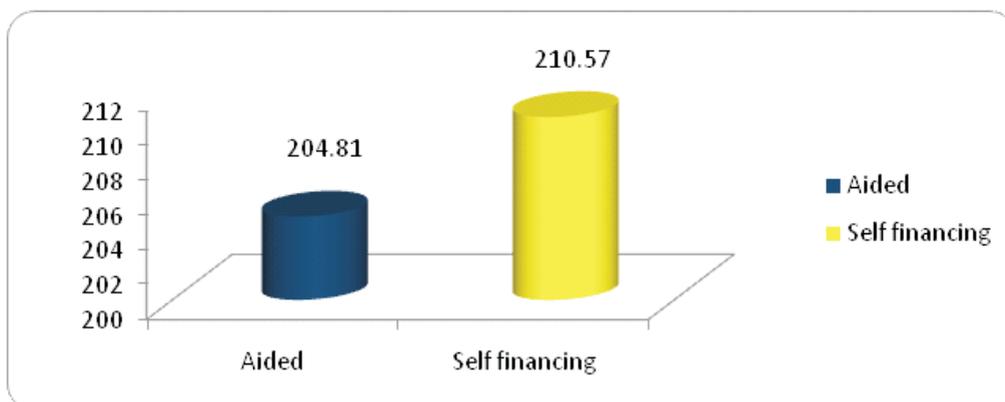
TABLE II
Difference in the Multiple Intelligence between prospective teachers with respect to their locality of college.

Locality of college	N	Mean	S.D	t-value	Remarks at 5% level
Rural	151	210.67	21.845	1.890	Not Significant
Urban	139	205.99	20.219		

From the above table II, it is evident that the t-value 1.890 is not significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the Multiple Intelligence between prospective teachers with respect to their locality of college’ is accepted.

TABLE III
Difference in the Multiple Intelligence between prospective teachers with respect to their nature of college.

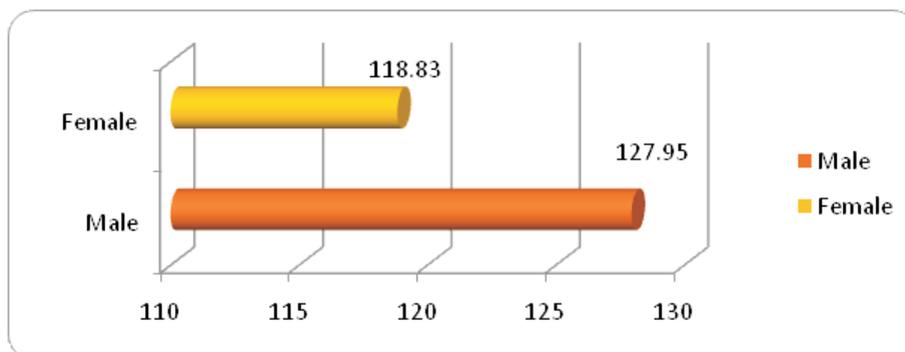
Nature of college	N	Mean	S.D	t-value	Remarks at 5% level
Aided	108	204.81	19.343	2.258	Significant
Self financing	182	210.57	21.962		



From the above table III, it is evident that the t-value 2.258 is significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the Multiple Intelligence between prospective teachers with respect to their nature of college’ is rejected.

TABLE IV
Difference in the Stress Tolerance between prospective teachers w.r.t their gender.

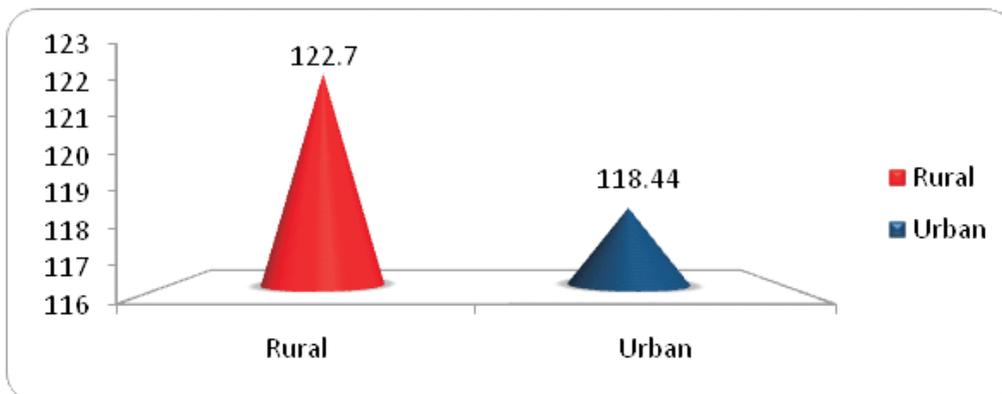
Gender	N	Mean	S.D	t-value	Remarks at 5% level
Male	58	127.95	16.801	4.014	Significant
Female	232	118.83	15.124		



From the above table IV, it is evident that the t-value 4.014 is significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the stress tolerance between prospective teachers with respect to their gender’ is rejected.

TABLE V
Difference in the Stress Tolerance between prospective teachers with respect to their locality of college.

Locality of college	N	Mean	S.D	t-value	Remarks at 5% level
Rural	151	122.70	15.862	2.299	Significant
Urban	139	118.44	15.634		

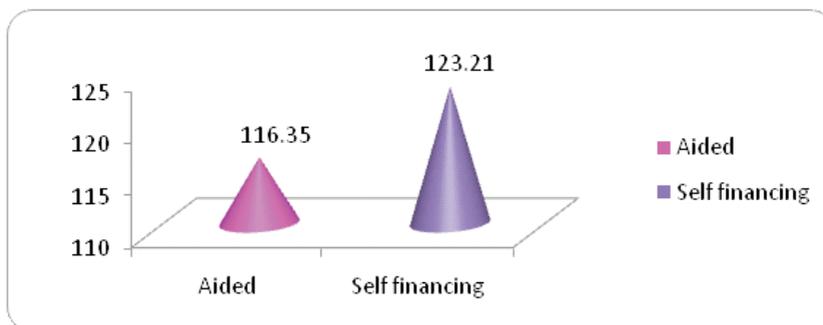


From the above table V, it is evident that the t-value 2.299 is significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the stress tolerance between prospective teachers with respect to their locality of college’ is rejected.

TABLE VI

Difference in the Stress Tolerance between prospective teachers with respect to their nature of college.

Nature of college	N	Mean	S.D	t-value	Remarks at 5% level
Aided	108	116.35	14.404	3.631	Significant
Self financing	182	123.21	16.183		



From the above table VI, it is evident that the t-value 3.631 is significant at 5% level. Thus the null hypothesis that ‘there is no significant difference in the stress tolerance between prospective teachers with respect to their nature of college’ is rejected.

TABLE VII

Test of significant relationship between the Multiple Intelligence and the stress tolerance of prospective teachers.

Back ground variables	Categories	N	df	r - value	Table value	Remarks at 5% level
	Total Sample	290	288	0.666	0.113	S
Gender	Male	58	56	0.707	0.250	S
	Female	232	230	0.641	0.138	S
Locality of College	Rural	151	149	0.690	0.159	S
	Urban	139	137	0.627	0.159	S
Nature of College	Aided	108	106	0.624	0.195	S
	Self financing	182	180	0.675	0.138	S

It is revealed from Table VII that Multiple Intelligence of total samples, male, female, rural, urban, aided and self financing prospective teachers were positively and significantly correlated with their stress tolerance at 0.05 level.

VIII. MAJOR FINDINGS AND DISCUSSIONS

Male prospective teachers have more Multiple Intelligence than female prospective teachers. For centuries, Education has been a male domain. There are differences in how male and female develop and think differently based on the structure of their brain. There are gender differences in the types of knowledge and ways of knowledge they are exposed to from birth. Men always use logic and excel in spatial manipulation, whereas women rely on emotional reasoning and excel in language (Gueian, 2001). Males have wider outlook of their society and proper self perception developed through interpersonal relationship. This interpretation draws support from the previous findings of Ram Kumar (2008), Anitha (2013), Thangapappa (2014), Mangai and Vallabi (2014) who found that there is significant difference in Multiple Intelligence with respect to gender. But Ikhsan Othman (2013), Jeyasutha and Vasantha (2014) contradicted that there is no significant difference in Multiple Intelligence with respect to gender.

It was found that both rural and urban college prospective teachers have equal level of Multiple Intelligence. Self financing college prospective teachers have more Multiple Intelligence than government aided

college prospective teachers. They have to compete with students enrolled in Government and Government aided colleges. They have to prove themselves and develop in par with the other category. They seize every opportunity given to them and try to succeed in it using their Multiple Intelligence. Ram Kumar (2008), Jeyasutha and Vasantha (2014) found that there is significant difference in Multiple Intelligence with respect to the nature of the college and Jeyasutha and Vasantha (2014) found that private school students have higher Multiple Intelligence than Government school students. But Anitha (2013) contradicted.

Male prospective teachers have more Stress Tolerance than female prospective teachers. Males tend to face any risky, problematic situations. Their areas of interest and social interactions are wider in range. They have more opportunities to relax and relieve their stress through exercise and sports activities. Jeffrey and Raluca (2005) found that males reported significantly higher levels of distress tolerance than women. Kesavan (2009) also found that there is significant difference in Stress Tolerance among the students studying in different composition of Children (all boys, all Girls and both boys and girls).

The Stress Tolerance of rural college prospective teachers is found to be higher than urban college prospective teachers. Rural prospective teachers try to improve their lifestyle. They wanted to enjoy the benefits and luxuries of urban people. So they develop more stress. They have more opportunities to share their emotions and experiences with elders and family members. So they develop patience, adjustment and tolerance in all walks of life. The above findings was supported by Kesavan (2009) that there is significant difference in Stress Tolerance among the students studying in different localities (Rural, Urban and Tribal).

The Stress Tolerance of prospective teachers in self financing colleges is found to be higher than the government aided college prospective teachers. Self financing prospective teachers face many stressful and threatening situations with regard to fees, donations, attendance and lack of infrastructure facilities. They learn to cope up with stress and develop more stress tolerance by adapting and accepting their stressors. The above findings was supported by Kesavan (2009)

There is a significant relationship between Multiple Intelligence and Stress Tolerance of prospective teachers with regard to total samples and subsamples of gender, locality of college and nature of college. People who are strong in certain Multiple Intelligence areas have the natural ability to cope up with any stressor. Prospective teachers overcome any stressful situation using their Multiple Intelligence like Musical, Kinesthetic, Intrapersonal and Interpersonal Intelligence.

IX. IMPLICATIONS OF THE STUDY

The findings of the present study may be utilized by educational planners, curriculum designers, administrators, Counsellors and teachers in order to assess and modify their schemes and teaching methodologies.

- ✦ The potentialities and abilities of the students should be identified, channelized and utilized for their development.
- ✦ Syllabus must be in a way to foster the capacity of the students.
- ✦ Moral and value education classes must be given due importance.
- ✦ Stress awareness and the learning of coping strategies should be an integral part of the educational programme.
- ✦ Unhealthy competitions, too much of punishment which creates stress must be avoided.
- ✦ Parent- teacher meeting may be organized periodically to realize their joint responsibility in fostering Multiple Intelligence and stress tolerance.
- ✦ Physical exercises, meditation, yoga classes, proper medical checkup may be conducted periodically.
- ✦ Assess the impact of the workload on students welfare and prepare them for challenges in their life.

X. CONCLUSION

The studies revealed that using Multiple Intelligence one can reduce the day to day stress. There was a significant relationship between Multiple Intelligence and Stress Tolerance of prospective teachers. The prospective teachers who have high level of Multiple Intelligence have high Stress Tolerance. They take for granted that stressors are a part of our life and one cannot forego it. They develop a positive attitude that one has

to live with it. Multiple Intelligence helps in developing problem solving ability and face problems in a different perspective. When the level of Multiple Intelligence is increased, the causes of stress / stressors are reduced. If we want to live a peaceful life, then stress tolerance is highly essential.

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