

A STUDY ON THE CORRELATION BETWEEN MUSICAL INTELLIGENCE AND MOTIVATIONAL ADJUSTMENT VARIABLES OF PERSONALITY OF SECONDARY SCHOOL STUDENTS IN KERALA

Dr. Anitha S.M

Assistant Professor, N.S.S. Training College, Changanacherry, Kerala, India

Received: 23 Feb 2022

Accepted: 28 Feb 2022

Published: 28 Feb 2022

ABSTRACT

This study is intended to find the correlation between Musical Intelligence and Motivational Adjustment Variables of Personality of Secondary School students of Kerala. The result shows that there is significant positive correlation between Musical Intelligence and motivational adjustment variables of Personality.

KEYWORDS: *Musical Intelligence, Motivational Adjustment variables of Personality.*

INTRODUCTION

Gardner's Multiple Intelligence theory challenged traditional beliefs in the field of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short – answer tests. But according to Howard Gardner, intelligence is”

- The ability to create an effective product or offer a service that is valued in a culture;
- A set of skills that make it possible for a person to solve problems in life;
- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

Howard Gardner proposes that people are intelligent if they can solve problems, handle crises, and produce things of values in their culture. According to Gardner the first two intelligence are referred to as communication intelligence. They are Verbal/Linguistic Intelligence and Musical Intelligence.

Musical students are sensitive to the sounds in their environment, enjoy music and may prefer listening to music when studying or reading. They appreciate pitch, rhythm and timber, and often sings songs to themselves or create their own melodies, rhythms or rhymes. They understand the structure of music. When musical students clap their hands, snap their fingers, chant words or more rhythmically, the rhythm can be used to engage them in the learning processes and to activate the musical part of the brain. Through this process, they are able to retain and apply information. They can learn phonics through rhythms and songs.

Teaching techniques that are appropriate to music learners are chants, clapping and snapping fingers to a best, poetry and using music to demonstrate a concept or idea. Students can create rhythms out of words or beat rhythms with instruments, hands, or a stick. They can write raps that describe what they are learning.

Back ground music can be used to relax or stimulate students. Music can engage students in the learning process by appealing to both the rational and the emotional parts of the brain simultaneously.

The investigator wishes to find out the correlation between musical intelligence and motivational adjustment variables of personality. In this study the investigator has taken achievement motivation, career aspiration, emotional adjustment, social adjustment, personal adjustment and school adjustment as motivational adjustment variables of personality.

MOTIVATIONAL ADJUSTMENT VARIABLES OF PERSONALITY

The term refers to class of variables which represent affective traits like temperament, adjustment; career aspiration etc. In the present study the investigator used the following six affective traits:

Achievement Motivation

Achievement Motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding.

Career Aspiration

Career aspiration means the goals an individual set out to achieve in his desired profession.

Emotional Adjustment

Emotional adjustment means reaction to identifiable stressors; adjustment may take place by adapting the self to situation, or by changing the situation.

Social Adjustment

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It involves coping with new standard and value. It is the adaptation of the individual to the social environment.

Personal Adjustment

Personal adjustment of an individual determines his future integrated personality. It is the act or process of harmonizing the personality with the demands of one's environment.

School Adjustment

School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment.

In the present educational scenario the personality traits of learners need to be addressed effectively. The investigator wishes to know whether the application of Musical Intelligence theory in our classroom has an impact on the motivational adjustment variables of personality of an individuals.

STATEMENT OF THE PROBLEM

A Study on the Correlation between Musical Intelligence and Motivational Adjustment Variables of Personality of Secondary School Students in Kerala.

HYPOTHESIS

Each of the Motivational Adjustment variables of personality will correlate significantly with musical intelligence.

OBJECTIVES OF THE STUDY

To identify the Musical Intelligence variables having significant association with each of the Motivational Adjustment variables of personality of Secondary School students.

METHODOLOGY

The method adopted for the present study was Normative Survey method. A sample of 894 secondary school pupil was taken using stratified random sampling technique.

VARIABLES OF THE STUDY

The study has been designed with Musical Intelligences as dependent variable and achievement motivation, career aspiration, emotional adjustment, social adjustment, personal adjustment, socio-personal adjustment and school adjustment as independent variable.

Tools used for the Present Study

The data for the study has been obtained using the following tools

- Test of Musical Intelligence for Secondary School Pupil.
- Kerala scale of Achievement Motivation.
- Test of Career Aspiration.
- Test of Emotional Adjustment.
- Kerala University Socio – Personal Adjustment scale.
- School Adjustment Scale.

Statistical Technique Used

The statistical techniques used for analyzing the data is Correlation analysis

ANALYSIS AND INTERPRETATION

Correlation between Musical Intelligence and Motivational Adjustment Variables of Personality for the Total Sample

The value of coefficient of correlation between Musical Intelligence and Achievement Motivation, Career Aspiration, Emotional Adjustment, Social Adjustment, Personal Adjustment, Socio -Personal Adjustment and School Adjustment for the total sample is analyzed. The result are given in Table 1.

Table 1: The Coefficient of Correlation between Musical Intelligence and Motivational Adjustment Variables of Personality for the Total Sample

Variables Correlated with Musical Intelligence	Value of r	Confidence Level N
Achievement Motivation	0.43**	0.36 - 0.5
Career Aspiration	0.58**	0.52 - 0.64
Emotional Adjustment	0.63**	0.58 - 0.69
Social Adjustment	0.55**	0.49 - 0.61
Personal Adjustment	0.57**	0.51 - 0.63
Socio-Personal Adjustment	0.59**	0.53 - 0.64
School Adjustment	0.58**	0.52 - 0.63
N = 894		

** Significant at 0.01 level

The value of coefficient of correlation between Musical Intelligence and Achievement Motivation is 0.36. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Achievement Motivation of pupils.

The value of coefficient of correlation between Musical Intelligence and Career Aspiration is 0.58. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Career Aspiration of pupils.

The value of coefficient of correlation between Musical Intelligence and Emotional Adjustment is 0.63. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Emotional Adjustment of pupils.

The value of coefficient of correlation between Musical Intelligence and Social Adjustment is 0.55. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Social Adjustment of pupils.

The value of coefficient of correlation between Musical Intelligence and Personal Adjustment is 0.57. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Personal Adjustment of pupils.

The value of coefficient of correlation between Musical Intelligence and Socio-Personal Adjustment is 0.59. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and Socio-Personal Adjustment of pupils.

The value of coefficient of correlation between Musical Intelligence and School Adjustment is 0.58. The value is far higher than the value set for 0.01 significance level (0.086). Hence the obtained correlation is highly significant. This shows that there is significant positive correlation between Musical Intelligence and School Adjustment of students.

FINDINGS

The result shows that there is significant positive correlation between Musical Intelligence and Achievement Motivation, Career Aspiration, Emotional Adjustment, Social Adjustment, Personal Adjustment, socio-personal adjustment and School Adjustment of secondary school students.

CONCLUSION

The study established that there is high correlation between Musical Intelligence and motivational adjustment variables of personality. So apply Musical Intelligence theory in teaching strategies to improve teaching and learning effectiveness. Classroom becomes a real world of enjoyment in which teaching and learning becomes an enjoyable process.

REFERENCE

1. Best, J. W & Kahn, J. V (2001). *Research in Education (7th ed.)*. New Delhi: Prentice-Hall of India.
2. Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligence for the 21st century*. New York, NY: Basic Books.
3. Gardner, H., & Hatch, T. (1989). *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences*. *Educational Researcher*, 18 (8), 4-9.
4. Gardner, Howard (1983). *Frames of Mind*. New York: Basic Books, Inc.
5. Gardner, Howard (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
6. Koul, L (1999). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.

