

UNIVERSITI TEKNOLOGI MARA

**THE RELATIONSHIP BETWEEN TEACHER
MULTIPLE INTELLIGENCES AND
SELF EFFICACY IN ADULT TEFL:
A Case of a Language Academy**

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MEd

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Thesis submitted in fulfillment
of the requirements for the degree of
Master of Education (TESL)

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for other degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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ABSTRACT

It is assumed that self-efficacy unlike self-esteem or self-concept is a task-based phenomenon and its beliefs are strong controller of one's behavior; Pajares (2006). In this study a correlation is identified between teacher self-efficacy and Gardner's seven original intelligences. Two momentarily important gaps are addressed as the research problems; firstly, teachers should be able to actualize and perform MI activities in the course books using their own respective intelligences. Secondly, it determines which intelligence(s) have a strong impact on self-efficacy. Mix mode methodology is employed meanwhile it uses a SPSS package with a sample size of 217 for a population of 500 teachers. The questions call for associative or correlational research as the quantitative part accompanied with an interview for its qualitative component. Different kinds of analysis such as T-test, ANOVA, and Multiple Regressions are done to determine the results at their maximum accuracy. The results represent that all the seven intelligences have a positive correlation with the level of efficacy. The implications have many practical applications in the future of the teacher training. By the same token, the results provide us with a new outlook on teacher assessment and employment. By and large, the efficacy and all the intelligences were positively and significantly correlated. The correlation appears to be more significant in personal intelligences that is to say interpersonal intelligence ranked first and intrapersonal intelligence second. In brief, the investigated order of the strength level of these positive co-relations is: 1) Interpersonal 2) Intrapersonal 3) Mathematical 4) Musical 5) Linguistic 6) Bodily-Kinesthetic 7) Visual.

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