A DESCRIPTION ON MULTIPLE INTELLIGENCES EMPLOYED BY DIPLOMA STUDENTS IN UiTM SARAWAK

A research project report by:

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Professor Dr. Azni Zain Ahmed
Deputy Vice Chancellor (Research)
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Dear Professor,

FINAL RESEARCH REPORT

With reference to the above matter, enclosed herewith are one (1) compact disk copy and two (2) copies of the final research report entitled *"A DESCRIPTION ON MULTIPLE INTELLIGENCES EMPLOYED BY DIPLOMA STUDENTS IN UiTM SARAWAK"* by the research team from UiTM Kampus Samarahan for your action.

Thank you.

Yours sincerely.

Saira Joe
Leader
Research Project

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A DESCRIPTION ON MULTIPLE INTELLIGENCES EMPLOYED BY DIPLOMA STUDENTS IN UiTM SARAWAK

Abstract

Aligning students' intelligence with instruction is of upmost importance in improving their achievement. Realising such importance, the purpose of this study is to investigate and describe the patterns of the eight intelligences employ by diploma students in UiTM Sarawak based upon the Multiple Intelligence theory by Gardner. The study employed a survey research design involving 330 Part One Diploma students in Semester 1, 2008/2009. The participants comprised 124 (37.6%) males and 206 (62.4%) females. Survey questionnaires were used as the instrument of the study. The questionnaires were distributed to all Part One Diploma students in twelve faculties on week 12 of the semester. The questionnaires were monitored by lectures from Academy of Language studies who taught Consolidating Language Skills Bel 120. The results of the study revealed that the most employed intelligences as indicated by the students is logical-mathematical intelligence (mean=3.4806), followed by verbal-linguistic (mean=3.2021), bodily-kinesthetic (mean=3.0470) and Intrapersonal (mean=3.0212). The less employed intelligences as stated by the students are musical (mean=2.7355) and naturalist (mean=2.8529). The findings provide great significance in addressing what is lacking in the proficiency courses. The need to address students' multiple intelligence in the classroom is highlighted in the study as it could help enhance students' achievement in learning the target language. The outcome of this research provides crucial pedagogical implications for the consideration of student's multiple intelligence in English as a second language proficiency courses.

CHAPTER 1

INTRODUCTION

1.0 Introduction

Each proficiency course in UiTM Sarawak has a standardised syllabus as well as utilises the same teaching and learning materials. However, it has been noted that diploma students from different faculties in the university would perform differently in their English proficiency courses. In this endeavour to achieve higher academic standards and student success, we seem to have forgotten an important piece for solving the academic puzzle. That piece is how students learn and the relationship of intelligence to the learning process. In relation to this, Teele (2000) clearly stated that all students can learn and succeed but not in the same way and not on the same day.

Teaching practices and classroom behaviour emerge from the beliefs educators have about their students. Sensitive to these perceptions, students respond to the unspoken attitudes of their teachers. For better or worse, student achievement mirrors the expectations of those who teach them. This study therefore intends to highlight the theory of Multiple Intelligence as proposed by Howard Gardner, which is based on the premise that each individual intelligence is composed of Multiple Intelligences (Blythe & Gardner, 1990), and that each intelligence has its own independence operating system within the brain (Gardner, 1983). As understanding intelligence is a prerequisite to significant improvement in pedagogy, the study also intends to investigate and describe the patterns of the eight intelligences employ by these students.

1.1 Research Objectives

1.1.1 To investigate and describe the patterns of frequency in each of the ten statements in eight Multiple Intelligences employed by Part One Diploma students.

1.1.2 To describe the patterns of each Multiple Intelligence employed by students in each faculty.

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