TEACHER RESPONSIBILITY AND ATTITUDE MULTIPLE INTELLIGENCEOF HIGH SCHOOLTEACHERS

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Abstract

In the 21st century teachers should possess special knowledge and skills to face the challenges in the classroom. A teacher not only educate student but also help them grow and develop as fruitful citizen of the world. An effective teacher, is not only skilful in promoting learning but also is a model of ethical behaviour. For that teacher should know the responsibilities with the help of multiple intelligence which can increase the intellectual horizon of the student and also making him as a responsible citizen. The concept of multiple intelligence has recently become a popular area in the field of education. which help the teachers to handle, tackle and guide the students in their process of learning. Any responsible teacher with their knowledge about multiple intelligence certainly provide excellent education to the students.In the present-day technological world, there has been a lot of criticism about the teacher responsibility and their intelligence, especially with respect to high school teachers.Bearing this idea in mind, an attempt has been made with the high school teachers of Cuddalore District to analyse the teacher responsibility and multiple intelligence of high school teachers.

Introduction

The Prime responsibility of every individual is to meet the challenges of the future. Such individuals will face all types of challenges in scientific, technological, economic, social,

political and cultural arena. In order to face these challenges, quality education is essential. Quality education depends more than any single factor, the quality of teacher. A teacher not only educate students but also helps them to grow and develop as human beings. An effective teacher is not only skilful in promoting learning, but also is a model of ethical behaviour. So, teacher should act with professional ethic, responsibility, accountability and commitment in each and every action. The primary aim of any teacher is not merely, imparting knowledge alone, but also to make their pupils as responsible citizens by guiding them in proper ways. Every profession has its norms, responsibility, personal values, professional knowledge and skills. Nowadays, to manage diverse nature of students' activities in classroomis a challenge. Once student'sweakness may be another student's strength. So, teachers must be not only responsible to their profession but also intelligent enough to meet challenges in the educational scenario. For that, Gardner's multiple Intelligence theory has numerous classroom applications. It enablesthe teacher to diversify instruction, aids the students in becoming empowered and helps them to become excellent citizen of the country.

Need and Significance of the study

Excellence in education is need of the hour. The whole process of education is shaped and moulded by the human personality called teacher who plays a pivotal role in any system of education. Teachers produce the future architects of the nation. Teachers are expected to use the best of their intelligence and skills to meet the challenging demands of their career. Nowadays creating interest in learning among students is vital. So, first of all, teachers have to understand their role and responsibility in transacting their duties. This is possible only when teachers use their multiple intelligence. For that, teachers should share ideas among themselves and get helps from others. So, they have to maintain cordialrelationship with pupils and others. These are

possible when teachers realise their professional responsibility with their multiple intelligence to mould the prospective generation. Then only, we can ensure the growth of the nation which is the utmost requirement for the present-day technological world. In this context, the investigators consider the multiple intelligence and teacher responsibility are the most effective and influencing factors for the process of teaching and learning.

Objectives of the study

The following are the objectives of the study

1. To study the level of Teacher Responsibility of high school teachers.

2. To study the level of Multiple Intelligence of high school teachers.

3. To find out whether there is any significant difference in the TeacherResponsibility of high school teachers with respect to the sub-samples a) gender b) major subject

   c) years of experience d) locality of the school and e) type of management.

4. To find out whether there is any significant difference in the Multiple Intelligence of high school teachers with respect to the sub-samples a) gender b) major subjectc) years of experience d) locality of the school and e) type of management.

5. To find out whether there is any significant relationship betweenTeacherResponsibility and Multiple Intelligence of high school teachers of entire andsub-samples.

Hypotheses of the study

Based on the objectives of the study, the following hypotheses were framed.

1. The Teacher Responsibility level of high school teachers is average.

2. The Multiple Intelligence level of high school teachers is average

3. There is no significant difference in the Teacher Responsibility of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e)type of management.

4. There is no significant difference in the Multiple Intelligence of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e) type of management.

5. There is no significant relationship between Teacher Responsibility and Multiple Intelligence of high school teachers of entire and sub-samples.

Methodology

Normative survey method was adopted for the present study.

Sample

The Investigator collected data from 375 high school teachers of Cuddalore district which include Government, aided and private schools too, which forms the sample of the study.

Tools Used

In the present study the following tools have been used to collect the data from the high school teachers by the investigator.

1. Teacher Responsibility Inventory (**TRI**) constructed and validated byS.Antony Raj&N.O.Nellaiyapen(2018)

2. Multiple Intelligence Scale (**MIS**) by G. Maheshwari &N.O.Nellaiyapen(2014).

Statistical Analysis

For analysing the data, descriptive, differential and correlational analysis were used.

Analysis and Interpretation

Hypothesis 1: The level of teacher responsibility of high school teachers is average.

Table 1: Mean and Standard Deviation for the Teachers Responsibility of High School Teachers

Variables	Number	Mean	Standard Deviation
Teacher Responsibility	375	53.04	5.04

It is evident from the table 4.1 shows the mean and standard deviation for teacher responsibility scores of entire sample are 53.04 and 5.04 respectively, which indicates that the mean score lies between than the average value (49-58). It is concluded that the teacher responsibility of high school teachers is average.

Hypothesis 2: The level of multiple intelligence of high school teachers isaverage.

Table 4.2: Mean and Standard Deviation for the Multiple Intelligence of High School Teachers

Variables	Number	Mean	Standard Deviation
Teacher Responsibility	375	162.39	13.02

It is evident from the table 4.2 shows the mean and standard deviation for multiple intelligence scores of entire sample are 162.39 and 13.02 respectively, which indicates that the mean score lies between than the average value (150-174). It is concluded that the attitude toward value of high school teachers is average.

Hypothesis 3:There is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experienced) locality of the school and e) type of management.

Table 3:Significant Difference among Teacher Responsibility Scores of High School Teachers with regard to Sub-Samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Teacher Responsibility	Male	145	50.43	4.06	2.41	Significant
	Female	230	54.24	6.30		
	Arts	204	50.61	4.34	2.35	Significant
	Science	171	54.31	6.69		
	Below 10 Years	248	53.59	5.38	1.81	Not Significant
	10 years and above	127	54.59	4.32		
	Rural	143	53.45	6.23	1.31	Not Significant
	Urban	232	54.22	4.16		
	Aided	157	54.29	5.52	2.22	Significant
	Unaided	218	50.67	3.41		

It is evident from the Table 3, that the calculated 't' values are found to be 2.41, 2.35 and 2.22 which are significant. Hence, the framed null hypothesis 3(a), 3(b) and 3(e) is rejected and it is concluded that there is significant difference in the teacher responsibility of high school teachers with respect to the sub-samples such as gender, major subject and type of management.

It is evident from the Table 3, that the calculated 't' values are found to be 1.81 and 1.31 which are not significant. Hence, the framed null hypothesis 3(c) and 3(d) is accepted and it is concluded that there is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples years of experience and locality of the school.

Hypothesis 4:There is no significant difference in the multiple intelligence of high school teachers with respect to the sub-samples a) gender b) major subjectc) years of experienced)locality of the school and e)type of management.

Table 4:Significant Difference among Multiple intelligence Scores of HighSchool Teachers with regard to Sub-Samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Multiple Intelligence	Male	145	162.24	13.48	1.50	Not Significant
	Female	230	163.95	12.77		
	Arts	204	157.87	12.22	4.31	Significant
	Science	171	162.44	14.84		
	Below 10 Years	248	161.73	13.58	2.01	Significant
	10 years and above	127	164.53	11.74		
	Rural	143	162.15	14.26	0.58	Not Significant
	Urban	232	163.00	12.24		
	Aided	157	164.68	13.37	2.25	Significant

	Unaided	218	161.39	11.77		

It is evident from the Table 4, that the calculated 't' values are found to be 4.31, 2.01 and 2.25 which are significant. Hence, the framed null hypothesis 4(b), 4(c) and 4(e) is rejected and it is concluded that there is significant difference in the multiple intelligence of high school teachers with respect to the sub-samples such as major subject, years of experience and type of management.

It is evident from the Table 4, that the calculated 't' values are found to be 1.50 and 0.58 which are not significant. Hence, the framed null hypothesis 4(a) and 4(d) is accepted and it is concluded that there is no significant difference in the multiple intelligence of high school teachers with respect to the sub-samples gender and locality of the school.

Hypothesis 5: There is no significant relationship between teacher responsibility and multiple intelligences of high school teachers of entire and sub-samples.

Table 4.5:   Showing the Correlation Values between Teacher Responsibility and Multiple Intelligence of High school teachers

Sl. No.	Variables		N	'r' Value	Level of Significance
	Entire Sample		**375**	**0.245****	**Significant**
1	Gender	Male	145	0.304**	Significant
		Female	230	0.192**	Significant
2	Major Subject	Arts	204	0.258**	Significant
		Science	171	0.231**	Significant
3	Years of	Below 10 Years	248	0.302**	Significant

	Experience	10 years and above	127	0.051	Not Significant
4	Locality of the School	Rural	143	0.350**	Significant
		Urban	232	0.133*	Significant
5	Type of Management	Aided	157	0.159*	Significant
		Unaided	218	0.309**	Significant

From table 4.20, it is inferred that the co-efficient of correlation between teacher responsibility and multiple intelligence of high school teachers is found to be N=375, r=0.245 at 0.01 level which indicates that there is a significant and positive correlation between teacher responsibility and multiple intelligence scores. Therefore null hypothesis is rejected and it is concluded that there is a significant and positive relationship between teacher responsibility and multiple intelligence of high school teachers.

The relationship between teacher responsibility and attitude towards value of high school teachers of entire and all categories of sub-samples is significant except above 10 years experienced group which is not significant. Hence, the null hypothesis is rejected in the former category and accepted for the latter category of sub-samples.

Findings of the Study

- ➤ The teacher responsibility of high school teachers is average.

- ➤ The multiple intelligence of high school teachers is average.

- ➤ There is significant difference in the teacher responsibility of high school teachers with respect to the sub-samples such as Gender, Major subject and Type of management.

- ➤ There is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples Years of experience andLocality of the school.

➢ There is significant difference in the multiple intelligenceof high school teachers with respect to the sub-samples such as major subject, years of experience and type of management

➢ There is no significant difference in the attitude towards value of high school teachers with respect to the sub-samples such as gender .and locality of the School

➢ There is significant and positive relationship between teacher responsibility and multiple intelligence of high school teachers with respect entire and different sub samples except 10 years and above experience group of sub sample

Conclusion

The result of the above study revealed that teacher responsibility and multiple intelligenceof high school teachers at average level. But there exists significant difference in the teacher responsibility of gender, major subject and type of managementsub samples of high school teachers only. In the case of multiple intelligence major subject, years of experience and type of management sub samples of high school teachers only. The entire and all groups of sub samples of high school teachers are having significant positive relationship in their teacher responsibility and multiple intelligence except10 years and above experience group of subsamples.

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