

## **A Study to Assess the Comparative Analysis of Students Performance on Multiple Intelligence Pedagogy versus Traditional Lecture Method among Nursing Students of Pune City)**

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### **ABSTRACT (Times New Roman, bold, 10)**

**Background:** - Lecture method is exceptionally reliant on information base and expertise of the instructor requiring efficient substance arrangement and great correspondence aptitude of the educator. Psychologist Howard Gardner at Harvard University initially proposed the numerous insights hypothesis in 1983. He characterized eight proportions of numerous knowledge: phonetics, intelligent science, visual-spatial, relational, intrapersonal, melodic, substantial sensation and naturalist. A Quasi-experimental posttest only design was used to conduct study on 40 samples.

Investigator administered structured questionnaire to assess the knowledge. In Lecture method group 60% understudy is having satisfactory information about the diabetes mellitus point, 35% are having sufficient information and 5% are having lacking information. Multiple Intelligence group 70% understudy are having satisfactory information followed by 30% are having moderate information. Table findings stated that 12.05 with 3.2 SD was the mean score for the learning of Lecture and learning score of Multiple Intelligence was 14.35 with 2.79 standard deviation. The t-esteem for both the variable is -2.33. The p-esteem is .025. So the outcome shows that there is critical distinction between the various insight instructional method and talk method at  $p < .05$ .

**Conclusion:** Each technique for educating has its own favorable position and weakness. Talk technique for learning bunch understudies had direct association with the teacher. Multiple Intelligence group had more knowledge about the topic and they get exposure to clarify the doubts.

**Keywords:** Assess, Multiple Intelligence, Lecture Method

### **Introduction**

Knowledge is characterized by the ability to design the items which is valued in social scenarios.

Various knowledge-based instructional methodology is an instructive methodology, which thinks about individual contrasts among students.<sup>1</sup> An educator utilizes different knowledge recognized in Howard Gardner's hypothesis of various insights to accomplish the targets of the exercise in a methodology. It accentuates on the variety of instructional methods to address students' intelligence.<sup>2</sup>

Howard Gardner proposed the hypothesis of numerous insight in 1983 as a model of knowledge that separates insight into different explicit (principally tangible) modalities. It pre-assumes that all people forces various unmistakable insights which show themselves in various abilities and skills and they speak to various approaches to learn and exhibit understanding.<sup>3</sup> The customary training approach is a greater amount of talk strategy, which doesn't consider a significant part of the learners' attributes and is instructor focused methodology. Various insight pluralizes the customary idea of knowledge from intelligent and etymological issue - tackling to a bunch of capacities, gifts of mental abilities called insight.<sup>4</sup> Gardner's authentic words for portraying various ways people are is "keen", that is, the means by which their common gifts are showed and how they learn best. These insights are verbal - etymological knowledge (word savvy), Visual - Spatial knowledge (picture keen), coherent - numerical insight (number and thinking brilliant) and substantial sensation insight (body shrewd). Others are melodic - cadenced knowledge (music brilliant), between close to home insight (individuals keen), intra - individual knowledge (self-savvy) and naturalist knowledge (nature smart).<sup>5</sup>

## Need of the Study

Lecture method is one of the traditional and commonly used to introduce the data for specific topic. Talks are used on the basic data, foundation, theories and nursing strategies.

In spite of the fact that the talks are quite censured as instructive strategy, instructive foundations have not yet discovered pragmatic. Elective showing techniques for vast larger part of their courses. A pundit call attention to of which is address strategy is principally a one - path technique for correspondence that doesn't include the understudies' cooperation.<sup>1</sup>

Differentiated to dynamic adapting yet it is modest, speedy and can cover huge number of understudies all at once. It is beyond the realm of imagination to expect to draw these understudies' advantage by utilizing conventional strategies that were utilized before. Because of innovative improvements that showed up in the last quarter of the twentieth century, a major distinction happened between the methods of presentation of information at schools and the methods of getting information in the public. Understudies get a ton of data by outwardly enhanced assets like PCs and TV that are generally utilized in our day-by-day life.<sup>6</sup>

## Problem Statement

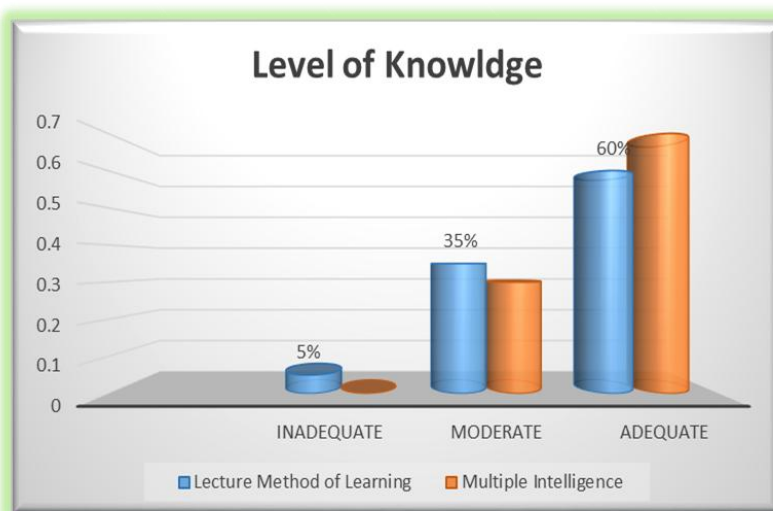
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## Objectives

- 1) To assess the level of knowledge among Nursing students in two groups.
- 2) To compare the level of knowledge of Lecture method of learning versus Multiple Intelligence among Nursing students.

## Research Methodology

A Quasi-experimental posttest design was used for the study to conduct the study. 20 samples selected in each group through the simple random sampling technique.



**Figure No : 1 Comparison of level of information on Diabetes Mellitus among student between Lecture method and Multiple Intelligence**

The above figure shows that from Lecture method group 60% sample is having satisfactory information about the diabetes mellitus subject, 35% are having sufficient information and 5% are having insufficient information. Z Intelligence bunch 70% understudy are having satisfactory information followed by 30% are having moderate information.

**Table no 2. Effectiveness of knowledge between Lecture method of learning and Multiple Intelligence**

Group	Mean ( $\bar{X}$ )	(SD) ( $\sigma$ )	Students 't' Value	P value
Lecture Method	12.05	3.26	-2.33	0.025
Multiple Intelligence	14.35	2.79		

Above table findings stated that 12.05 with 3.2 SD was the mean score for the learning of Lecture and learning score of Multiple Intelligence was 14.35 with 2.79 standard deviation. The t esteem for both the variable is - 2.33. The p-esteem is .025. So the outcome shows that there is huge contrast between the numerous knowledge teaching method and talk method at  $p < .05$

## Discussions

The essential target of the investigation was to analyze the degree of information on address technique versus Multiple Intelligence. Both the gatherings have picked up in information however; there was not a huge contrast between these two gatherings. Every technique for educating has its own preferred position and drawback. Talk strategy for learning bunch understudies had direct cooperation with the teacher. Different Intelligence bunch had more presentation to find out about the Diabetes Mellitus yet got the introduction to explain the uncertainty. On the off chance that address strategy is supplemented with Multiple Intelligence technique understudies, may see better and hold the information for longer period..

## Conclusion

Each technique for educating has its own favorable position and weakness. Talk technique for learning bunch understudies had direct association with the teacher. Multiple Intelligence group had more knowledge about the topic and they get exposure to clarify the doubts..

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