Statement of a problem

Construction and Standardization of a Multiple Intelligence Inventory for the Students of Secondary Schools

Definition of the Key Words

Construction

The Merriam-Webster's online Dictionary (2011), gives the meaning as, "The arrangement and connection of words or groups of words in a sentence: syntactical arrangement"

Standardization

According to Patel, R. S. (2011), "Tests are subjected to stages of standardization and are therefore known as standardized tests."

In the above definitions, a psychological test was described as standardized measures. Therefore, it is a process of establishment of fixed procedure of administrating and scoring a test and the establishment of the norms, reliability and validity of a test. Thus, it is a process of refining a measuring instrument through scientific procedures. When a measuring instrument passes through the procedure of standardization, it becomes a standardized instrument.

Multiple Intelligence:

Multiple Intelligence means seven/eight different ways to demonstrate intellectual ability. Howard Gardner claims that all human beings have multiple intelligence. These multiple intelligences can be nurtured and strengthened or ignored and weakened.

Inventory

Good (1973) “In the field of evaluation, a test or checklist used to determine the subject's or examinee's ability, achievement, aptitude, interest or likes, generally in a limited area."

Terry & Thomas (1977). "General term for personality tests or questionnaires design to expose personality characteristics."

In the present study the inventory means the list of the statements Related with Multiple Intelligence, to the designed to assess the Student’s Multiple Intelligence.

Secondary school:

Schools permitted to provide secondary education. (Secondary is from 8th Standard to 10th Standard).
Objectives of the study

This study is concerning with the following objectives:

- To develop an Inventory to measure multiple intelligence of the students of secondary schools of Gujarat state.
- To standardize an Inventory to measure multiple intelligence of the students of secondary schools of Gujarat state.
- To conduct the pilot runs of the test and to prepare its final form.
- To test the normality of the distribution.
- To determine the item difficulty and discrimination power and to find out the factors incorporated in the sub test items.
- To fix up the age norms and sex norms.
- To establish reliability and validity of an Inventory.
- To study whether there exists any area difference with reference to the Multiple Intelligence.
- To study whether there exists any sex difference with reference to the Multiple Intelligence.
- To study whether there exists any standard difference with reference to the Multiple Intelligence.
- To prepare a manual of directions for the future use of an Inventory.

Hypothesis of the study:

Ho1  There will be no significance difference between the mean score of the multiple intelligence of rural area of boys and girls of standard 8.
Ho2  There will be no significance difference between the mean score of the multiple intelligence of rural area of boys and girls of standard 9.
Ho3  There will be no significance difference between the mean score of the multiple intelligence of rural area of boys and girls of standard 10.
Ho4  There will be no significance difference between the mean score of the multiple intelligence of urban area of boys and girls of standard 8.
Ho5  There will be no significance difference between the mean score of the multiple intelligence of urban area of boys and girls of standard 9.
Ho6  There will be no significance difference between the mean score of the multiple intelligence of urban area of boys and girls of standard 10.
Ho7 There will be no significance difference between the mean score of the multiple intelligence of boys and girls of secondary school.

**Delimitations of the study**

Delimitations of the study are as following:

- This study is delimited to the Gujarat State only.
- The scope of the present study is limited to the Secondary school students of 8th, 9th and 10th standard.
- In the present study among rural, semi urban and urban areas only rural and urban areas are included.
- This study will conduct through normative survey method.
- This study will conduct through cluster multistage sampling.