

# Relationship between Multiple Intelligence, Self-Esteem & Teacher Competency of Secondary School Teachers

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**Abstract :** *The objectives of the study was to find out the relationship between Multiple Intelligence, Self-Esteem and Teacher Competency of Secondary School Teachers. The methodology used was the survey method with a self-constructed and standardized validated test. The tests were a) the multiple intelligence test by Howard Gardner b) Self-constructed Teacher-effectiveness scale and c) Self-Esteem test by M. J. Sorensen. The tests were administered to 500 Secondary School Teachers of Patna, Bihar, India. The data were analyzed by employing Mean, S.D., t-test, Product moment Correlation, ANOVA, Regression, Chi-Square Test, Mann Whitney Test. The findings suggested that there is a significant positive correlation between Multiple Intelligence, Teacher Competency and Self-Esteem of Secondary School Teachers.*

**Keywords :** *Multiple Intelligence, Teacher Competency, Self-Esteem.*

## I. INTRODUCTION

Intelligence is something which describes an individual's capability to perform well in all the activities. From the very beginning, people tried to relate intelligence with academic achievement. But according to the modern concept, intelligence is no way related to the ability to perform well in linguistics, mathematics, logic or any other school based subjects. It has wider connotations which include solving a problem, reasoning (inductive, deductive as well as abstract), adjusting to the environment, information processing and capacity to learn and utilize new things as well as to learn from past experiences. A number of theorists gave their definition related to intelligence but all of them are incomplete. Almost eighty years after the development of the first intelligence test Howard Gardner proposed his theory of Multiple Intelligence which changed the entire concept of intelligence and provided a holistic view of intelligence. It is mainly of seven types and function independently such as existential, naturalistic, bodily-kinaesthetic, musical, logical-mathematical and linguistics. Multiple Intelligence theory was welcomed in educational settings with the hope for putting more students on the right track by considering their strengths and weaknesses (Gardner, 1998/2004). "Multiple Intelligence theory essentially encompasses what good teachers have always in their teaching; reaching beyond the text and the blackboard to awaken student's minds (Armstrong 2000 pg. 39)" (Mangal S.K.2002).

### a) SIGNIFICANCE OF THE STUDY

Howard Gardner promoted multiple intelligence theory. According to him each learner as well a teacher has its own rainbow of learning. Due to intellectual diversity each student as well as teacher has a different set of intelligence. So it requires different strategy to teach them. It is impossible to teach a good cricketer in the same way as a good singer. Bodily-kinesthetic intelligence is prominent in the cricketer whereas musical/rhythmical intelligence is prominent in the singer. A teacher requires proper knowledge of multiple intelligence theory to acknowledge diverse intellectual abilities of the students. So if the teachers get training for multiple intelligence, in training colleges, or acknowledged for their ability it will strengthen their self-esteem as well as teacher competency. Thus, multiple intelligence theory, is not only essential for children, but does a great miracle for teachers in enhancing their teacher competency. So the problem of the current study is relevant to examine the "Relationship between Multiple Intelligence, Self-Esteem and Teacher Competency of Secondary school teachers."

### b) OBJECTIVES

#### GENERAL OBJECTIVES

1. To find out the level of Multiple Intelligence of High school teachers.
2. To find out the level of Self-Esteem of High school teachers. .
3. To find out the level of Teacher Competency of High school teachers.

#### SPECIFIC OBJECTIVES

4. To find out any significant difference between Male and Female, Govt.&Pvt., Different castes, Different educational qualification, Different income, Married & Single High School teachers in their Multiple Intelligence.
5. To find out any significant difference between Male and Female Govt.&Pvt., Different castes, Different educational qualification, Different income, Married & Single High School teachers in their Self-Esteem.
6. To find out any significant difference between Male and Female Govt.&Pvt., Different castes, Different educational qualification, Different income, Married & Single Secondary School teachers in their Teacher Competency.
7. To find out the relationship between Multiple Intelligence and Teacher competency of High School teachers.
8. To find out the relationship between Multiple Intelligence and Self-esteem of High School teachers.
9. To find out the relationship between Teacher Competency and Self -Esteem of High School teachers.

#### HYPOTHESIS:

1. There is not any significant difference between Male & Female Govt.&Pvt., Different castes, Different educational qualification, Different income, Married & Single, High School teachers in their Multiple Intelligence.
2. There is not any significant difference between Male & Female, Govt.&Pvt., Different castes, Different educational qualification, Different income, Married & Single, High School teachers in their Self-Esteem.
3. There is not any significant difference between Male & Female, Govt.&Pvt., Different castes, Different educational qualification, Different

income, Married & Single High School teachers in their Teacher Competency.

4. There is not any significant relationship between Multiple Intelligence and Self- Esteem of High School teachers.
5. There is not any significant relationship between Multiple Intelligence and Teacher Competency of High School teachers.
6. There is not any significant relationship between Self-Esteem and Teacher Competency of High School teachers.

#### DELIMITATION

1. The delimitation of the study is to only High School teachers i.e. teachers teaching in IX, X, XI and the XII grade of High Schools.
2. The study was confined to only one district of Bihar State i.e. Patna.
3. The sample for the study was delimited to 500 (Govt.+Private) Secondary School teachers (Male+Female) teaching in the Govt. & Private Schools of Patna district..
4. Only Multiple Intelligence, Teacher Competency & Self- Esteem were taken as main variables for the study.

#### b) REVIEW OF LITERATURE

##### FOREIGN STUDIES

##### RELATED TO MULTIPLE INTELLIGENCE:

The first study conducted on Multiple Intelligence was to investigate the relationship between Multiple Intelligence and self-efficacy beliefs of Iranian EAP (English for academic purposes) instructors. A hundred and twenty language instructors were taken as a sample and administered McKenzie's(1990) MI questionnaire and Tchannen-Moran & Woolfolk Hoy (2001)Teacher self- efficacy scale. The result showed that there was a significant positive correlation between interpersonal, intrapersonal intelligence & Self-efficacy. The finding of study suggests incorporation of the above intelligence in order to increase the instructor's self-efficacy in the EAP context (Mohades Khosarvi 2014)

A similar idea was promoted in another study of Multiple Intelligence that a spontaneous curiosity and excitement begin when student are made responsible, internally motivated and become stakeholder of their entire education (Tellee 1996). Multiple Intelligence based instruction help educators engage student through their natural curiosity increase student participation through their own excitement.

The third study on Multiple Intelligence was to examine the relationship b/w MI and self-efficacy. The findings of the study indicate that there is significant positive correlation b/w MI and self –efficacy. A sample of five hundred and seventy-six students participated in the study by responding to the MI and Self-efficacy questionnaires. The MI inventory by Mckenzie (1990) and the general self-efficacy scale by Kim & Park were utilized. Multiple Intelligence ability scores of the students obtained from all sub scales of multiple intelligence inventories was significant and positively correlated among them. The result suggested that the self-regulating, self-confidence and task difficulty self-efficacy was influenced by Multiple Intelligence of university students. By calculating, standard deviation and t test of students Multiple Intelligence, the result was found that, there was no significant difference in the level of multiple intelligence between male & female students (Ahmed. M. Mahasneh 2013).

The fourth review of Multiple Intelligence was to examine the effectiveness of the Multiple Intelligence teaching model over self-esteem and academic achievement of male dyslexic students. According to the study self -esteem has an immense role to play in the achievement of students with learning disabilities. The research design employed was semi-experimental (pre-test post- test with the control group and follow -up testing). Self-esteem was measured by Rosenberg's self-esteem scale. Student's academic achievement was measured by calculating the average of student's grade and converting descriptive feedback into score. In order to analyze data descriptive and inferential statistics were used to examine the two groups in terms of Multiple Intelligence, Self-esteem and academic achievement. The investigation showed that there was an increase in self-esteem and academic achievement when the Multiple Intelligence teaching model was employed as intervention (Mohammad Reza Rabiee Nezhad 2013).

The fifth study tried to found the relationship between Multiple Intelligence and the grammar learning of male and female EFL learners. The results showed a significant relationship between Multiple Intelligence of the learners and their grammar knowledge (Panahi 2011). In another study, the relationship between multiple intelligence & student's academic achievement was investigated. Academic achievement scores were correlated to students multiple intelligence. Thus results also contributed awareness towards self-efficacy of the students and developing programs to support their academic achievement (Ikiz and Caker 2010).

The sixth study was a case study of professional development of primary school teachers. The finding suggested that those teachers who employed multiple Intelligence model for planning their lessons were more successful in their teaching practices. Multiple intelligence helps in selecting relevant pedagogy, teaching behavior and classroom practices (Goodnough 2001).

The seventh study of Multiple Intelligence is based on its practical applicability. Multiple Intelligence theory addresses the learner's particular style of learning. To study it proposes seven teaching lessons (like Gardner theory of M.I) based on the United States and California standards. The tool was administered and a positive result of Multiple Intelligence model was found (Teele2000). Another study was conducted to find a link between Multiple Intelligence and co-scholastic assessments. The findings suggested that i) Each child exhibit different intelligence must be taught accordingly ii) The talent of a film star cannot be evaluated in the same way as a cricket player iii) We should encourage the talents of our students and not demoralize them of their weaknesses iv) Prof. Gardner has redefined the concept of intelligence which is not limited to the two domains of logical/mathematical and linguistic intelligence (Priya Gopal 2013).

The eighth review of Multiple Intelligence was to find a correlation between teaching effectiveness and different types of intelligence. The findings suggested that teaching effectiveness get enhanced by a higher score in interpersonal, existential and logical intelligence. A significant positive correlation was found between different types of multiple intelligence and process, contextual, product and presage teacher effectiveness. It has been found that Interpersonal and the Existential intelligence show a high bearing on process effectiveness (Cynthia D.Costa 2011).

The ninth review was to find out the role of Multiple Intelligence theory in English language teaching. The findings of the study come up with few points :i) Multiple Intelligence can become a useful strategy to develop communication skills among learners ii) It can also provide learner-centered approach, teaching styles to work on the strength of the learners (Abdollah2008).

C. The insights from the review of related literature pertaining to Multiple Intelligence reveals that all the studies related to Multiple Intelligence are in the nascent stage. The research findings show a positive improvement in the children's performance by the implementation of Multiple Intelligence theory. Though researches in between the relationship between Multiple Intelligence and the Teacher Competency are a few, it still holds true that by strengthening teacher's Multiple Intelligence their Teacher Competency & Self-Esteem can be greatly enhanced. Various studies with respect to the school have shown significant difference in regard to Teacher Competency & Self-Esteem. In some studies, the students have scored over the government students in their teacher competency & Self-Esteem. Studies on Teacher Competency in India, with respect to demographic variables like, gender, caste, school type, education, different income, & marital status have stressed that the level of Teacher competency in the private school is better than some of the govt. schools.

Insights from the review of literature related to Multiple Intelligence show that there are some studies on Multiple Intelligence with respect to demographic variables like gender, school type, qualification, caste, different income, marital status etc. but not conducted in our state Bihar, Patna, which stands lower at the literacy rate in our country.

## METHODOLOGY

The present study is a survey research.

1. A thorough study on Teacher Competency and identification of various skills, abilities, activities and understandings related to it were done. For this purpose, various libraries, research books, e-library were surfed and various available tools were referred.
2. Based on the above findings, the researcher constructed the Teacher Competency scale which was followed by a pilot study to determine the reliability and validity of the tool.
3. A standardized tests of J. Sorensen (2006) was used for the measurement of the Self-Esteem and Gardner Multiple Intelligence Scale was used to measure Multiple Intelligence. All the three tests were administered to the students in different sessions, one at a time.
4. The data collected was scored and treated with appropriate statistical techniques.

A survey was employed and the data have been collected from a population of High school Teachers of Govt. & Pvt. Schools of Patna City. A sample of 500 high school teachers (Govt.+Pvt.) residing in Patna were selected using a random sampling technique.

## POPULATION

The population for the present study includes High School teachers (teachers of ninth, tenth, eleventh and twelfth grade) from Patna district [Bihar. The data was collected by survey method by administering the selected tools and was analyzed using appropriate statistical techniques and SPSS software. The data on the Main Variables (Quantitative attribute which does not remain constant and varies from one unit to another) are Multiple Intelligence, Teacher Competency, & Self Esteem was collected through research tools selected for the study. The data on the Demographic Variables (that is a quantitative attribute or characteristic which remain constant throughout and does not vary) were collected through the personal data sheet developed by the investigator. Genders, Type of School (Govt. or Private), Marital Status (married or Single), Educational Qualification, Caste, Different Income groups etc are Demographic Variables for the present study.

3.5 SAMPLE A Sample can be defined as a small representative portion of a population randomly selected for the analysis of data (Koul Lokesh1997). The sample of the study is a representative of the High School teachers (Govt+Pvt.) teaching in Patna City..

Random Sampling Sample for the present study was randomly selected from the the high school teachers working in Patna. A total of five hundred high school teachers were randomly selected as a representative sample from nine govt. and nineteen private schools of Patna district. The high schools included ninth, tenth, eleventh and twelfth grade teachers

## RESEARCH TOOLS

"Research Tools" are distinctive ways of describing as well as quantifying the data. The researcher has used three research tools for the study:

The Multiple Intelligence Test a standardized test by Howard Gardner.

Teacher Effectiveness Scale—a tool constructed by researcher with the help of Prof.(Dr.) Father Thomas Varghese.

Self-Esteem Test: A standardized test of Self-Esteem by M.J. Sorensen (2006).

## STATISTICAL TECHNIQUE'S

| SERIAL NO. | STATISTICAL TECHNIQUE USED |
|------------|----------------------------|
| 1.         | t-test                     |
| 2.         | Mean                       |
| 3          | Standard Deviation         |
| 4          | Coeffecient of Correlation |
| 5          | ANOVA                      |



**FINDINGS OF THE STUDY**

The ultimate purpose of research is to determine the general principles based on the observed and quantified relationship between the Main Variable and the Demographic Variables.

A. Multiple Intelligence In view of the findings obtained it was found that the majority of the Teachers almost 94.2% Secondary School Teachers have obtained a moderate level of scores in all the Multiple Intelligence sub-scales in total. Secondly, in the collected sample 5.8% Secondary School Teachers possessed a High level of Multiple Intelligence. No Secondary School Teacher scored a low level of Multiple Intelligence.

B. Teacher Competency From the result obtained it was found that 41.4% of the Secondary School Teachers have obtained an average level of scores in all the aspects of Teacher Competency in total. Secondly, more numbers of students in comparison to below average level of scores has obtained above average level of scores in Teacher Competency. In other words, 8.2% of Secondary School Teachers have obtained low level of scores for Teacher Competency. Almost 50.4% of Secondary School Teachers possessed high level of Teacher Competencies.

C. Self-Esteem The outcomes of the study shows that 45.2% of the Secondary School Teachers have obtained High level of scores in Self-Esteem Secondly 30.2% Secondary School Teachers have obtained low level of Self-Esteem. 24.6% Secondary School Teachers have scored moderate level of Self-Esteem.

**The findings of the Hypothesis testing in the present study were as follows::**

- 1) There is no significant difference between Male and Female Secondary School Teachers in their Teacher Competency but there is significant difference between Male and Female Teachers in their Multiple Intelligence.
- 2) There is no significant difference between Govt. and Pvt. Secondary School Teachers in their Multiple Intelligence but there is significant difference between Govt. & Pvt. Secondary School Teachers in their Teacher Competency as well as Self-Esteem.
- 3) There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers.
- 4) There is a significant positive relationship between Multiple Intelligence and Self-Esteem of Secondary School Teachers.
- 5) There is a significant positive relationship between Teacher Competency and Self-Esteem of Secondary School teachers.

**DISCUSSIONS:**

Objectives 1 & 2 : It indicates that 94.2% High School Teachers have moderate levels of multiple intelligence. This indicates that teachers do have a sufficient amount of Multiple Intelligence, but the need is to expedite such intelligence; by strengthening their strong points and ignoring their weak points. Similarly, 41.4% High School Teachers have a moderate level of teacher competency, & 50.4% High school Teachers have a high level of teacher competency. It also indicates that 8.2% High School Teachers have a low level of Teacher Competency. Type of School i.e. Govt. & Pvt. Schools also affects the teacher competency of High School Teachers. This may be due to better working conditions or an environment that Pvt. School teachers develop a high level of teacher competency. The study shows that 45.2% of the High School Teachers have obtained a high level of scores in Self-Esteem. Secondly 30.2% High School Teachers have obtained a low level of Self-Esteem. 24.6% High School Teachers have scored a moderate level of Self-Esteem. Type of School i.e. Govt. & Pvt. also affects the Self-Esteem of High School Teachers. As most of the samples are collected from Patna district, due to a better educational environment, exposure, salary and respect 45.2% teachers scored a high –level of scores in Self-esteem.

Objectives 4: Depicts the facts that mean scores of the male high School teacher is higher than the female counterpart. The t-value is (2.37) which is significant at 0.01 levels. It indicates that there is significant difference in Multiple Intelligence among High School teachers of Patna. Therefore the null hypothesis is rejected. On the basis of results it can be interpreted may be due to more pressure on the studies of male folk or much exposure to the environment from the very early age male teachers have scored higher than the female in their Multiple Intelligence.

Objectives 5: Reveals that mean scores of Pvt. High School Teachers is higher than Govt. Secondary School Teachers. The t-value is (4.36) that is significant at 0.01 level. It indicates that there is significant difference in Teacher Competency among Govt. & Pvt. Secondary School Teachers. This may be due to better working conditions or a learning environment that Pvt. school teachers are exposed to they develop a high level of teacher competency. Dr. Kaunsar Jan (2016) conducted a similar study on Teaching Competencies of Govt. & Pvt. Secondary School Teachers in Jammu & Kashmir. In the study the mean score of Pvt. School Teachers were higher than the Govt. The t-value (3.75) is significant at 0.01 level. So it was inferred from the study that there is significant difference in the Teaching Competencies of High School Teachers.

Objectives 6: It indicates that the mean scores of Pvt. Secondary School Teachers are higher than the Govt. Secondary School Teachers. The t-value is (2.37) that is a significant at 0.01 levels. It indicates that there is a significant difference in Self-Esteem among Govt. & Pvt. Secondary School Teachers. It can be inferred that may be due to training, workshop & better teaching conditions Private High School Teachers develop higher self-esteem than Govt. High School Teachers.

Objectives 7: The findings show that there is a significant positive relationship between Multiple Intelligence & Self-Esteem of Secondary School Teachers. The Correlation is 0.8736 which is greater than the table value (0.115) at .01 level. In a similar study Ahmed M. Mahasneh (2013) tried to examine the relationship b/w MI and self-efficacy. The results indicate that there is significant positive correlation b/w MI and self –efficacy. Abbas Ali Zarei and Sakineh Taheri (2013) have also conducted similar research and found out that Multiple Intelligence is a predictor of Self-Efficacy.

Objectives 8: Reveals that there is a significant positive relationship between Multiple Intelligence & Teacher Competency of High School Teachers. The correlation is 0.4795 which is greater than the table value (0.115) at .01 level .

Objectives 9: It indicates that there is a significant positive relationship between Teacher Competency & Self-Esteem of High School Teachers. The correlation is 0.4216 which is greater than the table value (0.115) at .01 level. Cynthia D' Costa (2011) found out a similar relationship between teacher effectiveness and different areas of intelligence. She found out that a teacher with high Inter-personal,

existential and logical intelligence are more effective than those who are low in the same.

### CONCLUSION:

The present study reveals that there is a significant positive relationship between Multiple Intelligence & Teacher Competency of High School Teachers. Dr. G. Maheshwari (2017) also tried to find out the relationship between Multiple Intelligence & Teaching Competency of training College teachers and found out that there is a significant positive correlation between Multiple Intelligence & Teacher Competency. This may be due to the fact that the teachers those who are respected for their abilities, their multiple intelligence, then their sense of self-esteem is likely to increase which will strengthen teacher competency. From this study the researcher concluded and identified that multiple intelligence is also one of the significant contributors of the teacher's competency Hence training the teachers to use the multiple intelligence in their teaching can be very useful to enhance the student's learning.

### RECOMMENDATIONS:

1. The teachers should be aware of their own prominent Multiple Intelligence and must utilize it accordingly in teaching –learning process.
2. It is essential to have full knowledge of multiple intelligence theory before utilizing them into lesson plans.
3. Teachers should give equal importance to different intelligence displayed by the students and never discriminate between them in anyways.
4. School should fully support the initiatives of teachers who utilize multiple intelligence theory in Teaching practices.
5. Multiple Intelligence can be used as a useful teaching technique to improve teaching and learning effectiveness.
6. The future studies should be based upon the difficulty in application of Multiple Intelligence. Studies should be based upon careful observation, video recording, and an in-depth interview of students. It can be an eye-opener to the problems faced by the researcher in the application of Multiple Intelligence teaching.
7. The Multiple Intelligence theory can be applicable to everyone. It can be a remedial method to utilize prominent intelligence of the student to improve learning..
8. Studies on the use of Co-operative learning in the teaching-learning scenario must be encouraged.
9. Workshop to be conducted for teachers, parents as well as administrators to understand the effect of Multiple Intelligence towards teacher competency.
10. Reasearch studies to utilize Multiple Intelligence based teaching –learning environment at teacher training institutions; is the need of the hour.
11. Multiple Intelligence teaching-learning situations should be extended to in-service teachers through professional development courses.
12. The curriculum framers, Government authorities should instruct and incorporate Multiple Intelligence curricula related to Training Colleges. Curriculum changes may also be made to teach using Multiple Intelligence techniques.
13. Research workshop to be organized to enhance the teacher's personalities by tapping latent intelligence.
14. Incorporation of Multiple Intelligence based teaching in B.Ed Colleges will surely propel the growth and perspective towards it how we can look our students in a way that is conducive to their growth and will mould them to look into their strengths rather than their weaknesses.

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