

4th International Conference on New Horizons in Education

A study on the multiple intelligences of kindergarteners from different socioeconomic backgrounds

Semra Erkan^{a*}, M. Burcu Öztürk^b

^a*Hacettepe University, Education Faculty, Early Childhood Education, Ankara, 06800, Turkey*

^b*Zübeyde Hanım Preschool, Şanlıurfa, 63700, Turkey*

Abstract

This study was designed to identify the effects of gender, mother's and father's educational level on the intelligences of kindergarteners from different socioeconomic backgrounds. The population of the study included six-year-old kindergarteners from independent kindergartens and the preschool classes of elementary schools attended by children from different socioeconomic backgrounds in Viranşehir, Şanlıurfa. The study sample comprised a total of 208 six-year-old children attending a kindergarten and three elementary schools which were presumed to represent the lower, middle and upper socioeconomic status and selected randomly from among the schools in the population. Data were collected by using a Demographic Information Form and the Teele Inventory of Multiple Intelligences (TIMI). These data were by using One-Way and Two-Way Analysis of Variance (ANOVA). The results showed that socioeconomic background create a difference in children's multiple intelligences.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and peer-review under responsibility of The Association of Science, Education and Technology-TASET, Sakarya Üniversitesi, Turkey.

Keywords: Preschool education, kindergarten, socioeconomic background, multiple intelligences;

1. Introduction

Ways to be more successful in education have always been discussed by scientists. Studies on how the brain works have shed light on meaningful and permanent learning. Early studies focused on the

*Corresponding Author. Semra Erkan Tel.: +90-312-297-8633; fax: +90-312-299-2018.

E-mail address: erkansemra@yahoo.com

extent to which brain functions can be used and on measuring intelligence (Köroğlu and Yeşildere, 2004).

Intelligence was long thought to include one single factor. However, nowadays it is widely accepted that it includes multiple cognitive skills and abilities. Thus the belief that multiple abilities cannot be explained by one single construct (Çakan, 2002). In addition, as a result of the developments in education and psychology, the view that classical tests are not enough to evaluate children and that their potential also started to gain ground.

The Multiple Intelligences Theory, which emerged under these circumstances, holds an important place in education in terms of pinpointing what individuals are able to do (Abacı and Baran, 2007; Köroğlu and Yeşildere, 2004). This theory opposes an IQ-based approach to human intelligence, emphasizes that intelligence is multi-dimensional, asserts that individuals have different learning styles, puts the individual in the center, and pinpoints the importance of individual differences (Köksal, 2006; Ergül et.al., 2007). This theory centralizes individual learning styles, interests, abilities and inclinations (Vural, 2004).

The Multiple Intelligences Theory first appeared in 1983 in Howard Gardner's book titled "Frame of Mind" outlining seven different intelligences (Amerson, 2006; Çuhadar, 2006). According to Gardner, different kinds of intelligences are effective tools people use to live, learn, solve problems, and be humans. Although intelligence is shown to have different dimensions, these dimensions have similar structures and traits (Mendi et. al., 2004).

According to Gardner, human beings genetically have all of these intelligences. Research findings show that differences in children's intelligences appear not only due to hereditary and biological factors but also due to their nourishment, and environmental and cultural factors (Radin, 2008).

Environmental factors cover the environment within which the child lives. From the moment a child is born, he starts gaining experience within his society and is exposed to the opportunities presented by the sociocultural environment and his family (Üstün, 2004). In order to enhance children's existing potential, environments to meet their interests and needs. Their environments should be enriched with various fields of experience.

Family, like in other developmental areas, has a crucial and determining role in a child's mental development. Therefore, the role of a kindergartener's home environment cannot be overlooked. Lack of materials at home due to the family's low socioeconomic status (not being able to buy musical instruments, for instance), the quality of the place lived in (the possibility of having high naturalistic intelligence for children living in villages), the family's effect on an individual's choices (forcing a child who wants to become a painter to instead become a doctor) and the structure within the family (nuclear or extended family) may all have an effect on an individual's fields of intelligence (Saban, 2004).

Especially in the first five months of a baby's life, the capacity to learn increases quickly owing to the fast development of the brain and the nervous system, thus making environmental stimuli crucial for cognitive development (Kağıtçıbaşı, Bekman and Sunar, 1993, p.29). Rather than heredity, the experiences that the individual gains later in life play a crucial role for the brain to execute these functions. Therefore, it is of utmost importance to present children with an environment full of rich stimuli during pre- and elementary school. The more objects (stimuli) encountered, the more

Download English Version:

<https://daneshyari.com/en/article/1117597>

Download Persian Version:

<https://daneshyari.com/article/1117597>

[Daneshyari.com](https://daneshyari.com)