

The Relationship between Verbal, Visual-Spatial and Interpersonal Intelligence with Students Responsibility

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Received: February 3, 2016

Accepted: April 12, 2016

ABSTRACT

The aim this study is analysis of Relationship between verbal, visual-spatial and interpersonal intelligence whit students responsibility nevertheless 100 students of Payame Nour Lordegan branch were selected randomly and they replied to questionnaire of (verbal, visual-spatial and interpersonal intelligence) and responsibility. It was applied of cooperative and regression tests for gathering data. The results indicated that there is a positive cooperation and meaningful relation between verbal and interpersonal intelligence whit responsibility but there is not any relation between, visual-spatial whit responsibility also the regression results indicated that verbal and interpersonal intelligence with Beta positive they were meaningful predictive objectives for responsibility. Discussion and conclusion: It can be concluded that verbal and interpersonal intelligence can increase responsibility at students.

KEYWORDS: verbal intelligence, visual-spatial intelligence, interpersonal intelligence, Responsibility.

INTRODUCTION

It needs any society as designing for itself planning and management though analyzing its horizons and the effective objectives on it. (Goldfinch, 2008) It is one of the objectives which gather scientists view. It is the analysis of effective objectives. It is one of the most effective points at paying attention to effective objectives. (Asadi & Haji Aghajany, 2005) Responsibility at word it means being committing to something and it is told to something related to someone legally or by custom. (Shahyini, 2011) Being responsible it is upgrading the tasks and affairs implementation. The responsible ones as being reliable and more on trust and it is one of the points of progress. (Venus, 2005) Being responsible with accepting bigger responsibilities (on condition one has the conditions of acceptance of task) it is an important objective for progress of social and personal tasks. This adjective add to reliability and social credit of any one and it cause him being more precious and applicable. (Nabavy, 2008) Ones having more responsibility mood because of their credit they have more progress for themselves and society. It has been paid attention to this skill of responsibility acceptance at the youth since previous decades. (Louis, 2007) As the other points analyzed in this concern it is analyzing multi genius such (Logical genius, Natural genius and intra-person genius).

The thesis of multilateral Gardner (2008, 1983) it makes new conditions for understanding man's genius. (Cominio, 2010) and it has useful applications at raising. (Armstrong 2007, Azar 2006, Bachen 2006.) By Garner's view every body of this complex has a portion of genius, he counted eight kinds of genius as: 1- Verbal genius language it consist of sensibility to the language of oral and verbal and ability for learning languages and applying language to reach the goals, 2- Logical mathematic genius 3- Visual – spatial genius it is consisting of ability transferring logical visual abstract 4- Bodily-Kinesthetic Intelligence 5- Musical genius 6- Intra-person genius it consist ability of understanding others(It means understanding interests, views hidden and obvious) at last working with others 7- Intra-person genius 8- Naturalist genius (Ourmerd 2006, Pirsou 2008 & Gardner 2006) it is Garner's problem for third millennium that could we apply these abilities and differences as a center for teaching and learning or it turn in to a manner for students (Berman, 2001) It can be told that it is the most general application of Gardner's thesis it is paying attention to one the most complicated elements of man entity and the difference between Adams although the difference at traditional frame but the elements of difference at multilateral genius indentified but they are not reflected still. (Abdi & Norouzi 2011) Though it can be observed as one of the benefits of multilateral genius effectiveness is analyzed the differences between ones. In another

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word the thesis of multilateral genius it is a new paradigm that it makes trainers with a new horizon consequently encounter them with new responsibilities. (Mehrmohammady, 2011) This thesis as it imposes more order to human training systems difficulties.

Furnham (2009) indicated that verbal genius and logical mathematical genius are regarding to responsibility. Ozdilek 2010 he indicated at his study that there is a positive relation between logical-visual-spatial and visual-spatial genius between scholastic progress (Matlabzade & Manoucjhri, 2008 and they proved that just logical mathematical genius has a relation with reading skill. (Gardner, 1989) he believes there is a relation between all kinds of genius and the ability of learning. The studies indicated that there is a relation between ones' ability of learning and their genius. (Stephen 2004) In this concern the present study analyzes the relations between verbal visual-spatial and inter- person with ones' responsibility about students.

METHOD

The present study by the goal it is implicational and by gathering data it is introductive and cooperative form.

Society, sample model and method of sampling

The sample model of this study is consisting of all students studding during 2013-2014 totally 1540 students. Delavar (2003) the sampling of this study was 100 by random at different levels.

Devices

1- Multilateral genius questionnaire (Verbal, Visual, Intra-person, spatial genius)

It was applied of multilateral questionnaire for measuring students' genius which they were by translation of Grey Hermez and Nial Duglas's translation these questionnaires had eight substitute and eight acts which each of them analyzed all kinds of genius that Grder introduced. It measures three kinds of questionnaire. The testers' replies to each question were defined by Yes or No. The rate of credits was estimated by Alpha Kronbakh that it's reported by 0/83.

2- Questionnaire of responsibility acceptance

It was consisting of a questionnaire 20-question. This questionnaire was applied by scoring measuring Likret and with 5 options and was graded and the maximum grade was 100 and the least is 20. This questionnaire was provided about acceptance of responsibility and self-control, controlling environment and rationalism about public sympathy. The final rate of this test was defined 0/78 Alpha Kronbakh.

The analysis of data

The data gained they are by statistical indexes (Such average, Deviation scale) and at the region of statistic it was applied of Person Cooperation index and Regression analysis.

Findings

It was indicated the relations between Visual genius, inter-person, and responsibility acceptance. As it is observing the most genius is concerning to verbal genius and the average of responsibility acceptance is reported 62.

Chart 1- Average, deviation scale, Maximum and minimum of teeter score at study

Number of sample	Maximum	Minimum	Deviation scale	Average	Statistic indexes of variant
100	8	1	2/24	4/60	Verbal genius
	8	2	2/85	3/35	Visual spatial genius
	7	1	2/65	4/45	Intra-person
	95	35	12/25	62	Responsibility acceptance

As it is observing at chart 2 the acceptance of responsibility has a meaningful relation with positive 0/001 Verbal and Visual ones' genius.

Chart2 Pierson cooperation index between visual and intra-person with students' responsibility

(n) Number of samples	(p) Meaningful	(r) Rate of cooperation	Variants of survey	
100	0/001	0/64	Responsibility acceptance	Verbal genius
	No meaningful	0/013		Visual positional
	0/001	0/68		Intra-person genius

Chart3- The detail of regression by the indexes at the survey

Rate of modifications	The deviation of standard	Decreased	Rate of introduction	The rate of cooperation	Variant
/227	2/16	0/334	0/337	/523	Verbal genius
/229	2/11	/347	/347	0/529	Intra-person genius

At fixing the results of variants at chart5 it is observing $f=8/02$ is meaningful on rate of $p \leq 0/01$ and it indicates at least one of the factions is effective on variant and also the regression is meaningful itself.

Chart4-The results of variance monopole by predicted variants

sig	F	ms	df	SS	Variant source
0/01	8/02	23/84	2	47/68	Regression
		2/97	97	288/56	
			99	856/26	Total

DISCUSSION & CONCLUSION

The results indicate that acceptance of responsibility has positive relation with the indexes of verbal an visual-spatial positive relation by 0/001 positive although the difference at traditional frame but the elements of difference at multilateral genius identified but they are not reflected still. Though it can be observed as one of the benefits of multilateral genius effectiveness is analyzed the differences between ones. In another word the thesis of multilateral genius it is a new paradigm that it makes trainers with a new horizon consequently encounter them with new responsibilities. This thesis as it imposes more order to human training systems difficulties. This survey is limited to teachers of Payame Nour the teachers apply the results of this survey on progress fro students.

Alt last we appreciate everyone's assist us at making this survey.

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