

INTERVENTION OF MULTIPLE INTELLIGENCE DURING NEURO LINGUISTIC PROGRAMME FOR ACOUSTIC COMMUNICATION

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ABSTRACT

The needs to aspire learner to learn and to awaken their inquisitiveness different teaching practices have emerged. Amongst the innovative practices recognized in enhancing learners active involvement is the activity method. An activity is planned to allow human learn about a specific subject and/ or skill. These skills are developed auditory, video, kinesthetic skill. Activity based learning are integral components for learning where combination of individual minds and communication amongst them comes into play known as multiple intelligence. The objective of paper was to study the effect of neuro linguistic programme, multiple intelligence and their interaction on acoustic communication by considering pre acoustic communication as covariate as well as to analyze the change I reaction towards neuro linguistic programme amongst teacher trainees before and after the treatment. Pretest posttest nonequivalent control group design was used on 90 teacher trainees. Acoustic Communication Inventory, Multiple Intelligence Inventory, Reaction towards Neuro Linguistic Programme were administered respectively. On analyze of procured data was found that there was significant effect of resultant of interaction between NLP and Multiple Intelligence and teacher trainees expressed favorable reaction in the end of treatment as compared to earlier period of treatment. The study intends to aspire the teachers and teacher trainees for undertaking development of listening and speaking skill in their respective subject so have a better acoustic communication.

Keywords: Neuro linguistic, Teaching practices, Communication, NLP, Reframing

1. INTRODUCTION

Neuro linguistic Programming (NLP) refers to individual inner experience (neuro), in reference to their language (linguistic) through patterns of behaviour (programming). It is a study of human experience towards focusing on mind and language which works as mirror of inner being. Neuro Linguistic Programming as a model of interpersonal communication is chiefly concerned

with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them' (Bandler). Thereby, NLP offers solution for teaching and learning in reference to communication. It is a dynamic process for an individual to understand others and representing one's own map during communication.

NLP focuses on visual, auditory, kinesthetic, language representation of people in which 40% is visual, 30% acoustic and 30% kinesthetic. It shows mental process of thinking, remembering, imagination, perception and consciousness. It helps in communication and interpretation. Communication process is indeed a process which is also affected by the relationship between speaker and listener. This means that there should be some means through which this factor can be strengthened. NLP helps teacher to make teaching and learning effective through different strategies such as Anchoring, Reframing, Modelling and Rapport. **Anchoring** strategy is a process which includes person gesture, touch or sound. The other strategy **Reframing** is a process of developing creative ways of thinking. Through reframing, learner can discipline oneself to see things in a different context. The strategy **Modelling** is either acting as a behavioural model for others as when doing demonstration or to process of making explicit the sequences of thoughts and behavioural that enable someone to perform a skill or task. **Rapport** strategy means formation and maintenance of respectful relationships, and is extended to apply to relationship with you as well as with others. Rapport affects our ability to be at our optimum. Rapport is a sense that once two people are in harmony, one of them can take the lead in something. When rapport is established speaker and listener's attitude and tone of voice are synchronized.

In every strategy. Multiple intelligence of learner can have prominent role. Multiple Intelligence is type of technique Intelligence which includes verbal linguistic, logical mathematics, visual, spatial, kinesthetic, musical, interpersonal, intrapersonal element. Further the members of group pursue these in individual, group task for performing the activity based on these strategy in classroom as well as auditorium.

Neuro linguistic programming have been studied in terms of emotional intelligence, group intelligence. Only one article of foreign studies could be located on neuro linguistic programming and multiple intelligence. This gap in research in respect to Neuro linguistic programming and acoustic communication required to find out how neuro linguistic programming could affect acoustic communication. Moreover the moderator that could have an interaction effect on acoustic communication also needed to be studied.

2. OBJECTIVES

The objectives of the study are as follows.

- To study the effect of Neuro Linguistic Programme, Multiple Intelligence and their

interaction on Acoustic Communication by considering Pre Acoustic Communication as covariate.

- To study the Change in Reaction towards Neuro Linguistic Programme (NLP) amongst teacher trainees treated through treatment.

3. METHODOLOGY

In the present study, amongst 21 teacher training institutions functioning in Mathura (U.P.), two teacher training institutes were randomly selected. From these two teacher institutions, one teaching institution was as experimental group and other as conventional group. Further amongst 90 teacher trainees, 44 teacher trainee from one institution was the experimental group and 46 teacher trainee of the other institution was conventional group. The present study was experimental in nature following pre post control group design. For this study, the Acoustic Communication is the dependent variable and Neuro Linguistic Programming is the independent variable.

The study commenced with Neuro Linguistic Programming while the other group continued with the normal classroom. Different activities related to Neurolinguistic Programming was given as treatment in real treatment. After the treatment the acoustic communication of both group i.e., the experimental and conventional group were assessed. The data obtained from both groups were next analyzed.

4. FINDINGS & DISCUSSION

a. EFFECT OF TREATMENT, MULTIPLE INTELLIGENCE AND THEIR INTERACTION ON ACOUSTIC COMMUNICATION BY TAKING PRE ACOUSTIC COMMUNICATION AS COVARIATE

The first objective is to study the effect of Treatment, Multiple Intelligence & their interaction on Acoustic Communication by taking Pre Acoustic Communication as covariate. The two treatments is namely, Neuro Linguistic Programme and Conventional method. On the basis of Intelligence, the subjects are divided into two levels namely having high and low Intelligence. Thus, the data are analyzed with the help of 2×2 Factorial Design ANCOVA where Pre Acoustic Communication is as taken as covariate. The result is given in Table 1

Table 1: Summary of 2×2 Factorial design ANCOVA for Acoustic Communication in reference to Intelligence

N=90

Source of Variance	df	SS_{x,y}	MSS_{x,y}	F_{x,y}
Treatment(a)	1	31121.684	31121.684	282.210**
Intelligence (b)	1	1226.246	1226.246	11.120**
a × b	1	1955.973	1955.973	17.737**
Error	85	9373.666	110.278	
Total	90	985023.722		

**Significant at.01 level

4.4.1 Effect of Treatment on Acoustic Communication by taking Pre Acoustic Communication as Covariate

From table 1. it can be seen that the F value for treatment is 282.210 which is significant at 0.1 level with $df = 1/90$ when pre Acoustic Communication is taken as covariate. It indicates that the mean score of Acoustic Communication of learners trained during NLP is found to be significantly superior than their counterpart, the conventional group when pre Acoustic Communication is considered covariate. So there is a significant effect of treatment on Acoustic Communication when pre Acoustic Communication is considered as covariate. Thus the null hypothesis that there is a significant effect of Treatment on Acoustic Communication of amongst teacher trainees when Pre Acoustic Communication is taken a covariate is rejected. Further, the mean score of Acoustic Communication of NLP group is found to be 128.4091. Which is significant by higher than those of conventional group whose mean score of Acoustic Communication is 72.9348. Therefore, it may be said that Neuro Linguistic Programming is found to be superior than the Conventional method when Pre Acoustic Communication is taken as covariate.

4.4.2 Effect of Intelligence on Acoustic Communication by taking Pre Acoustic Communication as covariate

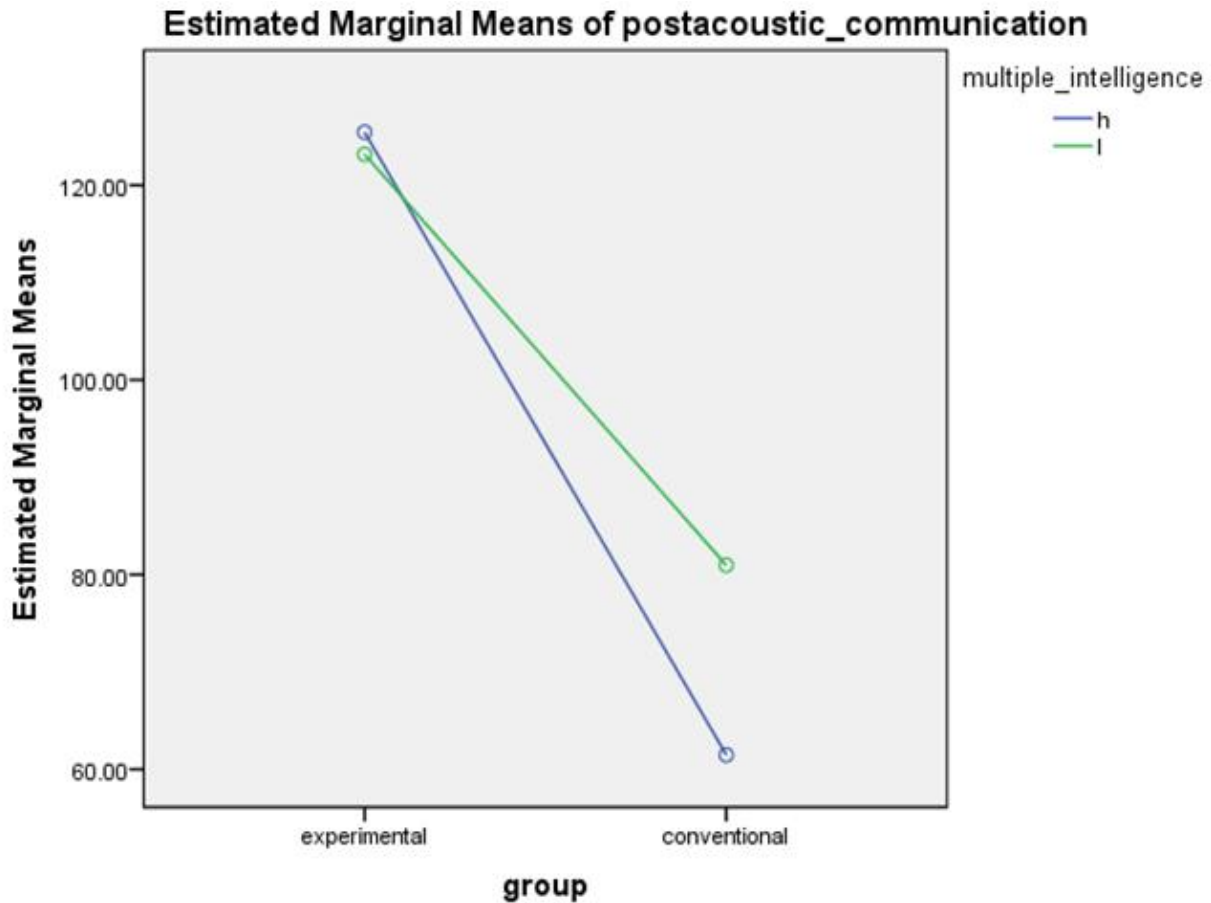
The F- value of Self-Concept is found to be 11.120 (vide table 1) which is significant at 0.1 level with $df = 1/90$. It shows that the mean score of Acoustic Communication of teacher trainees

belonging to high Intelligence and low Intelligence differ significantly. So there is significant effect of Intelligence on Acoustic Communication amongst teacher trainees when Pre Acoustic Communication is taken as covariate. In the light of this, the null hypothesis that there is no significant effect of Intelligence on Acoustic Communication of teacher trainees when Pre Acoustic Communication is considered as covariate is rejected. Thus, the Acoustic Communication is found to be dependent on Intelligence when pre Acoustic Communication is taken as covariate.

4.4.3 Effect of interaction between Treatment and Intelligence on Acoustic Communication by taking Pre Acoustic Communication as covariate

The F-value for the interaction between Treatment and Intelligence is found to be 17.737 (vide table 1) which is significant. It indicates that there is significant effect of the resultant of interaction between Treatment and Intelligence on Acoustic Communication amongst teacher trainees when pre Acoustic Communication is taken as covariate. In the light of this, the null hypothesis that there is no significant effect of interaction between Treatment and Intelligence on Acoustic Communication amongst teacher trainees when Pre Acoustic Communication is taken as covariate is rejected. It may therefore be concluded that Acoustic Communication was found to be dependent on the interaction between treatment and Intelligence when pre Acoustic Communication is taken as covariate. This interactional effect is presented through the graph 1.

Graph 1: Effect of Interaction between Treatment & Intelligence on Acoustic Communication



Covariates appearing in the model are evaluated at the following values: preacoustic_communication = 49.2222

From graph 1 it can be seen that teacher trainee possessing high & low Intelligence treated through Neuro Linguistic programme (NLP) were found to possess Acoustic Communication to the almost to the same extent. On the other hand the teacher trainees possessing low & high Intelligence of control group are found to possess different degree of Acoustic Communication. Nevertheless the teacher trainees possessing high Intelligence of NLP Group exhibited better Acoustic Communication, that those group possessed low Intelligence.

b. CHANGE IN REACTION TOWARDS NEURO LINGUISTIC PROGRAMMING (NLP)

The second objective was to study the change in reaction towards NLP amongst teacher trainees. The reaction towards NLP was studied on administration of NLP Reaction Scale. The participants of experimental group were pre and post tested by NLP reaction scale. It means the participants were assessed during the treatment and at the end of treatment. The data in respect to reaction towards NLP were analyzed through co-related t-test. The result is presented in Table 2.

Table 2: Mean, SD and correlated t-value for change in Reaction towards Game Designing Programme

Testing	Mean	S.D	t-value
Pre Test	58.4091	6.95272	41.921
Post Test	132.2273	8.82086	

**Significant at 0.01 level

From the table 4.7, it can be seen that the co-related t-value is 41.921 which is significant at 0.01 level with $df=1/44$ It indicates that the mean score of reaction towards NLP assessed at two point of treatment differ significantly, which indicates that there has been significance change in reaction towards NLP during and at the end of the treatment. Thus in the light of this the null hypothesis that there is no significant difference in change in reaction towards Neuro Linguistic Programme during and at the end of the treatment, is rejected. From the mean score of reaction it can be said that teacher trainees expressed favorable reaction in the end of the treatment as compared to earlier period of the treatment.

5. CONCLUSION

There was significant effect of the resultant of interaction between treatment and Multiple Intelligence. Ad well as the teacher trainees appreciated the Neuro Linguistic Programme. This study can inspire the teachers as well as teacher trainees to adopt the design of neuro linguistic to inculcate the concept or the content of any subject. Further this paper also highlights the need for more of such researches to be taken up in other disciplines.

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