

# Examining Gardner’s interpersonal and intrapersonal intelligences in the light of the continental education system

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## ABOUT THE RESEARCH

The subject of my research is the investigation of the possible manifestations of inter-, and intrapersonal intelligences, as part of Gardner's theory of multiple intelligences. The aim of my research is to present how socialization in the education system affects children's inter-, and intrapersonal intelligences. According to my hypothesis the closed nature of socialization and spontaneous learning processes in the continental education system do not allow for a positive influence on children's social skills. The Effectiveness of Social Skills greatly influences a person's professional and private well-being, school and work performance (Zsolnai, 1994; Dezső, 2012). During the social interactions appropriate expression of emotions are essential (Zsolnai, 2010). An important task of institutional education is the conscious and planned development of social skills in cooperation with the family.

The aim of the development is that the social components (motives, abilities, skills, habits, knowledge and patterns) which are necessary for social integration, professional and private success can function effectively (Dezső, 2011; Zsolnai, 2015). The education system influences spontaneous socialization processes in schools (Kozma, 2015). The continental education system is essentially the education of European countries. In the continental system, control is generally more centralized and formal. The socialization and spontaneous learning processes in the system are influenced by the increasing closed nature of the organization. Therefore, school socialization becomes more hidden and invisible (Kozma, 2006).

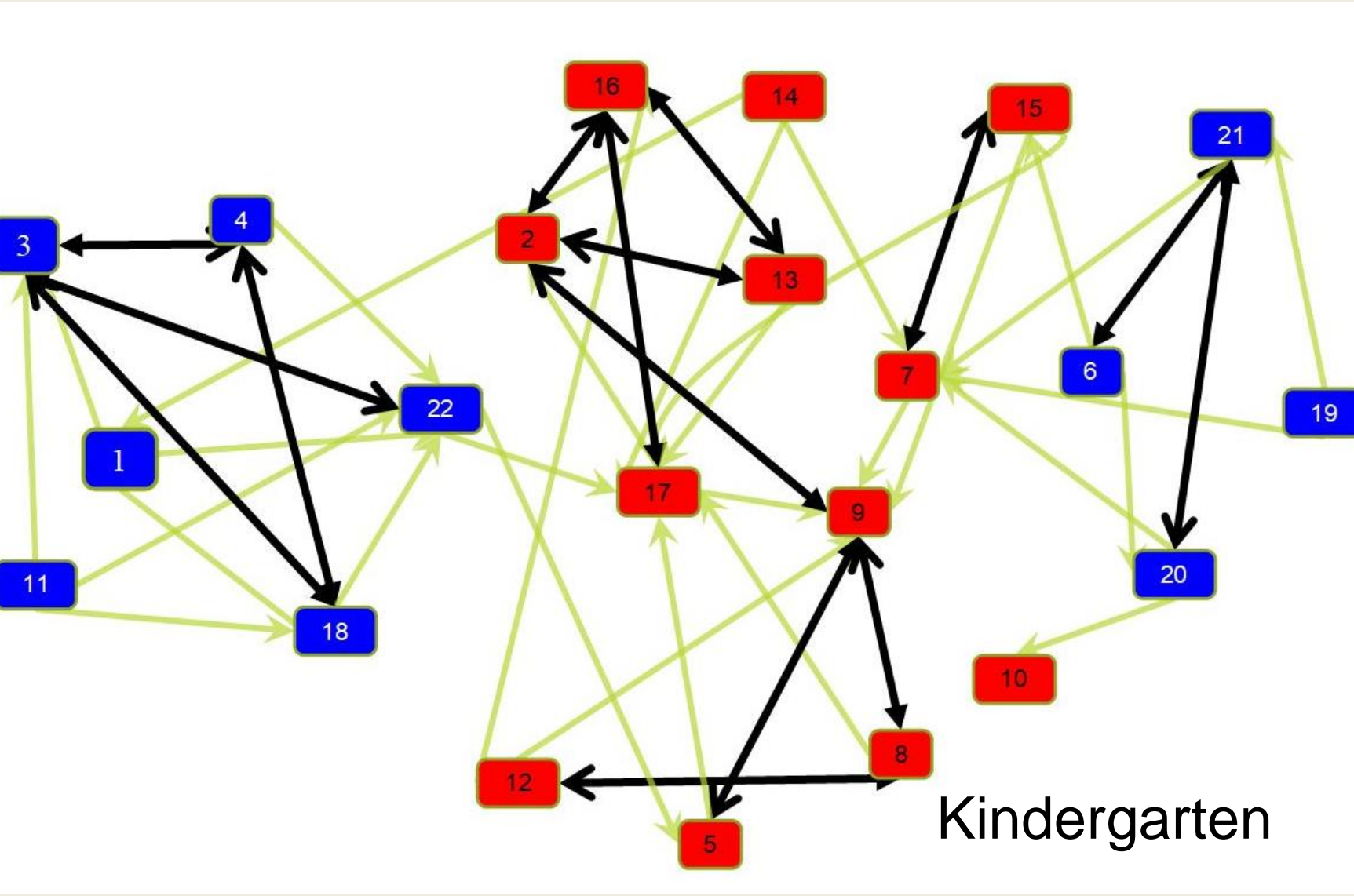
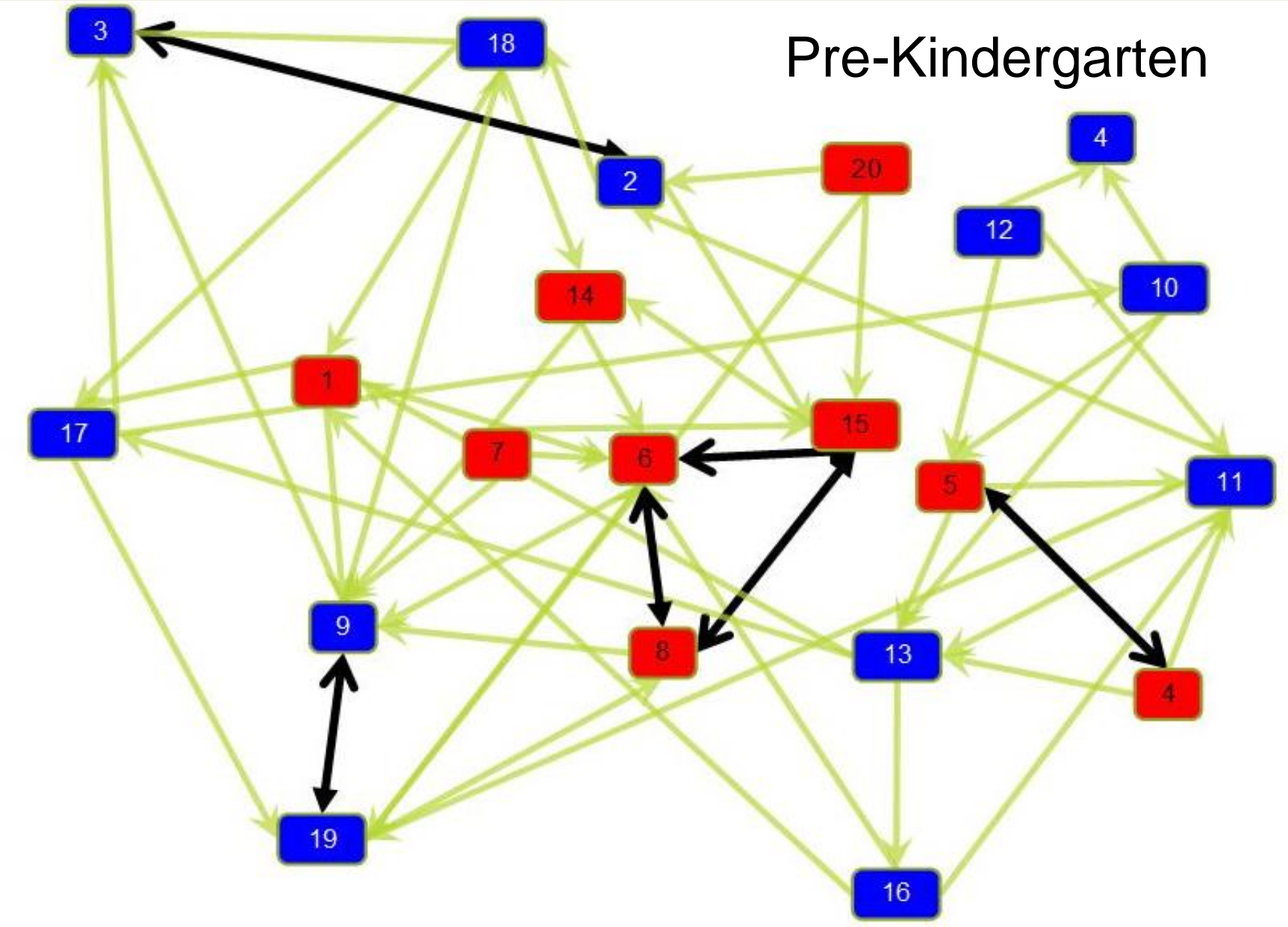
## RESEARCH METHODOLOGY

During the survey on the relationship between continental education system and social skills, I ensured validity by using different techniques and resource groups. I used a sociometric questionnaire, a questionnaire exploring the characteristics of socio-community characteristics, a questionnaire exploring the family background characteristics, and an observation method involving pre-schoolers and pre-school teachers in the Hungarian-language pre-school environments of Vojvodina (Magyarkanizsa), Serbia. I conducted my research from fall 2019 to spring 2021.

### Result I

With the help of the sociometric questionnaire (Méri, 1971) I identified/ the group structure reflecting emotional relationships and the degree of cohesion, as well as the rate of acceptance or rejection of each group member. Using the sociometric matrix, I drew the sociogram, from which the social relationships between the children could be clearly deduced.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ossz:
1		X				+			+								+				3
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17				+						+								X		+	3
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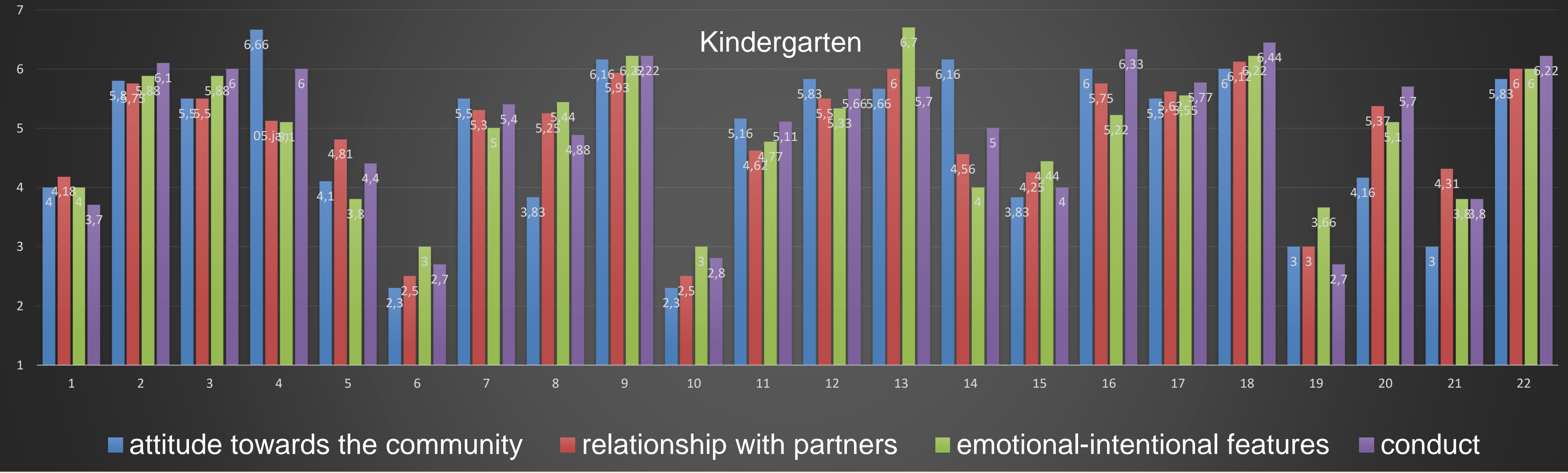
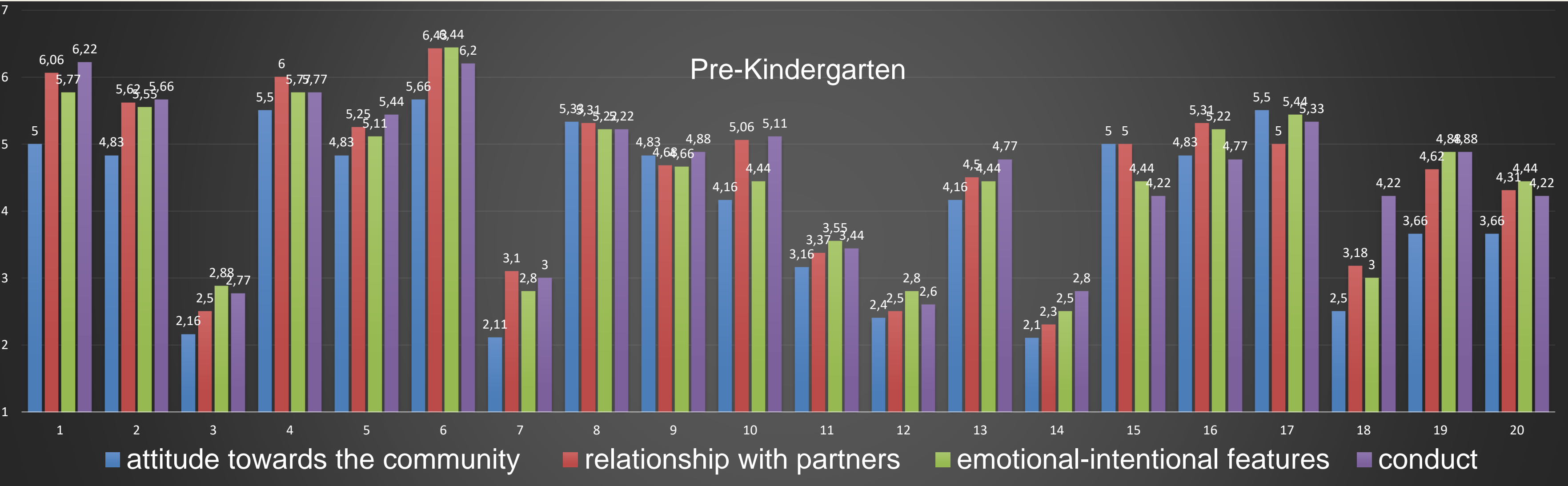
### Result II

Preschool-teachers completed a questionnaire exploring the characteristics of socio-community characteristics (Tóth, 2004). During the research I was able to systematize and quantify the experiences of social-community characteristics in the group. The 43 items of the questionnaire can be divided into three major groups of attitudes: attitude towards community, relationship between friends, individual characteristics (emotional-willfulness characteristics/features, behavior). Because the evaluation was made on a child-by-child basis, I reproduced and completed the tests for each preschoolers.

### Result III

The preschooler-teachers have certain experience with the families of the students. However, these are often only impressions. It is difficult to decipher them in retrospect in terms of their actual information content. To avoid this, I conducted a questionnaire exploring the family background characteristics. During the investigation I was able to systematize the knowledge and impressions about the families of each student and to compare the family background of each student along the 10 categories offered. I reproduced the questionnaire according to the number of the group and filled it out with the preschool-teachers.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Össz:
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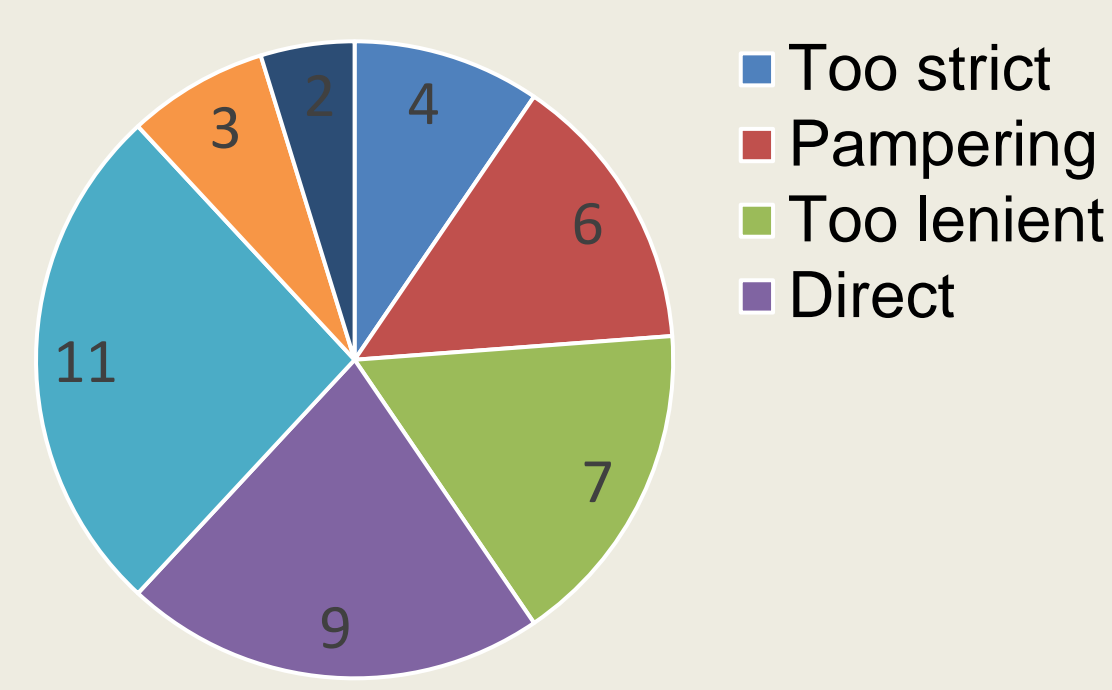


## CONSEQUENCES

My hypothesis that the closed nature of socialization and spontaneous learning processes in the continental education system (Kozma, 2006) doesn't allow for a positive influence on children's social skills has been confirmed. The results of the research support that a child who is less able to mobilize his/her inter- and intrapersonal intelligences also won't be able to apply these aspects properly in the continental education system. Based on my research, a number of lessons can be drawn

regarding the possibilities of measuring and developing social skills. The reliability of the results of social skills and skill groups measured during the studies can be greatly increased by involving more evaluators (several teachers, parents, peers). However, there are often obstacles to achieving this. On the one hand, due to the age characteristics of preschoolers, there is a lack of objective friendship characterization and only a small number of preschooler-teachers are dealing with this age group. On the other hand, it is often not possible to involve parents.

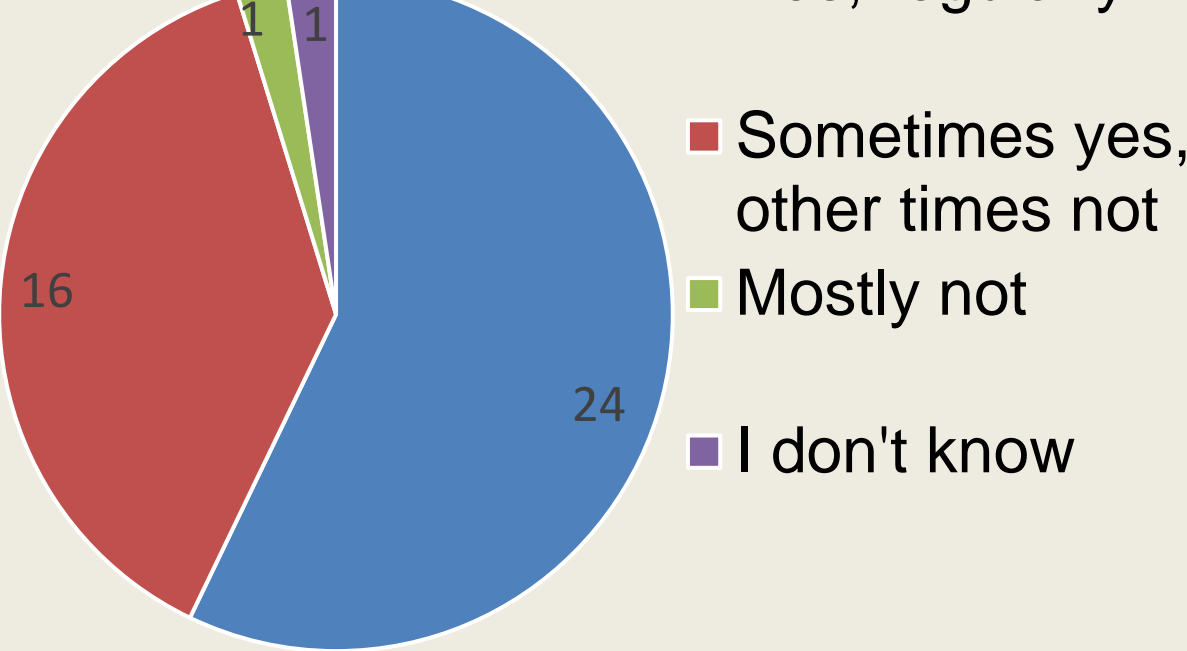
Family education



Parents' relationship to their child



Do the parents care about their child at home?



What are the parents' ambitions for their child?

