

بسم الله الرحمن الرحيم

رب أوزعني أن أشكر نعمتك التي
أنعمت علي وعلى والدي وأن أعمل
صالحاً ترضاه وأدخلكي برحمتك في
عبادك الصالحين

صدق الله العظيم

سور النمل – الآية (١٩)

إهداء

إلى روح والدى الثاوى بجوار ربه
إلى والدتى .. أمد الله فى عمرها
إلى زوجتى الحبيبة وقلذات أكبادى
إلى أخوتى وزملائى
إلى كل من يتطلع إلى البحث والمعرفة
أهدى هذا البحث

الباحث



Cairo University
Institute of Educational Studies
The department of Educational Psychology

**THE EFFECTIVENESS OF A LEARNING PROGRAM IN THE
LIGHT OF MULTIPLE INTELLIGENCES THEORY FOR
DEVELOPING MOTIVATION FOR LEARNING AND
ACADEMIC ACHIEVEMENT FOR ONE
-CLASSROOM FEMALE LEARNERS**

Doctoral Dissertation Submitted to Ph.D.

In Education Philosophy, Educational Psychology

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INTRODUCTION

Many studies and much recent research are inserted in programs which affect the learning process. Motivation to learning is considered as one of the most important conditions for good learning. From an educational point of view, motivation is an educational aim, because stimulating learners' motivations, directing them, and yielding specific interests for them helping them to be encouraged to practice cognitive, emotional, and psycho-motor activities outside the school and it considered also one of the aims of are some aims of any educational system.

From an instructional point of view, motivation is a means which used for fulfilling some instructional aims effectively. In addition, it is one of the determining factors of learner's ability in achievement. Motivation to learning and academic achievement are developed through many factors such as instructional environment and what it contains of facilities contributing in developing both of them, in the learners actually need, and how this content is presented to the learners by the strategies of multiple intelligences. The interaction of these all factors lead, accordingly, to develop motivation and achievement.

Many studies have shown that implementing programs based on multiple intelligences are effective and lead to raising motivation, e.g. **Miller & Curtis (1995), Burhorn, et al., (1999); Blades, et al., (2000); and Samir Atyia & Muhammad Elmerag (2008).**

Others have shown the effectiveness of such programs in developing and increasing academic achievement, e.g. **Shalk (2000); Badr (2003); Saad (2006) and Al-Wlyly (2010).**

The problem of the study:

The problem of the study can be summarized in the two following questions:

First: What is the effectiveness of a learning program in the light of the multiple intelligences theory in developing the motivation learning for the one classroom learners (the third grade).

Second: What is the effectiveness of a learning program in the light of the multiple intelligences theory in increasing the academic achievement (in mathematics) for the one – classroom learners (the third grade).

Third: What is the effectiveness of a learning program in the light of the multiple intelligences theory in developing the motivation learning for the one classroom learners (the third grade) after 15 days of the post application?

Fourth: What is the effectiveness of a learning program in the light of the multiple intelligences theory in increasing the academic achievement (in mathematics) for the one classroom learners (the third grade) after 15 days of the post application ?

The significance of the study:

- (1) The present study pays teachers' attention to the importance of recognizing the students' mental intelligences and skills and employing them in learning process.
- (2) The present study provides a teacher's guide prepared by the researcher which can contribute in training the teacher on teaching according to the multiple intelligences of the students.
- (3) The present study also provides a program which can be used those who are responsible for instructional process – to get over the difficulties of learning mathematics.
- (4) The strategies of multiple intelligences involved in this study can be benefited in learning mathematics which are suitable to the learner's level.
- (5) The present study is an attempt to develop motivation to learning and achievement for the learners in order to achieve a better level of quality of the intended instructional outcomes for those learners.
- (6) The tools of the present study prepared and standardized by the researcher can be useful for other researchers.

The Aims of the Study:

The procedural Aims of this study are:

- (1) Presenting an integrated theoretical idea about the multiple intelligences theory of Gardner.

- (2) Building a program based upon multiple intelligences theory in mathematics for a sample of one-classroom learners in the third grade.
- (3) Investigating the effect of the used program in increasing motivation to learning and achievement in mathematics for the learners of the experimental group.

The hypotheses of the study

- (1) There are statistically significant difference between the mean scores of the control and experimental groups in the post assessment in motivation learning in favor of the experimental group.
- (2) There are statically significant differences between the mean scores of the control and experimental groups in the post assessment in academic achievement in favor of the experimental group.
- (3) There are statistically significant differences between the mean scores of the pre-and post assessments of the experimental group in motivation learning in favor of the post assessment.
- (4) There are statistically significant differences between the mean scores of the degrees pre-and post assessments of the experimental group in academic achievement in favor of the post assessment.
- (5) There are no statistically significant differences of the post and assessment motivation of the experimental group.

- (6) There are no statistically significant differences among the means of the degrees of the post and assessment in academic achievement of the experimental group.
- (7) The program based upon multiple intelligences is effective in developing motivation learning.
- (8) The program based upon multiple intelligences is effective in developing academic achievement.

The procedures of the study:

a) Methodology

Experimental method is used.

b) The sample:

The researcher has applied the study tools on the final sample of the study. The sample consists of 60 one-class studies at the «third level» in one-class schools under Bilbes Educational Administration in Sharkia.

c) The research tools:

1. Mental abilities test (9-11) (**Farouq Abd El-fattah, 1989**).
2. Social – economic status measurement of the Egyptian family. (**Abd El-Aziz El- Shaks, 2006**).
3. Motivation to learning questionnaire (prepared by the researcher).
4. An achievement test. (prepared by the research).
5. A program based upon multiple intelligences (prepared by the researcher).

6. Teacher guide for multiple intelligences.
7. Teacher performance check notice card.
8. Students performance check notice card.

d) Statistics methods:

Making sure of the validity and correctness of the hypotheses, the researcher used parameter statistics and the SPSS. They are used in the statistical treatment and descriptive one of the study results and harmony process among the individuals of the sample. They are:

1. Measuring means, variance, and standard deviation of the two groups.
2. Measuring Correlation coefficient of **Person, Spirman, Kandal, Brown.**
3. Using Alfa coefficient of eliminate the items(s) for measuring stability.
4. Using T-test to measure the means of the experimental and control groups at the pre assessment (in the comparable sample).
5. Using T-test to measure the differences significance between the experimental and control groups.
6. Using T-test to measure the differences significance between the means of experimental-group-individuals at the pre and post assessments.
7. **Using Blake Equation** to measure the effectiveness of the program.

The findings of the study:

* The findings of the present study are:

- (1) There are statistically significant difference between the mean scores of the control and experimental groups in the post assessment in motivation learning in favor of the experimental group.
- (2) There are statically significant differences between the mean scores of the control and experimental groups in the post assessment in academic achievement in favor of the experimental group.
- (3) There are statistically significant differences between the mean scores of the pre-and post assessments of the experimental group in motivation learning in favor of the post assessment.
- (4) There are statistically significant differences between the mean scores of the degrees pre-and post assessments of the experimental group in academic achievement in favor of the post assessment.
- (5) There are no statistically significant differences of the post and assessment motivation of the experimental group.
- (6) There are no statistically significant differences among the means of the degrees of the post and assessment in academic achievement of the experimental group.
- (7) The program based upon multiple intelligences is effective in developing motivation learning.
- (8) The program based upon multiple intelligences is effective in developing academic achievement.

ENGLISH SUMMARY



معهد الدراسات التربوية
قسم علم النفس التربوي

برنامج تعلم في ضوء نظرية الذكاءات المتعددة لتنمية الدافعية للتعلم والتحصيل الدراسي لدى دارسات الفصل الواحد

رسالة مقدمة للحصول على درجة دكتور الفلسفة في التربية
(تخصص علم النفس التربوي)

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معهد الدراسات التربوية

جامعة القاهرة

٢٠١٠م/١٤٣١هـ

قال تعالى:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

" قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا

إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ "

صدق الله العظيم

(البقرة آية ٣٢)

**تشكيل لجنة المناقشة والحكم
على رسالة الدكتوراة في التربية
قسم علم النفس التربوي**

للباحثة / رندا السيد أحمد على

عنوان الرسالة : " برنامج تعلم في ضوء نظرية الذكاءات المتعددة لتنمية الدافعية للتعلم والتحصيل الدراسي لدى دارسات الفصل الواحد".

قد وافق السيد الأستاذ الدكتور رئيس الجامعة على تشكيل لجنة المناقشة والحكم على الرسالة على النحو التالي :

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معهد الدراسات التربوية

قسم علم النفس التربوي

فاعلية برنامج تعلم في ضوء نظرية الذكاءات المتعددة

لتنمية الدافعية للتعلم والتحصيل الدراسي لدى دارسات الفصل الواحد

رسالة للحصول على درجة دكتوراه الفلسفة في التربية
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