



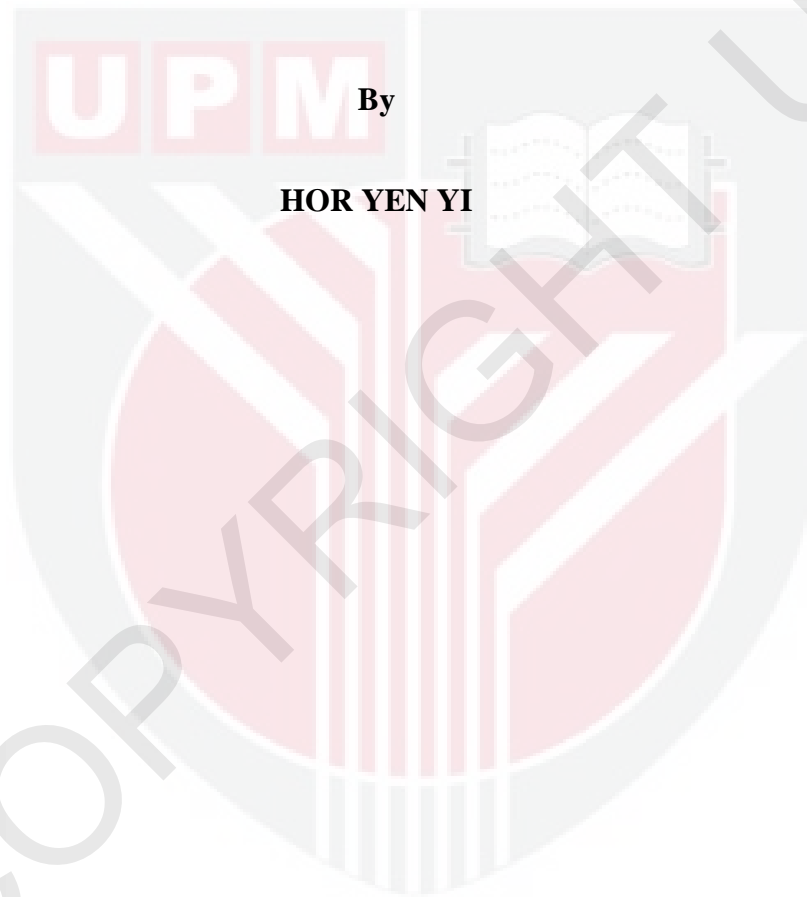
**UNIVERSITI PUTRA MALAYSIA**

***MULTIPLE INTELLIGENCE PROFILES AND CREATIVE LEARNING  
STYLES AMONG FORM FOUR STUDENTS IN SELANGOR***

**HOR YEN YI**

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**MULTIPLE INTELLIGENCE PROFILES AND CREATIVE LEARNING  
STYLES AMONG FORM FOUR STUDENTS IN SELANGOR**



**By**

**HOR YEN YI**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Master of Science

**MULTIPLE INTELLIGENCE PROFILES AND CREATIVE LEARNING STYLES AMONG FORM FOUR STUDENTS IN SELANGOR**

By

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**September 2012**

**Chair : Dr. Tajularipin Sulaiman, PhD**

**Faculty : Faculty of Educational Studies**

The study aims to obtain an overview of the multiple intelligence profile, creative learning styles, and creativity level of Form 4 students, as well as investigate the relationship and correlation between multiple intelligence profile, creativity profile, and creative learning styles of Form 4 students according to gender and subject stream in Selangor.

The design of the study was a descriptive correlation study. The sample of the study was selected through random sampling method. A total of 497 Form 4 students from five schools in Selangor were selected through convenience sampling. A Multiple Intelligence Profile, Creativity Profile, and Creative Learning styles questionnaire was used for data

collection. The data was analyzed using Statistical Packages for Social Sciences (SPSS) version 18.

Findings of the study shows that there were significant differences in the multiple intelligence profiles, creativity profile, and creative learning styles of students according to gender and subject stream. In terms of multiple intelligence profiles, male and female students showed significant difference in their visual spatial, linguistic, musical and kinaesthetic intelligence. On the other hand, Science and Art students showed significant differences in their overall multiple intelligences profile, naturalistic, logical-math, and interpersonal intelligence. Study findings on creativity profile showed that male and female students had significant difference in their playfulness and extroversion characteristics. On the other hand, Science and Art students demonstrated significant difference in students' overall creativity characteristics, openness, playfulness, imagination and fantasy, and extroversion characteristics. In terms of creative learning styles, visual spatial creative learning style is the only learning style that has a significant difference between male and female students. On the other hand, Science and Art students showed significant difference in their overall creative learning styles, linguistic, kinaesthetic, interpersonal, and logical math creative learning styles.

In addition, study findings also indicate that there is a significant and positive relationship between multiple intelligence profile and creative learning style, as well as between creativity profile and creative learning style according to gender and subject stream. Male students were found to have a strong correlation between their linguistic intelligence and linguistic learning styles, followed by between their overall multiple intelligences with

logical-math learning style and between their overall creative learning styles with linguistic intelligence whereas female respondents were found to have a strong correlation between their overall multiple intelligences with interpersonal and intrapersonal learning style. In terms of subject stream variable, respondents from the Science and Art stream were found to have the strongest correlation between their linguistic intelligence and linguistic learning style.

Furthermore, study findings indicated that the strongest correlational relationship between creativity characteristics and creative learning styles among male and female students was between the overall creativity characteristics with both intrapersonal and interpersonal learning styles and followed by between the overall creative learning styles with playfulness. In terms of the subject stream variable, Science students showed highest correlation between their creative characteristics with intrapersonal learning style, followed by openness, passionate, as well as the overall creative characteristics with intrapersonal learning style. On the other hand, Art students showed the highest correlation between their overall creative characteristics with interpersonal learning style and intrapersonal learning style, and thirdly followed by between openness and interpersonal learning style.

This study would be useful in providing teachers and the society an overview of the multiple intelligence profile, creativity profile, and creative learning style of Form 4 students in Selangor based on gender and subject stream. Study findings on these variables are believed to aid curriculum designers, policy makers, and teachers in the planning and implementation of curriculum and instructional strategies as well as the

preparation of instructional materials that emphasised on individual differences. The outcome of the study findings can also be useful to students, where they can identify and use their strengths to succeed in their studies.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**PROFIL KECERDASAN PELBAGAI DAN KAEDAH PEMBELAJARAN  
KREATIF DI ANTARA PELAJAR TINGKATAN EMPAT DI SELANGOR**

Oleh

**HOR YEN YI**

**September 2012**

**Pengerusi : Dr. Tajularipin Sulaiman, PhD**

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Kajian ini bertujuan untuk mengkaji profil kecerdasan pelbagai, gaya pembelajaran kreatif, dan tahap kreativiti pelajar Tingkatan Empat di Selangor. Selain itu, kajian ini juga ingin menyiasat hubungan antara profil kecerdasan pelbagai, profil kreativiti, dan gaya pembelajaran kreatif bagi pelajar Tingkatan Empat berdasarkan pembolehubah jantina dan aliran di Selangor.

Rekabentuk kajian ini ialah kajian deskriptif korelasi. Sampel kajian diperoleh dengan menggunakan kaedah pemilihan rawak. Sebanyak 497 pelajar Tingkatan Empat dari lima sekolah di Selangor telah dipilih dengan menggunakan kaedah persampelan rawak mudah. Instrumen Profil Kecerdasan Pelbagai, Profil Kreativiti, dan Gaya Pembelajaran Kreatif

telah digunakan untuk pengumpulan data kajian. Data yang dikumpulkan dianalisis dengan *Statistical Packages for Social Science (SPSS)* versi 18.

Analisis deskriptif menunjukkan bahawa secara keseluruhan, terdapat perbezaan yang signifikan bagi profil kecerdasan pelbagai, profil kreativiti, dan gaya pembelajaran kreatif pelajar berdasarkan jantina dan aliran. Dari segi profil kecerdasan pelbagai, pelajar lelaki dan perempuan menunjukkan perbezaan yang signifikan dalam kecerdasan visual ruang, bahasa, muzik dan kinaestetik. Sebaliknya, pelajar Sains dan Sastera menunjukkan perbezaan yang signifikan dalam keseluruhan profil kecerdasan pelbagai, naturalistik, logik-matematik, dan kecerdasan interpersonal. Dapatan kajian mengenai profil kreativiti menunjukkan bahawa pelajar lelaki dan perempuan mempunyai perbezaan yang signifikan dalam ciri suka main-main dan ciri extroversion mereka. Sebaliknya, pelajar Sains dan Sastera menunjukkan perbezaan yang signifikan dalam keseluruhan ciri-ciri kreativiti, keterbukaan, suka main-main, imaginasi dan fantasi, dan ciri-ciri extroversion. Dari segi gaya pembelajaran kreatif, gaya pembelajaran visual ruang sahaja yang mempunyai perbezaan yang signifikan antara pelajar lelaki dan perempuan. Sebaliknya, pelajar Sains dan Sastera menunjukkan perbezaan yang signifikan dalam gaya pembelajaran kreatif keseluruhan, bahasa, kinaestetik, interpersonal, dan gaya pembelajaran logik matematik.

Di samping itu, dapatan kajian juga menunjukkan bahawa terdapat hubungan yang signifikan dan positif antara profil kecerdasan pelbagai dan gaya pembelajaran kreatif, serta antara profil kreativiti dan gaya pembelajaran kreatif mengikut jantina dan aliran. Pelajar lelaki didapati mempunyai korelasi yang kuat antara kecerdasan linguistik dan



gaya pembelajaran bahasa mereka, diikuti oleh antara keseluruhan kecerdasan pelbagai dengan gaya pembelajaran logik-matematik dan antara gaya keseluruhan pembelajaran kreatif dengan kecerdasan linguistik manakala responden wanita didapati mempunyai korelasi yang kuat antara kecerdasan pelbagai keseluruhan dengan gaya pembelajaran interpersonal dan intrapersonal. Dalam segi pembolehubah aliran, responden dari aliran Sains dan Sastera telah didapati mempunyai korelasi yang kuat antara kecerdasan linguistik dan gaya pembelajaran bahasa mereka.

Di samping itu, dapatan kajian menunjukkan bahawa hubungan korelasi yang kuat antara ciri-ciri kreativiti dan gaya pembelajaran kreatif di kalangan pelajar lelaki dan perempuan adalah antara ciri-ciri kreativiti keseluruhan dengan gaya pembelajaran interpersonal dan intrapersonal dan diikuti dengan antara keseluruhan gaya pembelajaran kreatif dengan suka main-main. Dalam segi pembolehubah aliran, pelajar Sains menunjukkan korelasi yang tertinggi di antara ciri-ciri kreatif mereka dengan gaya pembelajaran intrapersonal, diikuti oleh keterbukaan, ghairah, serta ciri-ciri keseluruhan kreatif dengan gaya pembelajaran intrapersonal. Sebaliknya, pelajar Sastera menunjukkan korelasi yang tertinggi di antara ciri-ciri kreatif keseluruhan dengan gaya pembelajaran interpersonal dan intrapersonal, dan diikuti oleh antara keterbukaan dengan gaya pembelajaran interpersonal.

Dapatan kajian akan memanfaatkan guru dan masyarakat dengan memberi gambaran keseluruhan profil kecerdasan pelbagai, profil kreativiti, dan gaya pembelajaran kreatif pelajar Tingkatan empat di Selangor berdasarkan jantina dan aliran. Dapatan kajian juga akan memberi manfaat untuk golongan perancang kurikulum, pengajar dan guru dalam

process perancangan pengajaran dan penyediaan bahan bantu belajar yang menekankan perbezaan individu. Hasil dapatan kajian juga boleh memanfaatkan pelajar, di mana mereka boleh mengenal pasti dan menggunakan kekuatan mereka untuk berjaya dalam pelajaran mereka.



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I certify that an Examination Committee has met on 25<sup>th</sup> September 2012 to conduct the final examination of Hor Yen Yi on her thesis entitled "Multiple Intelligence Profiles And Creative Learning Styles Among Form Four Students In Selangor" in accordance with Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

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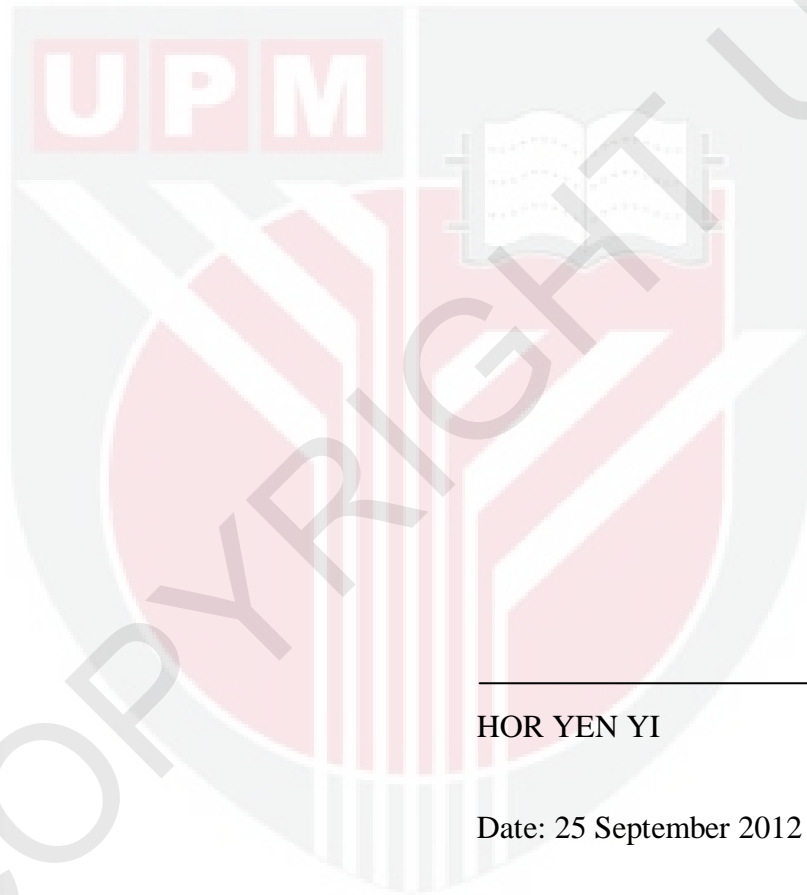
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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and it is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



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HOR YEN YI

Date: 25 September 2012

## TABLE OF CONTENTS

	<b>Page</b>
<b>ABSTRACT</b>	ii
<b>ABSTRAK</b>	vi
<b>ACKNOWLEDGEMENTS</b>	x
<b>APPROVAL</b>	xi
<b>DECLARATION</b>	xiii
<b>TABLE OF CONTENTS</b>	xiv
<b>LIST OF TABLES</b>	xviii
<b>LIST OF FIGURES</b>	xx
<b>LIST OF ABBREVIATIONS</b>	xxi
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	
1.1 Background of the study	1
1.2 Problem Statement	6
1.3 Objectives	8
1.4 Research Questions	9
1.5 Hypotheses	10
1.6 Significance of the Study	11
1.7 Scope and Limitations	12
1.8 Operational Definitions of terms	14
1.8.1 Multiple Intelligence Profile	14
1.8.1.1 Verbal/linguistic intelligence	15
1.8.1.2 Logical/mathematical intelligence	15
1.8.1.3 Visual/spatial intelligence	15
1.8.1.4 Bodily/kinesthetic intelligence	16
1.8.1.5 Musical/rhythmic intelligence	16
1.8.1.6 Interpersonal intelligence	17
1.8.1.7 Intrapersonal intelligence	17
1.8.1.8 Naturalistic intelligence	17
1.8.2 Creativity Profile	18
1.8.3 Creative Learning Styles	20
1.8.3.1 Verbal/linguistic learning style	20
1.8.3.2 Logical/mathematical learning style	20
1.8.3.3 Visual/spatial learning style	21
1.8.3.4 Bodily/kinesthetic learning style	21
1.8.3.5 Musical/rhythmic learning style	21
1.8.3.6 Interpersonal learning style	21
1.8.3.7 Intrapersonal learning style	22

	1.8.3.8 Naturalistic learning style	22
	1.8.4 Subject Stream	22
1.9	Summary	23
<b>2</b>	<b>LITERATURE REVIEW</b>	
2.1	Introduction	24
2.2	Intelligence	25
2.3	Multiple Intelligences Theory	28
	2.3.1 Eight types of multiple intelligences	32
	2.3.2 Past researches on multiple intelligence profile	33
	2.3.3 The multiple intelligence (MI) approaches in education	34
	2.3.4 The implication of multiple intelligence theory in teaching and learning	37
2.4	Creativity	40
	2.4.1 Creativity as domain-specific	46
	2.4.2 Creativity as domain-general	48
	2.4.3 Intermediate positions—creativity as both domain-specific and domain-general	49
	2.4.4 Intelligence and creativity	50
2.5	Learning styles	51
	2.5.1 Multiple intelligences, creativity, and creative learning style	54
2.6	Conceptual Framework	58
2.7	Summary	59
<b>3</b>	<b>METHODOLOGY</b>	
3.1	Introduction	60
3.2	Research Design	60
3.3	Location of Study	61
3.4	Population and Sampling Procedure	62
3.5	Description of Instrument and Scoring	63
3.6	Pilot Study	71
3.7	Procedure for Data Collection	73
3.8	Data Analysis	74
3.9	Summary	76



<b>4</b>	<b>RESULTS</b>	<b>77</b>
4.1	Introduction	77
4.2	Demographic Characteristics of the Sample	77
	4.2.1 Distribution of Respondents by Age	77
	4.2.2 Distribution of Respondents by Gender	78
	4.2.3 Distribution of Respondents by Ethnicity	79
	4.2.4 Distribution of Respondents by Subject Stream	79
	4.2.5 Distribution of Respondents by PMR Achievement	80
4.3	Descriptive Statistics of the Study	81
	4.3.1 T-test Analysis of Multiple Intelligence Profile, Creativity Profile, and Creative Learning style	82
	4.3.1.1 Analysis of Students' Multiple Intelligence Profile According to Gender	82
	4.3.1.2 Analysis of Students' Multiple Intelligence Profile According to Subject Stream	83
	4.3.1.3 Analysis of Students' Creativity Characteristics According to Gender	85
	4.3.1.4 Analysis of Students' Creativity Characteristics According to Subject Stream	87
	4.3.1.5 Analysis of Students' Creative Learning Styles According to Gender	89
	4.3.1.6 Analysis of Students' Creative Learning Style According to Subject Stream	90
	4.3.2 Relationship between Multiple Intelligence Profile, Creativity Characteristics, and Creative Learning Styles	92
	4.3.2.1 Analysis of Relationship between Multiple Intelligence Profile and Creative Learning styles According to Gender	92
	4.3.2.2 Analysis of Relationship between Multiple Intelligence Profile and Creative Learning styles According to Subject Stream	95
	4.3.2.3 Analysis of Relationship between Creativity Level and Creative Learning styles According to Gender	97

	4.3.2.4 Analysis of Relationship between Creativity Characteristics and Creative Learning styles according to Subject Stream	99
	4.4 Summary	102
	<b>DISCUSSION, CONCLUSION AND SUGGESTION</b>	
5	5.1 Introduction	
	5.2 Discussion of the Results	103
	5.2.1 The difference between multiple intelligence profile of Form 4 students according to gender and subject stream	103
	5.2.2 The difference between creativity characteristics of Form 4 students according to gender and subject stream	103
	5.2.3 The difference between creative learning styles of Form 4 students according to gender and subject stream	107
	5.2.4 The correlation between multiple intelligence profile and creative learning styles of Form 4 students according to gender and subject stream	109
	5.2.5 The correlation between creativity characteristics and creative learning styles of Form 4 students according to gender and subject stream	110
	5.3 Conclusion	113
	5.4 Implication and Suggestions	114
	5.5 Limitations and Suggestions for Future Studies	116
	<b>BIBLIOGRAPHY</b>	117
	<b>APPENDIX A</b>	128
	<b>APPENDIX B</b>	129
	<b>APPENDIX C</b>	137
	<b>APPENDIX D</b>	138