

## Developing Multiple Intelligence Indices through Sports in University's student-athletes: Examining Parental Support

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**Abstract:** *This study examined the role of parental support in the development of multiple intelligence components of student-athletes at universities level. A sample of n=419 (males=294; females=125) completed Sport-Multidimensional Perfectionism Scale and Multiple Intelligence Questionnaire (MIQ). A descriptive survey research design facilitated the current study. Collected data were analyzed by using both descriptive and inferential statistics. Frequency and percentage were used to describe the gender based details of the participants, while correlation, regression, and t-Test were applied for testing of hypotheses. The analyzed data indicated that both parental support and multiple intelligence components developed through sports significantly associated with each other ( $r=.883^{**}$ ). These findings have been confirmed by regression analysis, and the analyzed inferences reported positive influence of parental support on developing multiple intelligence components in universities' student-athletes ( $p < .05$ ). When comparing the gender-based differences, the analyzed data revealed no statistically significant difference between male and female student-athletes on parental support and multiple intelligence components. Based on the findings, it has been concluded that parents have significant role in developing multiple intelligence competencies of their children through sports participation.*

**Key words:** *Parental support, multiple intelligence competences, Student-athletes*

## Introduction

Every child has born with a unique potential, a gift from God to the human race. God created each child's potential to assure their welfare and the existence of human development, so it's vital to turn that potential into success for their development. Parents have the responsibility of identifying a child's knowledge and abilities is the first stage in their growth (Honda, 2016). However, not all parents have knowledge of the ability that Allah has given to their kids. They have doubts about the ability or intellect of their children, and they don't know what type of dominant ability their kids have. If it is allowed to occur, then, the future of a child shell be jeopardized, and he will be more likely to fall short of his full potential for himself, his family, community, and nation, especially for the Lord. Parents require assistance in comprehending their children's intelligence. Recognizing different levels of intellect can aid in determining a child's future career and path (Hanafi, 2017).

Parental support" refers to the actions of parents toward their children, such as motivating, guiding, appreciating, and offering physical affection, all of which demonstrate to them that they are loved and valued (Rohner & Lansford, 2017). Parents are the primary educators of their children and must display constructive mentoring technique in which their behavior and traits have a prominent influence on their children's intellectual development and individual abilities (King et al., 2017). The only way for a child's latent potential to be realized is via growth and education (Inoue, 2020). Throughout a child's early years, parents have a substantial impact on his or her linguistic, intellectual, and social progress (NoyanErbaş et al., 2021).

Parents have paramount role in the healthy development of their children and it is their prime obligation to assist their children in developing desirable qualities (Collins & Barcelona, 2018). Mentorship is not a one-time activity; it is a continuous commitment for parents to give their children regular guidance in choosing the right path (Baumbusch et al., 2018). Parental involvement is a method of communicating with children that includes interacting with them, motivating them, offering loving and encouraging them so that they understand that they are respected and loved (Gottman & Gottman, 2017). Parental involvement is associated with psychological growth in

children, such as ego, multiple intelligence skills, academic accomplishment, and reduced stress and anxiety levels (Susilo, 2020).

A person's multiple intelligence is a collection of knowledge and skills that enable them to perceive and resolve issues (Widiana & Jampel, 2016). The Multiple Intelligence model of Howard Gardner includes linguistic intelligence, logical, kinesthetic, interpersonal, intrapersonal, musical, visual, and naturalistic intelligence (Zamir, 2018). In present study, only five components of multiple intelligences were included such as linguistic intelligence, physical, logical, interpersonal and intrapersonal abilities.

Parental style of parenting has a profound influence on children's cognitive growth. The attitudes as well as approaches of parents keep a profound influence on the success of children in school (Zahedani et al., 2016). In this regard, the authoritative style of parenting is the best in the success of children (Majumder, 2016). Results indicated that mother's support is most influential between father and mother. The mother showed key role in influencing the social and emotional development of children (Yaffe, 2018).

Furthermore, in teaching and motivating children, parents should be role model for them (Froiland, 2015). Young children, who love to copy, will follow whatsoever their father and mother do, along with communicating with nature (Nielsen, Mushin, (Tomaselli & Whiten, 2016). Likewise, the role of parents in developing children's communication skills is positive, in addition to giving confidence and opportunities. Parents are likely to offer motivation by encouraging, offering rewards and giving penalties. By this method, kids may grow up to be living like responsible people (Salleh & Zainal, 2018). Youngster with a recognized skill has a greater probability of success than their peers who have not recognized the talent (Fadlillah et al., 2020). If a youngster's multiple intelligence abilities were not acknowledged and nurtured, the child may become sad and engage in practices that limit the individual's and society's potential (Al-Elaimat et al., 2020).

Previous literature suggests that parenting style has a profound effect on children's behavior and success (Zahedani et al., 2016). Similarly, other research indicated that parental style of parenting

has a profound influence on children's cognitive growth (Zahedani et al., 2016). Therefore, the purpose of the current research paper is to determine the role of parental support in the development of multiple intelligence components of the student-athletes. By relating the parental support of student-athletes with the development of multiple intelligence areas, current study may assist to create encouraging image of parental support.

### **Objective of the Study**

1. To determine the relationship between parental support and multiple intelligence (MI) components.
2. To analyze the effects of parental support on multiple intelligence skill.
3. To determine the role of gender in relation to parental support and multiple intelligence skills.

### **Review Literature**

Parental support is defined as parent deeds with children, like inspiring, loving and admiring them which make them feel as being loved and respected by their parents (Raji & Kaur, 2020). Children were needed to receive positive motivation from the environment and for children, the environment has a major influence on their beliefs, behavior and achievements (Puccioni, 2015). In fact, parents are the nearest place to their kids, so parents are responsible in lieu of caring, for nurturing, maintaining, and providing the best possible learning for their kids. The parents should recognize the optional wealth in children (Fadlilahhed, 2020). It was researched that the type of energy that is likely to be in the form of many intellectuals, have not only one intelligence, but many intelligences. Similarly, each child may have some intelligence, even if it may be only one or two advanced ones (Mansir&Purnomo, 2020). Studies have shown that when more intelligence is used properly, it can bring about positive changes in the lives of children in the coming time. Hence, parents need to offer high class of nurturing so that many of the MI development of children can grow well (Bhakti & Rahman, 2020).

Unfortunately, recognizing the way of nurturing that may enhance the MI aspects of children is still restricted. Most of the fathers and mothers think that intelligence is just learning, and some forms of intelligence are often overlooked. The Indonesian Child Protection Commission (KPAI) research study revealed that 66.4% of fathers and 71% of respondents from 800 families followed the support of only their parents who prioritized educational progress. Such form of nurturing is not suitable for children, because it may prevent additional intelligences (Fadlilah, 2020). Findings of the study indicated that children with 7-12 years old have high interest in the era of physical, mental, social, and emotional sides (Fadlilah, 2020). Likewise, the findings of the study determined that there were eight potential skills in children, comprising of verbal or linguistics intelligence, logic-mathematics, physical, interpersonal, intrapersonal, visual, musical and naturalist intelligence (Agustin, Puspita, Inten&Setiyadi, 2021). Many of these geniuses may be inspired from infancy through positive parenting according to the characteristics and requirements of children (Stanescu & Tomescu, 2021).

Positive parental care has a prominent role in the growth of a child and it was determined that parental support may take the shape of moral and monetary support in improving their children's abilities (Guan et al., 2016). Moral support is linked to the mental and emotional well-being of children. For example, moral support might include taking and accompanying children to tutoring or contests, as well as encouraging and praising them (Fadlillah, 2020). Similarly, a study found that parents may create a supportive atmosphere by spending time and interacting positively with their children, supporting and helping those (Hunter et al., 2020).

In contrast, material support is a way of fulfilling the physical requirements of children, such as expenses, assisting in activities with children, and providing prizes for the success that children have attained (Hestenes et al., 2015). According to the conditioned operant theory of Pavlov, numerous materials are created to facilitate youngsters with accessories in order to motivate them and boost their achievement. In light of above statement, it was determined that there is relationship among support, motivation and response (Fadlillah, 2020). Findings of the study revealed that the response from the given support can be enhanced with the facility of reinforcement. It happens, when children

are granted helpful encouragement and reassurance. It can also yield effective answers as needed (Fadlillah, 2020). Watson as a follower of Pavlov clarified that the character of the individual can be built entirely according to the demands of nature (Fadlillah, 2020). Therefore, by empowering and strengthening in the form of various building materials and prizes, children are expected to demonstrate their skills appropriately (Fadlillah, 2020).

In a different perspective, Maslow has suggested that one can achieve success through facilitating the basic requirements of children (Morrison et al., 2015). Studies have shown that these primary needs either emotional or material, children need to be equipped with for the reason that in the absence of these needs, teenagers cannot present and develop their skills properly (Stephens et al., 2015). According to Maslow theory, the primary necessities of children are critical for achieving their full potential (Tripathi, 2018). Physical and moral care is a tactic to meet the primary requirements of children. For increasing their abilities, providing the requirements of children, is meant to support the awareness of children's self-actualization (Fadlillah, 2020). The researcher found that in order to be self-sufficient, the primary needs of children should be fulfilled on priority basis (Fadlillah, 2020). Children can develop and demonstrate their skills as they receive parental support and surrounding environment (Fadlillah, 2020).

### **Hypothesis of the Study**

1. There is a positive and strong association between parental support and multiple intelligence components.
2. There is a positive and significant effect of parental support on multiple intelligence components.
3. There is significant variance in the mean score of gender in term of parental support with the development of multiple intelligence components.

### **Method and Material**

#### **Research Design**

The aim of the study was to determine the role of parental support in developing multiple intelligence components in student-athletes at university level. The researchers intended to collect numeric data, therefore; descriptive study design was used with cross sectional survey approach.

### Population and Sampling

All student-athletes participated at University level competitive sports constituted population for the study. There are 1944 student-athletes those who participated in various intercollegiate and intervarsity sports competitions. However, a sample of  $n=409$  (males=284; females=125) was selected from the total population following Krejcie and Morgan's sampling table. In this regard, stratified sampling technique was used.

### Instruments of the Study

Two adopted scales were used to collect the required data on research variables. Sport-Multidimensional Perfectionism Scale 2 developed by John Dunn was used to measure the role of parental support (Gotwals et al., 2010). While, the Multiple Intelligence Questionnaire (MIQ) was used to analyze the multiple intelligence components of the participants (Ghamrawi, 2014). Significant reliability was found 0.841 and 0.821 respectively for Sport-Multidimensional Perfectionism Scale and Multiple Intelligence Questionnaire.

### Statistical Analysis

The collected data was analyzed through SPSS version 26. Frequency and percentage were used to describe the demographic information of the participants. While, correlation, regression and t-Test were used for testing of hypotheses.

### Descriptive Results

**Table I:** This table show the descriptive detail of the study

		Frequency	Percent
<b>GENDER</b>	MALE	284	69.4

FEMALE	125	30.6
Total	409	100.0

Total 409 student-athletes were included as sample of the study from different public sector universities of Khyber Pakhtunkhwa Pakistan. There were 284 (69.4%) male and 125 (30.6%) were female student-athletes.

### Testing of Hypotheses

H I There is a significant positive relationship between parental support and multiple intelligence competencies in university student-athletes.

Table 1 Results of Correlation

Correlations			
		Multiple Intelligence	Parental Support
Multiple Intelligence	Pearson Correlation	1	.883**
	Sig. (2-tailed)		.000
	N	409	409
Parental Support	Pearson Correlation	.883**	1
	Sig. (2-tailed)	.000	
	N	409	409

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Results showed that both the variables are significantly associated with each others. The significant relationship between predictor one (parental support) and criterion (multiple intelligence) is .883\*\*. Although the relationship between parental support and multiple intelligence showed strong positive and significant association ( $r=.883^{**}$ ;  $p=.000$ ). Therefore, results confirmed the existence of significantly high level association between parental support and multiple-intelligence.

H 2 There is a significant positive effect of parental support on multiple intelligence competencies in university student-athletes.

Table 2 Results of Regression



Table 2a

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	.883 <sup>a</sup>	.779	.779	.17906

a. Predictors: (Constant), Parental Support

The strength of the association between the model and the dependent variable is reported in the table of model summary. The linear correlation between the observed and model-predicted values of the dependent variable is represented by the letter "R" in the first column. A high R value suggests a strong association. The R Square is the squared value of multiple correlation coefficients in the following column. The R Square score indicates that the model present 77% of the variation in multiple intelligence. The adjusted R square statistic penalizes models with a high number of parameters since it is "corrected." These statistics, along with the standard error of the estimate, are particularly relevant when comparing two or more models.

Table 2b

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
I	Regression	46.008	1	46.008	1435.005	.000 <sup>b</sup>
	Residual	13.049	407	.032		
	Total	59.057	408			

a. Dependent Variable: Multiple Intelligence Components

b. Predictors: (Constant), Parental Support

The second result gained from SPSS display whether the estimated value is statistically important. The table demonstrates that the F value is 1435.005 and significant value is .000. Hereafter, it may be claimed that obtained F-value is significant at p-value ( $p < .005$ ).

Table 2c

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
I	(Constant)	.204	.036		5.753	.000
	Parental Support	.828	.022	.883	37.881	.000

## a. Dependent Variable: Multiple Intelligence Components

The third result acquired from SPSS demonstrates the value of Beta. According to the table, the  $b = .828$  display that the model is significant.

H 3 There is a significant variance in the mean score of gender in term of parental support and multiple intelligence components.

Table 3 Group Mean Differences (Tests of Significance)

Table 3a Gender-based Differences of Opinion

	Gender of the Participants	N	F	Sig.	Sig. (2-tailed)	Mean Diff	Std. Error Diff
Parental Support	MALE	28 4	1.5 83	.20 9	.027	- .0961 8	.04330
	FEMALE	12 5			.034	- .0961 8	.04497
Multiple Intelligence Components	MALE	28 4	.39 5	.53 0	.034	- .0866 8	.04066
	FEMALE	12 5			.035	- .0866 8	.04077

The above table shows the gender-based group means differences concerning research variables (parental support and multiple intelligence). The findings displayed that parental support and multiple intelligence found insignificant differences. The output shows that there was no significant group mean difference between male & female student-athlete regarding parental support and multiple intelligence components and this hypothesis is rejected while null hypothesis is accepted.

**Discussion**

The purpose of the current study was to analyze the impact of parental support on multiple intelligence components of student-athletes of public sector universities of Khyber Pakhtunkhwa Pakistan. The main hypothesis that there was significant influence of parental support on the multiple intelligence components of student-athletes is accepted. It means that parental support has significant correlation with the development of multiple intelligence (MI) of their children. The consistent and positive support from parents display paramount role in the inspiration and development of intellectual abilities of student. After the analysis of the responses of the student-athletes in term of 13 questions of parental support scale and 25 questions of MI scale, whole participants has apprehended that parental support play dominant role in the positive growth of MI skill.

In the preceding research, independent variable (parental support) has a substantial influence on DV (multiple intelligence), which has created 75% variation in the dependent variable (multiple intelligence). These results parallel to the findings obtained by (Barreto, Miguel, Ibarluzea, Andiarena&Arranz (2017) indicated that the parenting styles of parents has strong effects on the development of multiple intelligences in early infancy. Because parents' parenting quality has a substantial beneficial impact on their children's growth. While finding of the study determined that lack of knowledge on part of parental support can create deterrents in developing different MI abilities (Super, Hermens, Verkooijen&Koelen, 2018). So efforts should be made to involve parents to support their children in regards of positive growth. It was researched that a youngster with a recognized skill has a greater probability of success than their peers whose talents have not recognized (Fadlillah, Wahab, Ayriza,Rohmah&Ahdhianto, 2020). If a youngster's multiple intelligence ability is not acknowledged and nurtured, the child may become sad and engage in practices that may limit the individual's and societies potential as well (Bland &DeRobertis, 2020).

Past studies conducted by Ule, Zivoder& du Bois-Reymond (2015) have found important relationship between parental support and development aspects of the children. Parallel to the past study, the result of the present research determined that parental support has paramount effects on the growth of intelligences abilities like linguistic intelligence, physical, logical, interpersonal and

intrapersonal ability among student-athletes. These findings recommend that parental support play a crucial role in developing MI abilities of the children. Basically, these results demonstrate that parents should create a flexible atmosphere where each kid may freely interact and discuss their plan, can demand for their choices and share their feelings.

The finding showed that the evaluated data determined insignificant variance between male and female athletes regarding independent variable (parental support) and dependent variable (MI abilities). It is clear from the findings that both the sexes (male & female) recognized the role of parental support in the development of MI abilities. While, the study of Denhart (2008) has found that intrapersonal intelligence of male was greater than female SPES students and no difference occurred in the other fields of intelligence. Similarly, the study of Piniel&Zolyomi(2022)revealed that the girls have been closer to the interpersonal and linguistic intelligences which have a homogeneous dispersion when in contrast to males.

### **Conclusion**

The results of the study has determined that the participants have realized the positive influence of parental support in the development of multiple intelligence competencies like verbal-linguistic intelligence, logical-mathematical ability, bodily-kinesthetic ability, interpersonal and intrapersonal intelligence. It was also realized that parental support has strong and positive relationship with development of multiple intelligence competencies. The analyzed data indicated no statistically significant variances in the viewpoints of male and female student-athletes about the role of parental support and multiple intelligence competencies. It is projected that such study would assist in the positive growth and development of multiple intelligences in the motherland nation Pakistan by providing statistical data fact about the constructive role and influence of parental support in the development of multiple intelligence competencies of the students through activir participation in sport.

### **Recommendation**

1. It is suggested that education institutions in Pakistan may utilize the crucial influence of parental support for the positive growth of multiple intelligence abilities of the students in a benefiting way.
2. The parents should be encouraged to participate in curricular and co-curricular activities of their children in order to further develop their intellectual abilities and skills.
3. The findings in this research allow the teachers and trainer to consider the MI aspects of their students while teaching and training them. Future study will need to examine if doing so will have the desired impact, i.e. favorably altering the teaching experience and learning outcome of the intended audiences.

### Conflict of Interest

The researcher has claimed no conflict of interest.

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