

**Predictive Models of Multiple Intelligence, Learning Style and
Teaching Pedagogy for the Academic Achievement
of School Children**

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80_Recommendations

The findings of the study put forth strong recommendations for the following entities:

School administrators: The subject-wise fit predictive model and suggestive framework encompassing MI, LS, and TP, thus derived from the study would help the school to promote programmes and workshops for students to strengthen the needed MI and LS. For instance, fostering Logical and Spatial intelligence is necessary for better math and science learning. Furthermore, these models would also serve as an indicator for the administrators to formulate professional development programmes for teachers to identify the dominant TP used by them and offer strategies to adjust their TP based on the subject that they teach.

Teachers: As the findings of the study provide a clear mandate for teachers in terms of the predictive MI and LS for each of the subjects, mapped with their TP, a directed plan of the lesson and focused teaching-learning activities could be devised. For example, the teaching-learning environment with limited use of Demonstrator TP by the teacher mapped with fostered Naturalistic intelligence and ER of LS of the children results in better Social Science scores.

Students: The students would be able to analyse their dominant MI and preferred LS. With this awareness, reflective learning would be made possible to develop their strengths and overcome weaknesses, thereby making their learning process enjoyable.

Curriculum developers and Policymakers of school education: The five predictive models and suggestive framework serve as a credible reference for the subjects offered in the Samacheer Kalvi. The curricular framework is recommended to provide clues for the teachers to adopt certain TP, enhance the MI, and alter the LS of the students. For instance, the curricular framework on the Subject Language should encompass a plan of instruction predominantly using Expert TP and minimal use of Formal Authority and Demonstrator TP. Similarly, learning experiences provided in the framework are to provide inklings to develop naturalistic intelligence in the students.

Future researchers: Future research can be directed in three ways 1. The results portrayed the ER of LS as a positive predictor for Mathematics and Science learning, and it seems to be contradictory to its characteristics. This poses the question of why the Samacheer Curricular Framework necessitates only ER. Where does this problem get positioned? Is it in the planning or implementation or the evaluation phase? 2. Testing of the five fit models for AA encompassing MI, LS, and TP in the actual field would validate the model. 3. Such models need to be formulated with the other boards of education.