

The Level of Multiple Intelligences among Teachers of Gifted Students in Ajloun Governorate

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Abstract: The study examined level of multiple intelligences among teachers of gifted students at Ajloun Governorate. The sample consisted of all (42) male and female teachers of gifted students from King Abdullah II School for Excellence at Ajloun Governorate in the second semester of the school year (2022-2023). Forty-two items scale was developed as a study tool. The scale consisted of seven domains of the intelligence: linguistic, logical/mathematical, interpersonal, intrapersonal, spatial, bodily/kinesthetic, and musical intelligences. The results showed the level of multiple intelligences among teachers of gifted students at Ajloun Governorate was very high. There were no statistically significant differences ($\alpha=0.05$) due to the effect of gender in all domains and in the total score. There were statistically significant differences ($\alpha=0.05$) due to the effect of the qualification in all domains and in the total score, in favor of higher studies.

Keywords: Multiple Intelligences, Teachers of Gifted Students, Ajloun Governorate.

1. Introduction

There has been no significant or noticeable development in the concept of intelligence in the last several decades after Alfred Binet and Louis Terman. Intelligence has become a tool for selecting, classifying and placing people in the suitable places. Some scientists have defined intelligence as to what intelligence tests measure instead of talking about multiple abilities that shape intelligence together, Howard Gardner talked about relatively separate and independent intelligence, as each intelligence has its own separate function system. Although these systems can interact with each other, Gardner sees each ability as a separate intelligence. In 1983, he published his book "Frames of Mind" and presented a theory of multiple intelligences, noting that intelligence is not one unit or general, but, it contains many intelligences that an individual can possess or possess some of them in varying levels (Obaid & Afana, 2003).

The theory of Multiple Intelligences (MI) which was put by Gardner in 1983 states that a person has a number of intelligences for multiple abilities, and that he/ she can compensate not having one of these intelligences by relying on other types of intelligence to complete the mission in hand (Gardner, 1983).

The theory of multiple intelligences has expanded its view of the difference between humans in types of intelligences they have and the way they are used, which contributes to enriching society and diversifying its culture and civilization by allowing each type of multiple intelligences to appear and crystallize into a meaningful production that contributes to the development and progress of society in general (Gardner, 1999).

Armstrong (2000) indicated that Gardner said that the theory of MI is based on a set of foundations, pillars, and principles:

1. Intelligence is not one type, but, it entails many types that are subject to growth, development, and change.
2. Each individual has a unique combination of a variety of active and diverse intelligences.
3. The types of intelligence vary in growth, within a single individual, or across individuals.
4. Types of intelligence can be identified, distinguished, described and defined.
5. Every individual should be given the opportunity to recognize and develop his/ her own intelligence.
6. Using one type of multiple intelligences can contribute to the development of another type of multiple intelligences.

The theory of MI has educational merits because it shows what a complete school program should be in order to develop

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the talents of young people. The traditional schools were originally prepared to support only linguistic and logical / mathematical intelligences and the school system ignores the other types of intelligences (Nawasreh, 2016).

The theory of MI has been widely accepted by educational psychologists in many parts of the world. Until recently, the educational system neglected many learners' abilities and capabilities. It does not appreciate the individual differences in these abilities and does not take into account learners' environment and their needs. The theory of MI came to present a new and vivid perspective for learning and teaching so that learners are the center of the teaching-learning process, in order to work, produce and communicate in a way that fulfills their selves and satisfies their desires (Wahsheh, 2018).

Schools that apply the theory of MI apply a strategy to identify students' competencies and work to strengthen them in addition to helping them overcome their weaknesses. The teacher who has a perception of students' competencies can present the topics in an appropriate way for them. This fluid process of learning encourages students to accept challenges in other areas. A student who has a physical / kinesthetic intelligence or musical intelligence can easily reach a positive psychological state when performing in these areas. Gardner confirmed that experience proves this. The student maintaining the flow of learning by pushing his/ her own capabilities to the extreme always works to obtain more excellence in order to keep a sense of happiness during learning (Goleman, 1995).

The concept of multiple intelligences widely opens the door to innovation and creativity in the fields of education; It presents a larger picture of the student's abilities and potentials for success than that presented by the general IQ scores (Adas, 1997).

Education through the theory of MI provides more opportunities for all students to construct their own meanings in ways that are most appropriate for them. This type of education enables students to express their knowledge in the most efficient manner for them, so, their abilities and self-esteem will be better developed and improved through the learning process (Qousha, 2003).

School applications of the principles of the theory of MI have greatly contributed to the improvement of important educational fields, including: discovering the gifted, individual differences, special education and learning difficulties, and school learning. The theory of MI demonstrated to teachers that students have potentials and they are simply smart, but, in different ways. By applying this theory, teachers can help each student learn because this theory provides scientific methods to realize the special abilities of each student in the classroom. So, education according to this theory is not only for the elite, but, for all (Wahsheh, 2018).

Hussein (2005) pointed out that the success of the educational process highly depends on the teacher. In light of the teacher having a high level of multiple types of intelligences, the teacher's roles in the educational process take a different direction. The teacher prepares the activities and educational materials necessary to develop the required intelligence, therefore, the teaching methods used will be diverse. The theory of MI presents the teacher with a learning model, except for the requirements imposed by the cognitive components of each intelligence. The theory of MI proposes solutions in which teachers can design new activities and experiences that support the teaching-learning process. It provides teachers with a framework within which they can approach and present any educational content in many different ways.

Studies and research have addressed multiple intelligences level among teachers in light of different variables. For example, Al-Dhafiri study (2010) studied the level of multiple intelligences of secondary school principals and teachers in Kuwait and its relationship to organizational climate in their schools from the point of view of principals and teachers. The study sample consisted of (101) principals and (536) male and female teachers. The results showed that the level of emotional intelligence of principals and teachers was high, while the level of musical intelligence was low. The other seven intelligences were at an average level. With regard to the prevailing organizational climate in secondary schools in Kuwait, the results showed that it was at an average level from the point of view of principals and teachers. Finally, there was a positive, statistically significant relationship between the level of multiple intelligences and the organizational climate.

Ozgen, Tataroglu and Alkan (2011) worked to reveal the relationship between multiple intelligences and learning styles of mathematics teachers. The study sample consisted of (243) teachers, and the results of the study showed that the common intelligence of mathematics teachers is logical-mathematical intelligence, and spatial intelligence. The results did not show a statistically significant correlation between the dimensions of multiple intelligences and the learning style.

Mahmoud and Mahrameh (2012) examined the level of multiple intelligences among a sample of special education teachers. The sample of the study included (250) male and female teachers. The results showed that the level of multiple intelligences of special education teachers was moderate. There were no statistically significant differences ($\alpha = 0.05$) in all domains of multiple intelligences due to gender.

Al-Jawaldah, Al-Qamsh and Magableh (2013) investigated the practice level of multiple intelligences among gifted students' teachers in the classroom. The sample of the study was (54) male and female teachers from King Abdullah II

Schools for Excellence in the governorates of Balqa, Zarqa and Irbid. The results of the study indicated that the logical-mathematical intelligence ranked first in terms of practice among the members of the study sample, while social intelligence ranked last. The results showed the superiority of females in the dimension of linguistic intelligence, while the results showed the superiority of males in the dimensions of spatial intelligence and interpersonal intelligence. As for the significance of the differences according to the teachers' specialization (human, scientific), no statistically significant differences were found. According to the significance of the differences according to the educational qualification variable, the differences came in the two dimensions (musical intelligence and interpersonal intelligence) in favor of teachers with educational qualifications (higher studies).

2. Problem and Purpose of the study

The importance of the theory of MI lies in the fact that it is considered one of the theories that have a great role in the educational field. The educational applications of the theory of multiple intelligences have confirmed its effectiveness in improving students' achievement levels and raising their levels of interest towards educational content, in addition to the possibility of using multiple intelligences as an entrance to teaching in multiple ways and methods (Al-Surour, 1997).

The importance of the theory of multiple intelligences is that it also provides teachers with the opportunity for diversity in offering different activities through lessons, and provides students with opportunities to benefit from this diversity, each according to his preferred learning style. When the teacher prepares the unit of study, he can use at least four types of multiple intelligences, and this will provide students with four opportunities to obtain information from the lesson, which will allow the teachers to face a challenge to work in new ways of learning, and may benefit from the feedback they get from students about the learning methods they prefer (Armstrong, 2000).

The theory of MI confirms that students with special needs, especially gifted ones, need to be taught the subject through diversification of methods that develop their different aspects of intelligence, and also stressed the importance of teachers of gifted students possessing the ability to recognize these intelligences and address them during preparation for teaching gifted students.

3. Model of the study

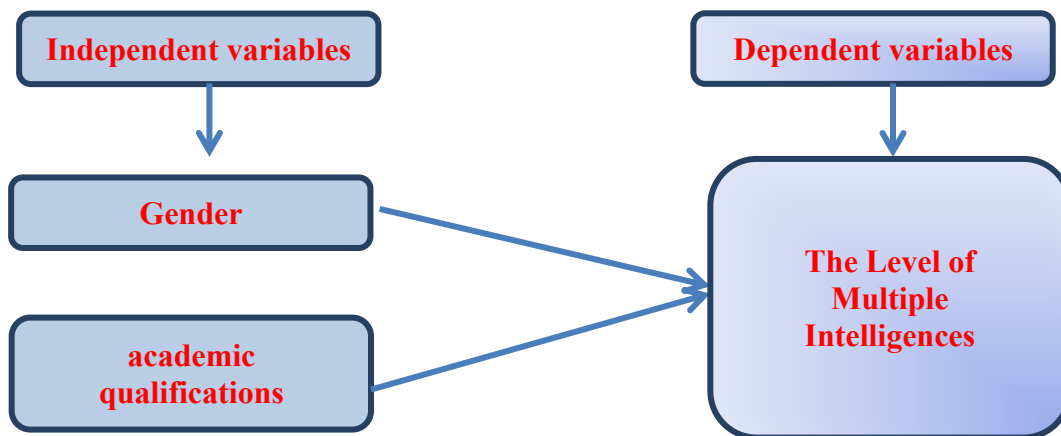


Fig. (1): Model of the study developed by the researchers

Thus, the study sought to answer the following questions:

1. What is the level of multiple intelligences among the teachers of gifted students at Ajloun Governorate?
2. Are there statistically significant differences in the level of multiple intelligences among teachers of gifted students due to gender?
3. Are there statistically significant differences in the level of multiple intelligences among teachers of gifted students that are attributed to academic qualifications?

4. Significance of the Study

The significant of the study is as follows:

- Shedding light on the issue of the level of multiple intelligences among teachers of gifted students at Ajloun Governorate, which in turn affects each of the gifted students themselves, and because it has an important role in the success of effective special educational programs for gifted students, and society in general.
- Draw attention to the differences in the level of multiple intelligences of teachers of gifted students based on a number of variables.
- It may urge officials and those concerned with the affairs of teachers of gifted students to allocate a budget to support training programs to develop their multiple intelligences, and support them financially for what they are doing with this important group of students.
- Identifying the tool for measuring the level of multiple intelligences among teachers of gifted students.
- This study is considered a continuation of what the previous researchers stated on the subject of multiple intelligences, and it may constitute a launch for the study of the subject from multiple aspects and variables, and it will have an impact on the birth of other studies.

5. Method and procedures

The study population and its sample consisted of all teachers of gifted students at King Abdullah II School for Excellence in the Directorate of Education of Ajloun Governorate for the second semester of the school year (2022-2023), totaling (42) male and female teachers, distributed as in Table (1) according to gender and academic qualification.

Table (1): The Percentage of the Distribution of Study Sample According to Gender and Academic Qualification

No.			Number	Percentage
1	Gender	Male	17	40.5%
		Female	25	59.5%
2	Academic Qualification	Bachelor's	20	47.6%
		Postgraduate	22	52.4%
	Total		42	100%

5.1. Instrument of the Study

The researchers used a questionnaire that they developed by reviewing the theoretical framework related to multiple intelligences and making use of the lists and tools in this field, and among those lists are a list Armstrong (2000), and a list Ryan (2013). The questionnaire items were selected accordingly and related to the multiple intelligences that were used in the study, which were (42) paragraphs for the following seven domains of multiple intelligences: six items of linguistic intelligence (1, 2, 3, 4, 5, 6), six paragraphs of logical/mathematical intelligence (7, 8, 9, 10, 11, 12), six paragraphs of spatial intelligence (13, 14, 15, 16, 17, 18), six paragraphs of bodily/kinesthetic intelligence (19, 20, 21, 22, 23, 24), six paragraphs of interpersonal intelligence (25, 26, 27, 28, 29, 30), six paragraphs of intrapersonal intelligence (31, 32, 33, 34, 35, 36), and six paragraphs of musical intelligence (37, 38, 39, 40, 41, 42).

The scoring of each of the individual items was based on a five point Likert scale. The scaling ranged between always (5) and never (1). The higher the respondent scores on the total scale, the higher his/ her social intelligence is. Table (2) presents the scoring criteria employed in the study.

Table (2): Estimated Average of teachers' responses and their levels

Estimated Average	Levels
1 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5	Very high

5.1.1. Validity and Reliability

The face validity of the instrument was checked using a panel of (12) specialists in special education and measurement and evaluation. They were asked to provide their remarks related to the wording of each of the individual items. Some of the items pooled were deleted as recommended by the specialists and the final format of the instrument consisted of (40) items. For construct validity, the instrument was administrated to a pilot sample totaling (30) male and female teachers. The correlation coefficients (Pearson coefficient) was computed between each item and he domain it belongs to. The same statistical procedure was employed to compute correlation coefficient (Pearson coefficient) between the individual domains and the total scale. The correlation coefficients for the items with the individual domains was (0.41-0.88) while it was (0.41-0.94) for the domains with the total scale. Table (3) presents the correlation coefficients for the items with the individual domains and the instrument domains with the total scale.

Table (3): Correlation Coefficients between individual domains and the total scale, items and domains

NO.	Correlation coefficient with domain	Correlation coefficient with the instrument	NO.	Correlation coefficient with domain	Correlation coefficient with the instrument	NO.	Correlation coefficient with domain	Correlation coefficient with the instrument
1	.52*	.48*	15	.70**	.66**	29	.70**	.81**
2	.76**	.52*	16	.62**	.60**	30	.70**	.52*
3	.89**	.82**	17	.48*	.44*	31	.48*	.54*
4	.89**	.84**	18	.81**	.74**	32	.73**	.53*
5	.48*	.41*	19	.83**	.78**	33	.52*	.53*
6	.82**	.82**	20	.65**	.62**	34	.62**	.57**
7	.66**	.65**	21	.66**	.71**	35	.63**	.60**
8	.52*	.49*	22	.87**	.82**	36	.66**	.57**
9	.82**	.84**	23	.65**	.62**	37	.41*	.82**
10	.82**	.85**	24	.90**	.88**	38	.71**	.69**
11	.45*	.42*	25	.48*	.42*	39	.60**	.49*
12	.52*	.49*	26	.60**	.45*	40	.79**	.76**
13	.63**	.45*	27	.52*	.48*	41	.94**	.54*
14	.70**	.49*	28	.66**	.53*	42	.94**	.48*

* Significance (0.05).

** Significance (0.01).

As shown in the above table, all the correlation coefficients were above the cut score and this means that none of the items were deleted. Table (4) shows this.

Table (4): The Correlation Coefficients Between the Dimensions and the Total Score

	linguistic intelligence dimension	Logical /Mathematical intelligence dimension	spatial intelligence dimension	bodily/kinesthetic intelligence dimension	interpersonal intelligence dimension	intrapersonal intelligence dimension	musical intelligence dimension	Total score
linguistic intelligence dimension	1							
logical/mathematical intelligence dimension	.567**	1						
spatial intelligence dimension	.662**	.512*	1					
bodily/kinesthetic intelligence dimension	.871**	.726**	.515*	1				
interpersonal intelligence dimension	.641**	.492*	.440*	.445*	1			
intrapersonal intelligence dimension	.554*	.716**	.487*	.651**	.616**	1		
musical intelligence dimension	.752**	.436*	.451*	.801**	.451*	.492*	1	
Total score	.868**	.721**	.807**	.858**	.78**	.574**	.605**	1

* Significance (0.05).

** Significance (0.01).

Test- retest was employed to obtain the reliability of the study instrument. The instrument was administrated to a pilot sample totaling (30) male and female teachers, with an interval period of (2) weeks. Cronbach-alpha between the two administrations was calculated and found to be (0.88) for the total scale. To further check for the reliability of the instrument, internal consistency coefficient between the individual domains of the instrument was computed and found to be (0.85) for the total scale. Both reliability indicators were sufficient and can achieve the objectives and the study and answer its questions. Table (5) presents Cronbach alpha and internal consistency coefficient for the individual domains and the total score.

Table (5): Cronbach's Internal Consistency Coefficient and Alpha Reliability

Dimension	Test-retest	internal consistency
Linguistic Intelligence	0.86	0.73
Logical/Mathematical Intelligence	0.84	0.71
Spatial Intelligence	0.89	0.71
Bodily /Kinesthetic Intelligence	0.87	0.75
Interpersonal Intelligence	0.83	0.73
Intrapersonal Intelligence	0.86	0.74
Musical Intelligence	0.89	0.78
Total Score	0.88	0.85

5.2. Data Analysis

The current study used the following statistical methods:

- T-test and retest.
- Pearson's correlation coefficient.
- Cronbach's alpha internal consistency.
- Means and standard deviations.

6. Findings and Discussion

Question 1: What is the level of multiple intelligences among the teachers of gifted students at Ajloun Governorate?

To answer this question, the means and standard deviations of the level of multiple intelligences of teachers of gifted students in Ajloun Governorate were extracted as shown in Table (6). The multiple intelligences came at a very high level, and the table shows that the means ranged between (4.25-4.61), where the domain of intrapersonal intelligence came in the first place with the highest means of (4.61), while the musical intelligence came in the last rank with a means of (4.25), and the arithmetic mean of the tool as a whole was (4.45).

Table (6): Means and standard deviations of the level of multiple intelligences of teachers of gifted students at Ajloun Governorate, arranged in descending order according to the averages

No.	Domain	M	SD	Level
1	linguistic intelligence dimension	0.322	4.61	Very high
2	logical/mathematical intelligence dimension	0.228	4.45	Very high
3	spatial intelligence dimension	0.246	4.44	Very high
4	bodily /kinesthetic intelligence dimension	0.303	4.42	Very high
5	interpersonal intelligence dimension	0.368	4.40	Very high
6	intrapersonal intelligence dimension	0.403	4.27	Very high
7	musical intelligence dimension	0.354	4.25	Very high
	Total score	0.215	4.45	Very high

The results of the study showed that the multiple intelligences of the teachers of gifted students at Ajloun governorate as a whole were very high. The researchers explain this result that the mechanisms for selecting teachers of talented students by

the committee assigned by the Ministry of Education has a role in this; Interviews are held with teachers before they join teaching as profession of gifted students, and the most qualified are selected from them. These selected teachers should have very high multiple abilities in diverse teaching methods based on multiple intelligences, and they have personal and social skills in communicating with gifted students.

This result is also explained in light of the characteristics of teachers of gifted students as they deal with the various problems of gifted students. So, they understand their problems, communicate with them, care about their needs, listen to them, share their successes, make them feel important, treat them openly and respectfully without discrimination and trust, and deal with them. Additionally, they show positive attitudes towards them, and are keen to be a role model for them. These teachers were selected based on a set of personal and professional characteristics by a ministerial committee specialized in the affairs of gifted education. They were subsequently subjected to intensive courses and training programs, some of which revolve around the issue of multiple intelligences and its importance. Those in charge of institution are working to provide continuous support to develop the experiences of gifted students' teachers and provide them with the necessary advices on everything they need.

Many educators and researchers agree that teachers are the main key to the success of the educational process in any educational program, whether it is for average, handicapped or gifted children. It is an obvious fact that the teacher who can create opportunities that strengthen or weaken the learner's self-confidence, raise or lower the spirit of creativity, stimulate or frustrate critical thinking. In the field of gifted education, a survey conducted by Renzulli showed that the teacher occupies the first place in terms of its importance in the success of educational programs for these learners among fifteen basic factors mentioned by experts working in the field of gifted education, and curricula and resources came in second place. Finance ranked tenth (Jarwan, 2008).

By examining the teaching strategies and methods used at the King Abdullah II School for Excellence, it is evident that they are based on the theory of MI since education based on this theory provides more opportunities for all students to construct their own meanings in the most appropriate ways for them, and enables them to express their knowledge in the most efficient way for them, thus improving their abilities better, and improving their multiple intelligences through the learning process.

Question 2: Are there statistically significant differences in the level of multiple intelligences among teachers of gifted students due to the gender variable?

To answer this question, means and standard deviations of the level of multiple intelligences of teachers of gifted students were computed based on gender. To clarify the statistical differences between means, "t" test was used, and Table (7) illustrates this.

Table (7): Averages, standard deviations, and the t-test for the effect of gender on the level of multiple intelligences of teachers of gifted students

Domain	Gender	Number	M	SD	T- test	Dif	Statistical significance
Linguistic Intelligence Dimension	Male	17	4.41	0.271	-0.210	40	0.835
	Female	25	4.43	0.328			
Logical/Mathematical Intelligence	Male	17	4.42	0.244	-0.492	40	0.625
	Female	25	4.46	0.251			
Spatial Intelligence	Male	17	4.29	0.398	-1.638	40	0.109
	Female	25	4.48	0.334			
Bodily/Kinesthetic Intelligence	Male	17	4.29	0.356	0.266	40	0.791
	Female	25	4.26	0.439			
Interpersonal Intelligence	Male	17	4.42	0.205	-0.719	40	0.477
	Female	25	4.47	0.244			

Intrapersonal Intelligence	Male	17	4.59	0.359	-0.375	40	0.709
	Female	25	4.63	0.302			
Musical Intelligence	Male	17	4.22	0.342	-0.454	40	0.652
	Female	25	4.27	0.366			
Total Score	Male	17	4.42	0.211	-0.679	40	0.501
	Female	25	4.47	0.219			

Table (7) shows that there are no statistically significant differences ($\alpha=0.05$) due to gender in all domains and in the total score. This result can be explained by the similarity of the personal and professional characteristics of male and female teachers when they were selected by a ministerial committee specialized in gifted education to be teachers of gifted students. Furthermore, the programs, training workshops, courses, consultations, and continuous support provided by the Ministry of Education to develop the capabilities of teachers of talented students are offered to both sexes, and do not differentiate between males and females.

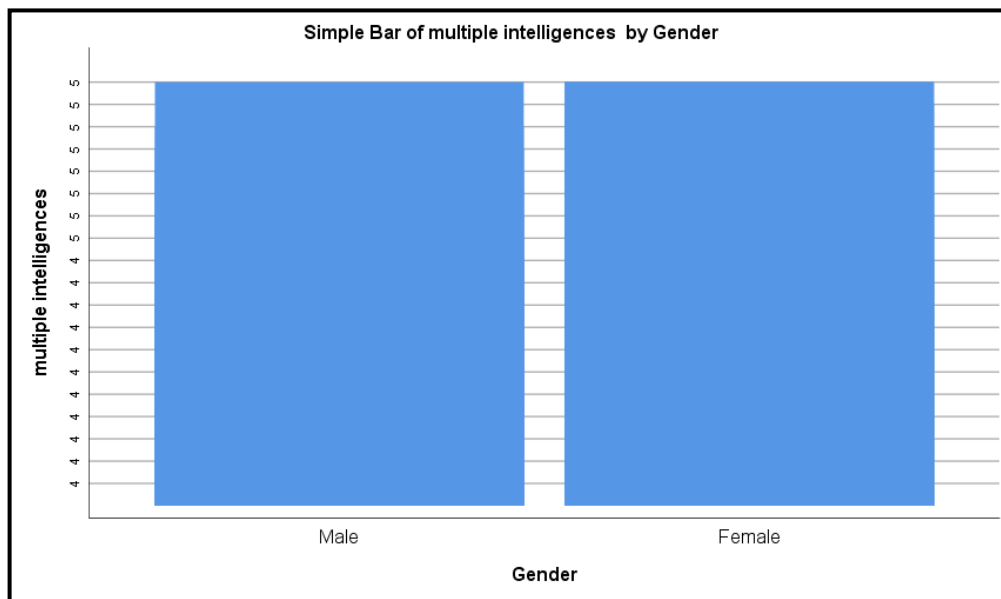


Fig. (2): The effect of gender on the level of multiple intelligences of teachers of gifted students

Figure (2) shows that there are no statistically significant differences ($\alpha=0.05$) due to gender in all domains and in the total score.

Question 3: Are there statistically significant differences in the level of multiple intelligences among teachers of gifted students that are attributed to academic qualifications?

To answer this question, means and standard deviations of the level of multiple intelligences of teachers of gifted students were extracted according to the academic qualification. To identify the statistical differences between the means scores, "t" test was used (Table 8).

Table (8): Averages, standard deviations, and t-test for the effect of Academic qualifications on the level of multiple intelligences of teachers of gifted students

Domain	Academic qualification	Number	M	SD	T- test	dif	Statistical significance
Linguistic Intelligence	Bachelor's	20	4.26	0.246	-3.709	40	0.001
	Postgraduate	22	4.57	0.280			
Logical/Mathematical Intelligence	Bachelor's	20	4.33	0.198	-3.354	40	0.002
	Postgraduate	22	4.55	0.238			

Spatial Intelligence	Bachelor's	20	4.22	0.379	-3.581	40	0.001
	Postgraduate	22	4.58	0.266			
Bodily/Kinesthetic Intelligence	Bachelor's	20	4.12	0.276	-2.569	40	0.014
	Postgraduate	22	4.42	0.451			
Interpersonal Intelligence	Bachelor's	20	4.36	0.197	-2.748	40	0.009
	Postgraduate	22	4.54	0.224			
Intrapersonal Intelligence	Bachelor's	20	4.47	0.330	-2.822	40	0.007
	Postgraduate	22	4.73	0.266			
Musical Intelligence	Bachelor's	20	4.11	0.266	-2.565	40	0.014
	Postgraduate	22	4.37	0.381			
Total Score	Bachelor's	20	4.32	0.136	-4.767	40	0.000
	Postgraduate	22	4.57	0.202			

Table (8) shows that there are statistically significant differences at ($\alpha=0.05$) due to academic qualification in all domains and in the total score, in favor of graduate studies. The researchers explain this result that the academic qualification has a role in the level of multiple intelligences of teachers of gifted students as the teacher acquires skills and abilities when he/she obtains a higher qualification. This indicates that the scientific courses in universities serve their goals and achieve success and distinction for the teacher and increase his/ her abilities, expands his/ her perceptions, and make him/ her more informed and practice what he has gained in his studies, and makes educational institutions seriously looking at how to improve Qualifications of the teacher as he will have a positive impact and achieve the objectives of general education.

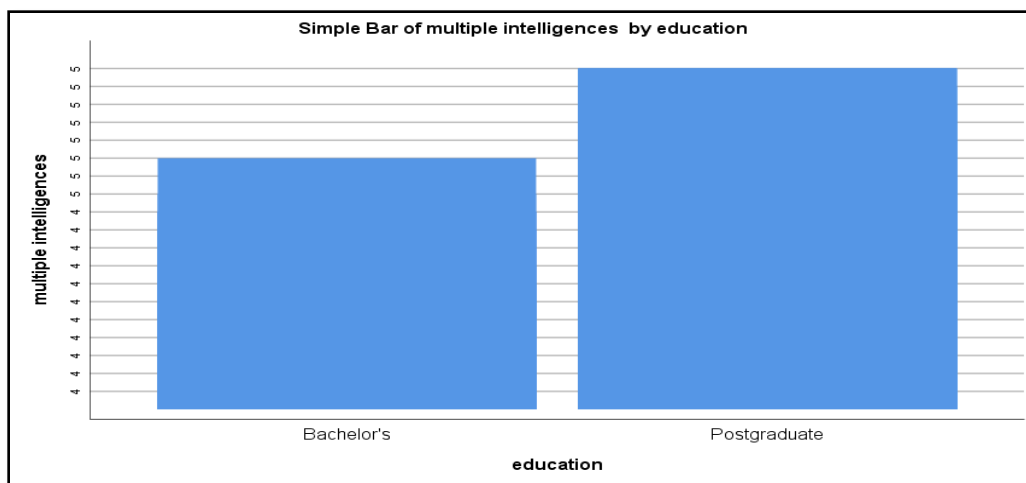


Fig. (3): The effect of Academic qualifications on the level of multiple intelligences of teachers of gifted students

Figure (3) shows that there are no statistically significant differences ($\alpha=0.05$) due to Academic qualifications in all domains and in the total score.

7. Conclusion

The study came to the conclusion that the level of multiple intelligences of teachers of gifted students at Ajloun Governorate was very high. The study showed that there were no statistically significant differences ($\alpha=0.05$) due to the effect of gender in all dimensions and in the total score. And it found that there are statistically significant differences ($\alpha=0.05$) due to academic qualification in all domains and in the total score, in favor of graduate studies. Therefore, the researchers believe that all the efforts of officials and those concerned with the affairs of teachers of gifted students must be combined to increase interest in them, and provide all the material, moral and training means they need to increase the level of their multiple intelligences, so that all of this will be reflected positively on the category of gifted students.

8. Recommendations

In light of the findings of the current study, the researchers recommend the following:

- Establishing more new training projects and workshops to develop the multiple intelligences of teachers of gifted students.
- Teachers practice multiple intelligences in front of the learners, so that they may develop them through modeling.
- Making the curriculum based on multiple intelligences.
- Organizing various student activities to develop their multiple intelligences.
- Guiding, enlightening, and training parents on how to develop the multiple intelligences of their children.
- Supporting the teachers of gifted students financially in proportion to their efforts to achieve a positive orientation, career affiliation, and some freedom from the pressures of the profession.
- Conducting studies that show the role of the family in developing the multiple intelligences of children.
- Conducting studies that show the impact of the use of computers, modern technology and smart cell phones on the development of multiple intelligences, whether positively or negatively.
- Conducting studies that show the effectiveness of using multiple intelligences in the educational process.
- Conducting studies that show the level of multiple intelligences of teachers of gifted students with different variables.
- Intensifying studies on the level of multiple intelligences among teachers of students with disabilities and ordinary students.

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The study Questionnaire

Dear Teachers

The researchers are conducting a study entitled "*The level of multiple intelligences among teachers of gifted students in Ajloun Governorate*". This questionnaire is designed to measure the level of multiple intelligences of teachers of gifted students. Therefore, please read the indicators carefully and answer them honestly, bearing in mind that these answers that you will kindly give will be used for scientific research purposes only.

Thank you for your cooperation

1-Gender:

Male

Female

2- Academic Qualification:

Bachelor's degree

Postgraduate

No.	Item	Always	Often	Sometimes	Rarely	Never
1	I enjoy reading books, magazines and websites.					
2	I am interested in challenging and perplexing crossword puzzles.					
3	I have a good memory of dates and names of people and places.					
4	I make sure to take notes that help me understand and remember the things that matter to me.					
5	People ask me about the meanings of words.					
6	I can speak in front of others and converse with them.					
7	I can mentally perform arithmetic operations quickly and easily.					
8	I think everything has a logical explanation.					
9	I can solve math problems easily.					
10	I prefer logical and orderly sequence in understanding things.					
11	I enjoy playing math games and puzzles that require logical thinking.					
12	I like to put things into similar groups.					
13	I can imagine a lot of thoughts in my mind.					
14	I easily remember things organized in graphics and shapes.					
15	I can interpret data through charts, graphs, and tables					

16	I enjoy solving mazes and visual puzzles.					
17	I can read drawings and maps accurately and easily.					
18	I enjoy rearranging my room.					
19	I enjoy doing things with my hands.					
20	I enjoy playing sports.					
21	I recognize things by touching them.					
22	I have new ideas when I do any physical activity.					
23	I enjoy practical activities.					
24	I use body movements to express my thoughts.					
25	I like working with others in groups.					
26	I love participating in clubs, cultural and social activities.					
27	I always make new friends.					
28	I have the ability to influence others.					
29	Others seek to get close to me.					
30	I like to be a reason to help others.					
31	I set my goal in life and think about it regularly.					
32	I make time to reflect on all aspects of my life					
33	I feel independent in my thinking.					
34	I have the ability to make my own decisions.					
35	When I work alone I do better than working in groups with others.					
36	I have the ability to identify strengths and weaknesses in my character.					
37	Regular poetry attracts me in one rhyme.					
38	I care about musicals and musicals more than other plays.					
39	I can perform the note or rhythm after I hear it.					
40	I hum and sing when I do something.					
41	I have the ability to distinguish and know pieces of music, their rhythm and harmony.					
42	I enjoy many types of music.					