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**| RESEARCH ARTICLE**

**Multiple Intelligences Levels among Students at the Gifted School in Misan Governorate**

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**| ABSTRACT**

Recognizing multiple intelligences is of highly importance and a successful approach to educational management by encouraging students to utilize their unique and diverse intelligences. This helps to address individual differences among learners, which adds a new dimension to education. This study aims to identify the levels of multiple intelligences among students of the Gifted Schools in Misan Governorate. It also aims to determine statistically significant differences at the (0.05) level in multiple intelligences among gifted students based on gender. The research sample consisted of 31 students from the academic year 2025-2026. The Multiple Intelligences Scale (Walter McKenzie, 2000) was applied. The results showed the presence of all types of multiple intelligences in varying proportions among both genders. The results also revealed a statistically significant difference in Musical intelligence, favoring females. Based on this, the researcher offers several recommendations and suggestions.

**| KEYWORDS**

Multiple Intelligences, Gifted Students, Gifted schools

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**1. Introduction**

Since H. Gardner presented his theory of multiple intelligences in 1983, the world began to view intelligence through new and different perspectives. Previously, people who obtained low scores on an IQ test were considered unintelligent. However, Gardner emphasized the opposite by demonstrating that an individual can possess social problem-solving skills, an artistic appreciation for music, and the ability to speak eloquently and manipulate words, while simultaneously being unable to distinguish between different types of rock or solve mathematical problems.

As for gifted students schools are considered the most prestigious schools in Iraq, admission requires students to pass several achievement tests, in addition to an intelligence test and a personal interview. Therefore, students strive to hone all their mental abilities and intellectual capacities to secure a place. This indicates that students in these schools are highly intelligent. Therefore, these students possess a range of intelligences, or perhaps all of them, but in varying levels. Gardner's theory proposes the idea of the existence of various and independent intelligences in each individual, and that these intelligences can be honed through continuous motivation, training, and education (Al-Maamari & Kuroon, 2020: 256). This is precisely what the Gifted Guardianship Committee aims to achieve by identifying talented and creative students, then developing them through various training and educational programs (Al-Jumaili & Al-Karwi, 2023: 178-188).

As widely known, the teaching career requires a parental relationship within the school. A teacher's understanding of the students' intelligence levels assists in presenting the study material in a way that satisfies and resonates with their thirsty minds for knowledge. This theory also emphasizes the importance of considering the diversity and differences among learners. The varying intelligence levels of students impose on teachers to employ appropriate methods and approaches for these levels and

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contribute to develop them. Moreover, teachers must pay close attention to the formulation of exam questions (Kabil & Abduh, 2021: 942; Mehiri, 2020: 262).

This led to the emerging of this research idea, which is to identify the levels of multiple intelligences among students of Gifted School in Misan, and to determine whether there are statistically significant differences between students attributable to gender variable.

### **1.1 Research Problem**

The research problem is defined by the following main question:

What are the levels of multiple intelligences among students at the Gifted School in Misan Governorate?

This main question branches into two sub-questions:

1. To what extent do students at the Gifted School in Misan Governorate possess multiple intelligences?
2. Are there statistically significant differences at the (0.05) level in the multiple intelligences among students at the Gifted School in Misan Governorate that attributable to the gender variable?

### **1.2 Research Objectives**

The current study aims to:

1. Identify the levels of multiple intelligences possessed by students at the Gifted School in Misan Governorate.
2. Determine the statistically significant differences at the (0.05) level in the multiple intelligences among students at the Gifted School in Misan Governorate that attributable to the gender variable.

### **1.3 Research Importance**

The importance of this research can be demonstrated through the following points:

1. It assists curriculum developers in selecting a curriculum that aligns with intelligences of the students.
2. It assists Gifted Guardianship Committee by identifying the levels of multiple intelligences among their students.
3. It assists teachers in choosing appropriate teaching methods for such students.
4. It helps identifying enrichment materials that suit students and contribute to developing and enhancing their intelligences.
5. It helps identify any unique intelligence of each student, which enables them to determine the most suitable career path in the future.

### **1.4 Research Limits**

1. List of Walter's Multiple Intelligences (2000).
2. Male and female students at the Gifted School in Misan Governorate in Al-Amarah city, Misan Governorate.
3. The first semester of the 2025/2026 academic year.

## **2. Theoretical Background**

### **2.1 Definition of Intelligence**

Throughout history, scholars have offered diverse and different definitions of intelligence. They have linked intelligence to a wide range of human activities, leading to this diversity of definitions (Abo El-Haj, 2022: 334). Taheri (2022: 76) mentioned the 1916 intelligence definition of Binet as the ability of the individual to understand information and data, reason, make judgments, and solve problems. Moreover, intelligence is defined as a psychobiological ability that utilizes concepts, data, and perceptions to find connections between things, interpret them, and re-evaluate events and circumstances in a logical way that aligns with the intended goal (Taj et al., 2025: 20). Furthermore, it is also defined as the maximum capacity an individual possesses that enables them to successfully achieve a new goal using cognitive and perceptual processes (Gignac, 2018, cited in Gignac, 2024: 2).

### **2.2 Multiple Intelligences Theory**

Intelligence is a biological and psychological ability of an individual to process information and data encountered in life in order to solve problems. It is also considered as an inherited trait and cannot be changed. Gardner proposed alternative methods to

traditional intelligence tests. He emphasized that all humans possess intelligence, but with varying ways and degrees (Sadiku et al., 2020: 1). Furthermore, Feng et al. (2011) state that each type of intelligence has characteristics that distinguishes it from the other types. Each individual should demonstrate their unique cognitive abilities.

At the beginning of his theory, Gardner identified seven intelligences. About a decade later, he added naturalistic intelligence. Then, a year later, he added existential intelligence, bringing the final total to nine intelligences (Checkley: 1997 as cited in Morhan, 2021: 126; Hasanudin & Fitrianiingsih, 2019: 117). These intelligences are:

**Linguistic Intelligence:** Individuals with this intelligence demonstrate the ability to construct phrases and sentences and to speak eloquently and fluently. They also possess a high level of verbal ability regarding the sounds and rhythms of letters (Hasanudin and Fitrianiingsih, 2019: 118). Individuals with this intelligence are capable of writing novels, stories, and articles, as well as giving speeches and reciting poetry.

**Logical-Mathematical Intelligence:** This intelligence highlights the ability of individuals to deal with numbers and mathematical equations. They usually possess above-average logical-mathematical skills due to their understanding of causal systems. Scientists are an example of individuals with this intelligence (Morgan, 2021: 127).

**Visual-Spatial Intelligence:** Individuals with this type of intelligence are able to distinguish visual images, perceive spatial information, analyze it, and store it for later retrieval (Madarang & Madarang, 2025: 262).

**Bodily-Kinesthetic Intelligence:** Individuals with this type of intelligence often work in professions that require physical strength and a high level of fitness, such as athletes, actors, construction workers, mechanics, and surgeons (Walela, 2024: 136).

**Musical Intelligence:** This type of intelligence includes individuals who can distinguish melodies, tones, and musical scales. They also possess sensitivity to the harmony of sounds, the creation of music, and contemplation of it. Examples of this type include composers, discerning listeners, pianists, and singers (Daquila, 2023: 1). An individual can possess this type of intelligence even without being familiar with music or musical tools (Krishnan et al., 2014: 278).

**Interpersonal (Social) Intelligence:** Individuals with this type of intelligence can sense the feelings of others and understand their desires and wants. This gives them an advantage of successfully interacting with various types of people (Morgan, 2021: 127). Examples of such individuals include salespeople and lawyers.

**Intrapersonal Intelligence:** Individuals with this type of intelligence are characterized by a deep understanding of themselves and the ability to communicate with themselves. They are able to identify the strengths and weaknesses in their personalities and get benefit from their experiences in terms of success and failure (Ibid, 2021: 128).

**Naturalist Intelligence:** People with this intelligence are interested in the natural world, including animals, plants, rocks, and terrain, etc. They have the ability to identify patterns and classify things in nature. They also derive strength and renewal from their perception and appreciation of the elements of the environment (Sadiku et al., 2020: 1).

**Existential (Considered) Intelligence:** Al-Jaddou (2018: 535) states that Gardner (1983) defined this type of intelligence as the individual's ability to think about death, life, metaphysics, and abstract thinking. The location of this intelligence in the brain is not yet fully determined.

### ***2.3 Principles of the Multiple Intelligences Theory***

A number of researchers in psychology and education have clarified the principles of the multiple intelligences theory. Abu Asaad (2014: 140, citing Al-Hadour and Al-Hadi, 2018: 112) explains these principles as follows:

1. Intelligence has many different types, thus it is not a single type.
2. Distinguished and creative individuals possess a variety of intelligences.
3. The development and growth of different types of intelligences vary among individuals.
4. Utilizing any type of the intelligences can assist developing another.

5. All types of intelligence provide individuals with alternative resources and latent abilities that make them more human.
6. Individuals have the opportunity to discover their type of intelligence and how to develop it.

Hassan (2023: 226) stated that Armstrong (1994) summarized the main ideas of the of multiple intelligences theory as follows:

1. Every individual possesses all types of the intelligences.
2. Most people develop their multiple intelligences to a suitable level of proficiency.
3. Intelligence works collectively and in different ways.
4. There are many ways for a student to become intelligent at a given time.

## **2.4 Gifted Schools**

These are a group of schools affiliated with the Gifted Guardianship Committee at the Iraqi Ministry of Education. They admit exceptional students who demonstrate higher intelligence levels. There are nine schools which located in the governorates of Baghdad, Nineveh, Erbil, Anbar, Najaf, Dhi Qar, Misan, and Basra. These schools are co-educational (boys and girls). Unlike other ordinary schools that use Arabic, the scientific curricula in gifted schools are taught in English.

Jaber (2011: 196-197) clarified that the Gifted Schools project was first announced in 1985 following the enactment of the Law for Gifted Schools in Science, which laid the foundation for the theoretical basis of the schools. In 1998, the first Gifted School for science and mathematics in Iraq, and the Middle East, was opened (Al-Jumaili & Al- Karwi, 2023: 181-182).

The Gifted Schools have their own curricula, which consisting of 30% curricula similar to ordinary schools, and 70% vertical and horizontal enrichment. They also assign to teach only highly qualified instructors. Furthermore, they provide appropriate technologies, visual aids, and enrichment resources suitable for the students level (ibid., p. 184). Students in these schools possess a range of characteristics, traits, and abilities that make them special individuals when compared to their peers or individuals in other schools (Algadeeb & Alnaim, 2023: 28).

## **3. Previous Studies**

Al-Hadour and Al-Hadi (2018) conducted a study on 209 students from the Faculty of Education at Dhamar University to identify their levels of multiple intelligences. The results showed that the nine intelligences levels of the students were moderate. Linguistic intelligence ranked first, while bodily-kinesthetic intelligence came last. The results also showed no statistically significant differences between the mean levels of bodily-kinesthetic and social intelligence based on the field of study variable. However, there were statistically significant differences among the mean levels of the other remaining intelligences domains based on the gender variable.

Abbas (2019) targeted to identify multiple intelligences among female students in the Faculties of Science, and Education. The research sample included the random selection of (210) female students. The results showed that these students possessed multiple intelligences. Statistically significant differences were found among the students based on their field of study.

Omar and Maky (2020) investigated the relationship among multiple intelligences (linguistic, visual, intrapersonal, interpersonal, and mathematical) along with the quality of psychological and academic life. Their study was conducted on 140 students from the Faculties of Pharmacy and Languages at Misr University for Science and Technology during the academic year (2019-2020). The results confirmed a positive relationship between multiple intelligences and the quality of psychological and academic life. However, the results also showed no statistically significant differences between males and females in multiple intelligences.

Al-Zuhairi (2022) aimed to determine the effectiveness of using multiple intelligences as a psychometric approach for classifying gifted students. The study included 85 gifted students and 75 average students in middle school stage in Jeddah. The sample was selected using cluster sampling. The results showed a discrepancy between the gifted student classification results in the programs and the results of the multiple intelligences scale. Additionally, a number of average students scored high on the scale's dimensions.

Adkaidak (2022) targeted to identifying the most prevalent forms of multiple intelligences, personality traits, and career interests among students at Al-Quds University. This study was conducted on 173 students using the convenience sample method. The results showed the prevalence of all forms of intelligence among the students. Furthermore, the variables of academic year,

grade point average, gender, and field of study did not affect multiple intelligences or personality traits. However, academic year was found influencing the career interests of the students.

Pocan (2022) studied learning styles and multiple intelligences among students in the Faculties of Education and Engineering. The sample consisted of 250 students from the Faculty of Education, and 200 students from the Faculty of Engineering. Stratified sampling was used to collect data. The results showed that students in the Faculty of Engineering possessed greater social, mathematical, and kinesthetic intelligences. In contrast, students in the Faculty of Education demonstrated greater visual, linguistic, social, and kinesthetic intelligences. Furthermore, the study indicated that using teaching strategies based on learning styles and multiple intelligences positively impacted student achievement.

A study conducted by Hassan (2023) aimed to determine the levels of multiple intelligences among history students in Faculties of Education. The research experiment sample included 150 students. The results showed that the students possessed multiple intelligences to varying degrees. Linguistic intelligence ranked first, while musical intelligence came last.

Saeed and Nassir (2025) studied the multiple intelligences among Department of Early Grades Education students, and their relationship to learning motivation. The study included 60 students in their second and third academic year. The results showed that the students possessed a high level of multiple intelligences. Furthermore, these students had strong learning motivation. Therefore, the study confirms a positive correlation (direct relationship) between levels of multiple intelligences and learning motivation.

#### 4. Research Methodology

To achieve the study objectives, the descriptive-correlational approach was adopted, as it is the most suitable methodology for this type of research.

##### 4.1 Research Population

The research population consisted of all students enrolled at the Gifted School in Amarah city, Misan Governorate, for the academic year 2025-2026. The total number of students was (37).

##### 4.2 Research Sample

The research sample comprised all students enrolled at the Gifted School in Amarah city, Misan Governorate. They were selected using a census method. The final sample size was 31 students, after taking into consideration only the completed questionnaires.

##### 4.3 Research Tool

The Multiple Intelligences Scale (Walter McKenzie, 2000, cited in Hassan, 2023) was adopted due to its high reliability and validity coefficients in both Arab and international environments. This scale encompasses the nine intelligences. The tool consists of nine sub-lists, each representing one of the intelligences. Each sub-list contains ten items. The response options were (always, often, sometimes, rarely, never), and were assigned scores of 1, 2, 3, 4, and 5, respectively. Because the scale does not include a final overall score, each intelligence was treated as an independent dimension.

The tool was distributed in its original English version because the students at this school are proficient in English.

##### 4.4 Assessing of the Research Tool Score

In order to statistically process the data and interpret the research results, weight responses were assigned, as shown in table (1).

**Table (1):** Assessing of the Research Tool Score

| Response | always | Often | sometimes | rarely | never |
|----------|--------|-------|-----------|--------|-------|
| Weight   | 5      | 4     | 3         | 2      | 1     |

Afterwards, these responses were classified into five levels with equal ranges, as given in table (2).

**Table (2):** Responses Distribution, According to the Scale Used in the Research Tool.

| Agreement Degree | Means Range | Intelligence Level |
|------------------|-------------|--------------------|
| Always           | 4.21-5      | very high          |

|           |           |          |
|-----------|-----------|----------|
| Often     | 3.41-4.20 | high     |
| Sometimes | 2.61-3.40 | medium   |
| Rarely    | 1.81-2.60 | low      |
| Never     | 1-1.80    | very low |

## 5. Results and Discussion

The results of this study are presented and discussed in accordance to the research questions.

**First Question** (To what extent do students at the Gifted School in Misan Governorate possess multiple intelligences?):

After applying the research tool on the sample, the means (averages), and standard deviations were calculated for each type of intelligence. The results are shown in table (3).

**Table (3):** Sample responses of each type of intelligence

| Intelligences            | Mean | Std. Deviation | Agreement Degree | Rank Intelligence |
|--------------------------|------|----------------|------------------|-------------------|
| Naturalist               | 3.23 | 0.519          | Sometimes        | 8                 |
| Musical                  | 3.50 | 0.687          | Often            | 5                 |
| Logical-mathematical     | 3.54 | 0.457          | Often            | 4                 |
| Existential (Considered) | 3.74 | 0.507          | Often            | 2                 |
| Interpersonal (Social)   | 3.05 | 0.649          | Sometimes        | 9                 |
| Bodily- Kinesthetic      | 3.48 | 0.519          | Often            | 6                 |
| Linguistic               | 3.36 | 0.613          | Sometimes        | 7                 |
| Intrapersonal            | 3.81 | 0.499          | Often            | 1                 |
| Visual- Spatial          | 3.73 | 0.621          | Often            | 3                 |
| Total                    | 3.49 | Often          |                  |                   |

As can be noticed from table (3), the multiple intelligences levels among students at the Gifted School in Misan Governorate were generally high. The mean (average) for the nine intelligences was 3.49, which falls within the fourth category (often), i.e. mean range of (3.41-4.20).

It also reveals that Intrapersonal intelligence was the most prevalent among these students, with a mean score of (3.81) and a standard deviation of (0.499). This indicates their ability to understand themselves and recognize their strengths and weaknesses. After that, Existential (Considered) intelligence came with a mean score of (3.74) and a standard deviation of (0.507). This demonstrates their ability to contemplate and delve into questions concerning life and universal existence.

Afterward, Visual-Spatial, Logical-Mathematical, Musical, Bodily-Kinesthetic, Linguistic, and Naturalistic intelligences came, respectively. Interpersonal (Social) intelligence ranked last, with a mean score of (3.05) and a standard deviation of (0.649). This low ranking of Interpersonal (Social) intelligence can be attributed to the fact that gifted students are preoccupied with self-development and scientific achievement. This leaves them little time or opportunity to engage in social relationships, and to develop this type of intelligence.

**Second Question** (2. Are there statistically significant differences at the (0.05) level in the multiple intelligences among students at the Gifted School in Misan Governorate that attributable to the gender variable?):

To answer this question, the means and standard deviations of multiple intelligences among gifted students were calculated according to the gender variable. Also, in order to show the significance of the differences among the means, the Independent Samples Test was used, as shown in table (4).

**Table (4):** Independent Samples t-Test Comparing Multi-Intelligences by Gender

| Intelligences            | Gender | Number | Mean   | Std.   | T     | df. | Sig. |
|--------------------------|--------|--------|--------|--------|-------|-----|------|
| Naturalist               | Male   | 17     | 3.1412 | .46912 | 1.042 | 29  | .306 |
|                          | Female | 14     | 3.3357 | .57057 |       |     |      |
| Musical                  | Male   | 17     | 3.2176 | .74602 | 2.674 | 29  | .012 |
|                          | Female | 14     | 3.8214 | .43355 |       |     |      |
| Logical- mathematical    | Male   | 17     | 3.6176 | .50279 | 1.063 | 29  | .297 |
|                          | Female | 14     | 3.4429 | .38970 |       |     |      |
| Existential (Considered) | Male   | 17     | 3.6471 | .50015 | 1.113 | 29  | .275 |
|                          | Female | 14     | 3.8500 | .51103 |       |     |      |
| Interpersonal (Social)   | Male   | 17     | 3.0882 | .59883 | .371  | 29  | .713 |
|                          | Female | 14     | 3.0000 | .72536 |       |     |      |
| Bodily Kinesthetic       | Male   | 17     | 3.4353 | .54422 | .568  | 29  | .575 |
|                          | Female | 14     | 3.5429 | .50033 |       |     |      |
| Linguistic               | Male   | 17     | 3.2294 | .53708 | 1.371 | 29  | .181 |
|                          | Female | 14     | 3.5286 | .67872 |       |     |      |
| Intrapersonal            | Male   | 17     | 3.8353 | .55559 | .349  | 29  | .730 |
|                          | Female | 14     | 3.7714 | .44103 |       |     |      |
| Visual- Spatial          | Male   | 17     | 3.5412 | .58101 | 1.901 | 29  | .067 |
|                          | Female | 14     | 3.9500 | .61363 |       |     |      |

The table above shows no statistically significant differences at the 0.05 level between the mean scores of males and females in the following intelligences: Naturalist, Logical-Mathematical, Existential, Interpersonal (Social), Bodily-Kinesthetic, Linguistic, Intrapersonal, and Visual-Spatial. The significance values for these intelligences were 0.306, 0.297, 0.275, 0.713, 0.575, 0.181, 0.730, and 0.067, respectively, all of which are greater than 0.05. However, the results revealed a statistically significant difference in musical intelligence between males and females, favoring females. This could be attributed to the fact that most females, in comparison to males, intensively utilize the right hemisphere of the brain, which is responsible for art and literature.

## 6. Conclusions

From the results, the following can be concluded:

1. Students at the Gifted School in Misan possessed all types of the multiple intelligences.
2. They possessed Musical, Logical, Existential, Bodily, Intrapersonal, and Visual intelligences at relatively high levels.
3. The (Naturalist / Interpersonal / Linguistic) intelligences were at relatively medium levels.
4. Interpersonal (Social) intelligence among these students was lower than the other intelligences.
5. There are slight variations among the means of the intelligence levels. These differences are not significant, but rather due to chance.
6. In terms of gender variable, there is a statistically significant difference in the means of the Musical intelligence levels between males and females, favoring females.
7. As for the other eight intelligences, there are no statistically significant differences in the means of intelligence levels between males and females that can be attributable to the gender variable.

## 7. Recommendations

1. Encourage and involve students in extracurricular and community activities.
2. Organize field trips and excursions to natural landmarks and explore the natural environment.
3. Hold public speech and poetry competitions between students of the Gifted School and students from other schools.

4. Encourage male students to participate in activities that assist in activating the functions of the right hemisphere of the brain.
5. Develop programs to cultivate and enhance all of the multiple intelligences of students at the Gifted Schools.
6. Train faculty members on how to develop these intelligences in these students.

## **8. Suggestions**

1. Conduct a comparative study of multiple intelligences levels among students of Gifted Schools and students of Distinguished High Schools.
2. Conduct a correlational study between multiple intelligences among students of the Gifted Schools and other variables, such as mental health, academic achievement, or creativity.
3. Conduct a study of the role of multiple intelligences levels in predicting the quality of professional performance among students of the Gifted Schools.
4. Conduct a study to identify multiple intelligences levels as a predictive variable for determining the characteristics of academic specialization choices at universities among students of the Gifted Schools.

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