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

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Abstract

The purpose of this study is to determine the level of multiple intelligences among teachers of gifted students in Ajloun Governorate. The sample consisted of all (42) male and female teachers of gifted students at King Abdullah II School for Excellence in Ajloun Governorate at the second semester of the academic year (2020-2021). Forty two paragraphs scale was constructed and developed as a study tool. The scale consisted of seven dimensions of the intelligence: linguistic intelligence, logical/mathematical intelligence, interpersonal intelligence, intrapersonal intelligence, spatial intelligence, bodily/kinaesthetic intelligence, and musical intelligence. The results showed the level of multiple intelligences among teachers of gifted students in Ajloun Governorate was very high. There were no statistically significant differences (α=0.05) due to the effect of gender in all dimensions and in the total score. There were statistically significant differences (α=0.05) due to the effect of the educational qualification in all dimensions and in the total degree, and the differences came in favor of higher studies.)

Keywords: multiple intelligences, teachers of gifted students.

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 for them. Some scientists have defined intelligence as 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 “Frames of Mind” and presented his theory of multiple intelligences, noting that intelligence is not one unit or general, but contains many intelligences that man can possess or possess some of them in varying proportions (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, even if one of them loses, the person can use what remains according to his/ her abilities. The degree of one type of intelligence varies from one human to another (Gardner, 1983).The theory of multiple intelligences has expanded its view of the difference between humans in the 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 (Gardner, 1999). Armstrong (2000) indicated that Gardner said that the theory of multiple intelligences is based on a set of foundations, pillars, and principles:

1. Intelligence is not one type, but rather many types that are subject to growth, development, and change.
2. Each person 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 between individuals and each other.
4. Types of intelligence can be identified, distinguished, described and defined.
5. Every person should be given the opportunity to be able to recognize and develop his own intelligence.
6. Using one type of multiple intelligences can contribute to the development of another type of multiple intelligences.

The theory of multiple intelligences has an educational content; Because it shows what a complete school program should be in order to develop the talents of young people.The traditional schools were originally prepared to support only linguistic intelligence and logical / mathematical intelligence and the school system ignores the rest of the intelligences (Jaber, 1997).

The theory of multiple intelligences has been widely accepted by educational psychologists in many parts of the world. Until recently, the educational system neglected many abilities and capabilities of learners. It does not appreciate the difference in these abilities and does not take into account the learners' environment and their needs. The theory of multiple intelligences came to present a new and vivid space for a process of learning and teaching so that the 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)

The schools that apply the theory of multiple intelligences apply a strategy to identify students' competencies and work to strengthen them in addition to improve their weaknesses. The teacher who has a perception of the 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 these areas. Gardner confirmed that experience proves this. The student, who maintains the flow of learning by pushing his own capabilities to the extreme, works to obtain more excellence in order to keep a sense of happiness during learning (Goleman, 1995).

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

Education through the theory of multiple intelligences 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 their self-esteem will be better developed and improved through the learning process (Qousha, 2003).

School applications of the principles of the theory of multiple intelligences 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 multiple intelligences demonstrated to teachers that students have potential and they are simply smart, but in different ways. By applying this theory, teachers can help each student learn; because this theory provides us with the scientific method to realize the special abilities of each student in the classroom, education according to this theory is not only for the elite, but for all people (Wahsheh, 2018).

Hussein (2005) pointed out that the success of the educational process depends mainly on the teacher. In light of the teacher having a high level of multiple types of intelligence, the teacher's roles in the educational process will take a different direction. The teacher prepares the activities and educational materials necessary to develop the required intelligence, and therefore the teaching methods used will be diverse. The theory of multiple intelligences presents the teacher with a learning model, except for the requirements imposed by the cognitive components of each intelligence. The theory of multiple intelligences 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 continued on the subject of multiple intelligences among teachers, with different variables. Among them is the Al-Dhafiri study (2010), which aimed to identify the level of multiple intelligences of secondary school principals and teachers in Kuwait and its relationship to the 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 and that there is a positive, statistically significant relationship between the level of multiple intelligences and the organizational climate.

Ozgen, Tataroglu&Alkan (2011) conducted a study that aimed 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 indicate the existence of a statistically significant correlation between the dimensions of multiple intelligences and the learning style.

The study of Mahmoud &Mahrameh (2012) aimed to know the level of multiple intelligences among a sample of special education teachers, (250) male and female teachers. The results showed that the level of multiple intelligences for teachers of special education was at the average level, and there were no statistically significant differences ($\alpha = 0.05$) in all areas of the levels of multiple intelligences attributed to gender. And according to the educational qualification variable, there were apparent differences between the average for the level of multiple intelligences; The PhD category got the highest average, followed by the bachelor's category, and finally the master's category.

The study of Al-Jawaldah, Al-Qamsh&Magableh (2013) aimed to identify the level of practice of the multiple intelligences among teachers of gifted students 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 came in the first rank in terms of practice among the members of the study sample, while the social intelligence came in the last rank. 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 variable (human, scientific), the averages and standard deviations of the seven multiple intelligences did not show statistically significant differences. 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).

Problem and Purpose of the study

The importance of the theory of multiple intelligences 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 multiple intelligences 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.

Thus, the study sought to answer the following questions:

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

Significance of the Study

•Shedding light on the issue of the level of multiple intelligences among teachers of gifted students in 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.

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 academic year (2020-2021), and their number was (42) male and female teachers, distributed as in Table (1) according to Variable gender, 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%
	Sum		42	100%

Instrument, validity and reliability

The researcher used a questionnaire that he built 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 McKenzie (1999), a list Armstrong (2000), and a list Ryan (2013). The questionnaire paragraphs were selected accordingly and related to the multiple intelligences that were used in the study, which were (42) paragraphs for the following seven dimensions of

multiple intelligences: six paragraphs of linguistic intelligence dimension (1, 2, 3, 4, 5, 6), six paragraphs of logical/mathematical intelligence dimension (7, 8, 9, 10, 11, 12), six paragraphs of spatial intelligence dimension (13, 14, 15, 16, 17, 18), six paragraphs of bodily/kinesthetic intelligence dimension (19, 20, 21, 22, 23, 24), six paragraphs of interpersonal intelligence dimension (25, 26, 27, 28, 29, 30), six paragraphs of intrapersonal intelligence dimension (31, 32, 33, 34, 35, 36), and six paragraphs of musical intelligence dimension (37, 38, 39, 40, 41, 42).

A Five-point Likert scale was employed (always = 5, often = 4, sometimes = 3, rarely = 2, never = 1). 5 indicates the highest level of intelligence, while 1 indicates the lowest level of intelligence. Thus, the level of each paragraph can be extracted, as is the extraction of the total level of the total number of the paragraph of each dimension of the multiple intelligences, after knowing the estimated average of the responses to its paragraphs. The interpretation of the results of the responses has been based on the estimates as in Table (2):

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

Validation and reliability of the instrument

To ensure the validity of the content of the study instrument, the jury was asked to examine the validity of the paragraphs. The jury consisted of 12 scholars and specialized professors in the fields of special education, psychology and measurement and evaluation. The jury recommended making some modifications in terms of clarity, the integrity of the language and the representation of the paragraph of its dimension, to reach to 42 paragraphs at the end. The correlation coefficients of the subjects of the study instrument were extracted with the total score in a survey sample from outside the study sample, which consisted of (30) male and female teachers. The scales were analyzed and the correlation coefficient of each paragraph calculated. Where the correlation coefficient here is a sign of validity for each paragraph in the form of correlation coefficient between each paragraph and the total score on one hand, and between each paragraph and its link to the dimension to which it belongs and between each dimension and the total score on the other hand. The correlation coefficients of the paragraphs with the instrument as a whole ranged from 0.41 to 0.88, and with the dimension from 0.41 to 0.94, Table (3) shows this.

Table (3): Correlation Coefficients between the Paragraphs, the Total Score and the Dimension to Which They Belong

NO.	correlation coefficient with dimension	correlation coefficient with the instrument	NO.	correlation coefficient with dimension	correlation coefficient with the instrument	NO.	correlation coefficient with dimension	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).

It should be noted that all correlation coefficients were of acceptable score and statistical function, so none of these paragraphs 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).

To ensure the reliability of the study instrument, the (test-retest) was applied, it was reapplied after two weeks to a group of outside the sample of the study consisting of (30) male and female teachers and mentally disabled and then calculated Pearson correlation coefficient between their estimates at both times. The consistency coefficient was calculated in the internal consistency method according to the cronbach's alpha formula. Table (5) shows the coefficient of internal consistency according to the Alpha cronbach's formula and the regression coefficients. These values are considered appropriate for the purposes of this study.

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

Dimension	retest consistency	internal consistency
linguistic intelligence dimension	0.86	0.73
logical/mathematical intelligence dimension	0.84	0.71
spatial intelligence dimension	0.89	0.71
bodily /kinesthetic intelligence dimension	0.87	0.75
interpersonal intelligence dimension	0.83	0.73
intrapersonal intelligence dimension	0.86	0.74
musical intelligence dimension	0.89	0.78
Total score	0.88	0.85

Data Analysis

The current study used the following statistical methods:

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

Findings and Discussion

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

To answer this question, the arithmetic 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 arithmetic averages ranged between (4.25-4.61), where the dimension of intrapersonal intelligence came in the first place with the highest arithmetic average of (4.61), while the dimension of musical intelligence came in the last rank with an arithmetic average of (4.25), and the arithmetic mean of the tool as a whole was (4.45).

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

No.	Dimension	Averages	standard deviations	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	0.246	4.44	Very high

	dimension			
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	

The results of the study showed that the multiple intelligences of the teachers of gifted students in the Ajloun governorate as a whole were obtained at a very high level. The researcher explains this result that the mechanism 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 the teaching of gifted students, and the most qualified are selected from them, who have very high multiple abilities, and abilities in diverse teaching methods based on multiple intelligences, and they have personal and social skills in communicating with gifted students.

This result is explained in the light of the characteristics and characteristics of teachers of gifted students, as they deal with the various problems of gifted students in a guiding manner, 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 They show positive attitudes towards them, and are keen to play the role of role model and model for them. These teachers were selected based on the availability of a set of personal and practical characteristics and 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, and those in charge of the institution are working to provide continuous support to develop the experiences of talented teachers and provide them with the necessary advice on everything they need on the subject.

Many educators and researchers agree that the teacher is the main key to the success of the educational process in any educational program, whether it is for normal, handicapped or gifted children. And that it is he 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. It is he who opens the field for collection and achievement or closes it. 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 multiple intelligences; Where 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, the arithmetic means and standard deviations of the level of multiple intelligences of teachers of gifted students were extracted according to the gender variable, and to clarify the statistical differences between the arithmetic averages, a "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

Dimension	Gender	Number	Average	standard deviations	T- test	Degrees of freedom	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 dimension	Male	17	4.42	0.244	-0.492	40	0.625
	Female	25	4.46	0.251			
spatial intelligence dimension	Male	17	4.29	0.398	-1.638	40	0.109
	Female	25	4.48	0.334			
bodily/kinesthetic intelligence dimension	Male	17	4.29	0.356	0.266	40	0.791
	Female	25	4.26	0.439			
interpersonal intelligence dimension	Male	17	4.42	0.205	-0.719	40	0.477
	Female	25	4.47	0.244			
intrapersonal intelligence dimension	Male	17	4.59	0.359	-0.375	40	0.709
	Female	25	4.63	0.302			
musical intelligence dimension	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 (α=0.05) due to the effect of gender in all dimensions and in the total score. This result can be explained by the similarity of the personal and practical characteristics and characteristics of male and female teachers when they were selected by a ministerial committee specialized in gifted education to be teachers of gifted students. And that 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.

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, the averages and standard deviations of the level of multiple intelligences of teachers of gifted students were extracted according to the academic qualification variable, and to indicate the statistical differences between the averages, a "t" test was used, and Table (8) illustrates this.

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

Dimension	Academic qualification	Number	Average	standard deviations	T-test	Degrees of freedom	Statistical significance
linguistic intelligence dimension	Bachelor's	20	4.26	0.246	-3.709	40	0.001
	Postgraduate	22	4.57	0.280			
logical/mathematical intelligence dimension	Bachelor's	20	4.33	0.198	-3.354	40	0.002
	Postgraduate	22	4.55	0.238			
spatial intelligence dimension	Bachelor's	20	4.22	0.379	-3.581	40	0.001
	Postgraduate	22	4.58	0.266			
bodily/kinesthetic intelligence dimension	Bachelor's	20	4.12	0.276	-2.569	40	0.014
	Postgraduate	22	4.42	0.451			
interpersonal intelligence dimension	Bachelor's	20	4.36	0.197	-2.748	40	0.009
	Postgraduate	22	4.54	0.224			
intrapersonal intelligence dimension	Bachelor's	20	4.47	0.330	-2.822	40	0.007
	Postgrad	22	4.73	0.266			

	uate						
musical intelligence dimension	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 the level of significance ($\alpha = 0.05$) due to the effect of academic qualification in all dimensions and in the total degree, and the differences came in favor of graduate studies. The researcher explains 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 obtains a higher qualification, and this indicates that the scientific courses in universities serve their goals and achieve success and distinction for the teacher and increase his abilities, broaden his perceptions, and make him 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.

Conclusion

The study came to the conclusion that the level of multiple intelligences of teachers of gifted students in 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 the effect of the academic qualification in all dimensions and in the total degree, and the differences came in favor of graduate studies. Therefore, the researcher believes 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.

Recommendations

In light of the findings of the current study, the researcher recommends 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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