

# Example of multiple intelligence theory research paper

[War](#), [Intelligence](#)



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## **Introduction**

It has always been believed that a child's intelligence is often measured by how smart or intelligent a child is as compared with other children on the same age category. This has particularly influenced how education is conducted in schools, including the methods applied, teaching approaches, and evaluation methods in determining a child's "intelligence", among others. However, studies on children's psychological and behavioral development show that a child's intelligence is not only measured on how good or how fast the child is able to answer mathematical problems. Neither is it measured on whether a child can construct a perfectly clear and concise sentence because some children develop this skill at a later age. Instead, studies confirm that apart from mathematical and linguistic skills, children have different skills where they excel and others do not. This idea has given birth to a new paradigm that says intelligence is "a pluralistic phenomenon, rather than a static structure" (Hine). Thus, intelligence is not only about solving problems, but rather encompasses multiple types of intelligence such as linguistic, musical, visual, and personal intelligences.

Howard Gardner introduced the concept of multiple intelligences, who

believes that intelligence is not limited to one's ability to solve mathematical problems. He regards that individuals have varying strengths and that these strengths are what makes individuals unique and better at than others in some aspects of development. For instance, a musically inclined individual may have other strengths involving spatial and interpersonal abilities, while weak when it comes to application of logical and mathematical concepts (Cherry). Based on his theory, Gardner believes that the different types of intelligences are equally important and complement each other. Thus, having a high aptitude in one and low abilities in another type of intelligence does not mean success or failure of an individual on those specific intelligences (Hine).

### **The Various Types of Multiple Intelligences**

Gardner asserts that the skills and abilities that children possess help them get an understanding of the world they live in. He believes that all are bestowed with gifts of intelligence at varying degrees, with some at higher levels than others while some are underdeveloped. He believes that these talents can further be enhanced when the individual is exposed to the appropriate stimulus. Thus, through persistence and with support from others, individuals develop their skills more. In addition, he asserts that all these intelligences are interweaved and thus, complement rather than compete with each other (Mehta, 2002, p. 8). Following are the seven multiple intelligences according to Gardner.

Spatial intelligence refers to an individual's capacity to perceive and interpret ideas based on what they see. They are visual people and can

process information with the use of imagery and pictures. They are very imaginative and can easily use mind maps in pointing out relationships between people and things. Because of this trait, Howard says these individuals are highly effective at creating complex mental images, which enables them to translate these images into physical forms. Examples of these individuals are architects and designers (Hine).

Logical/mathematical intelligence is one's "ability to detect patterns, reason deductively, and think logically" (Brualdi). It also involves attraction to solving complex mathematical problems by hand or through the mind. Those who possess this kind of intelligence often become scientists, engineers, accountants, or computer programmers, among others (Cherry).

Bodily-kinesthetic intelligence refers to an individual's ability to synchronize mental intelligence and one's bodily functions. Contrary to initial beliefs that the mind and body have no relation at all, current research claims that individuals who belong to this category are good at mind and body coordination and have good physical control. In addition, they are agile and have almost-perfect hand-eye coordination. Because of this, individuals belonging to this category make good dancers (Cherry).

Linguistic intelligence pertains to an individual's adeptness on his or her language skills. Linguistically intelligent people are very good at expressing themselves through writing or speaking, which makes them excellent writers or poets. This ability becomes an asset to people who are good at debates and speeches. Aside from becoming writers, other possible careers for these people include becoming a lawyer or teacher (Cherry).

Musical intelligence is one's ability to create rhythm and compose tunes.

Usually, people who have high musical acumen have acute auditory sense and are easily attracted to sound, rhythm, and melodies. They can be found constantly producing beats and can easily remember songs. Students who are musically inclined easily understand their lessons when there is music playing at the background (Hine). Thus, it is not a surprise that they become composers, music conductors, music teachers, and musicians.

The final two types of intelligences according to Gardner fall under the Personal Intelligence category, which refers to their relationship with others and how they view themselves as an individual. Interpersonal intelligence pertains to how they interact with others. Sometimes, they are referred to as people-persons because of their ability to understand and recognize people's feelings through others' actions and mood. It is also because of this discernment that they get to understand more about who they are. Other observable traits include ability to influence others through talk and action, empathy towards others, sensitivity towards the feelings of others, and innate love of being with people (Hine). These individuals thrive best when they act as teachers or counselors to others.

On the other hand, intrapersonal intelligence refers to how individuals view themselves and the things that address their needs. Usually, these people display a strong sense of self and do not have qualms about spending time on their own. They are largely introspective, which allows them to understand themselves better. This aids in their discovery of who they are in this world as well as their mission in life. They are in touch with themselves, are reflective, and have a strong awareness of the various feelings that they have. Generally, they express themselves through writing (Hine).

Looking at the seven areas of intelligence, they may seem unrelated to one another considering that they belong to different aspects of the physical and psychological makeup of individuals. However, each one is related to one another as how Gardner designed the model in the first place. For instance, a child who excels in music can draw on his linguistic skills in coming up with lyrics to a song. To make the lyrics more meaningful, the child can refer to his relationships and interactions with people or draw meaning from his own experiences. If a child creates a rock-type of music, having the foresight to imagine how the dance steps should be executed helps in coming up with a music masterpiece.

I chose multiple intelligences among the various theories of development because like Gardner, I believe that children, or individuals for that matter, possess various talents and abilities that may be present in one individual and may not be apparent in another individual. I also think that all seven categories of intelligence are equally important and indeed complement instead of compete with each other. Although we have been preconditioned to think that intelligence is measured in terms of an individual's ability to solve problems and form hypotheses, my view is that talents and intellect is not measured only in terms of math and science. I am more inclined to believe that intelligence encompasses various aspects that include the physical and social well-being of an individual.

Gardner's Multiple Intelligences theory points out that intelligence cannot be measured using numbers alone considering there are other factors that contribute to a child's development. Being good in Math does not make a child a well-rounded individual. Neither does being good in physical activities

alone or becoming a musically-inclined child. A child's personality and aptitude is developed when the various aspects of intelligence are properly stimulated. In addition, by accurately identifying a child's strengths and weaknesses as well as using numerous teaching materials and tools to promote stimulation and motivation, then each side of a child's growth and development will be addressed and enhanced. Through stimulating educational environments, individualized teaching methodology, and opportunities of working with groups or individually, the needs for mind stimulation and motivation of children will be addressed.

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