

A Study of Multiple Intelligence and Social Profiles of Secondary School Teachers, Peshawar

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ABSTRACT

Teacher's intellectual abilities may act as a force multiplier in student's learning and understanding and lead to the subsequent progress of their academic voyage. The study discovered participants bearing nine multiple intelligences with different ranges. A slight gender dispute was observed only in visual and kinesthetic intelligences; however, the other seven intelligences were found same. Recognition of various intellectual strengths would not only raise teachers teaching standards but would also give birth to multiple ways of instruction parallel to the intellectual levels of students. This study suggested proper training and facilities as a backbone in the planning of curricular, co-curricular and self-improvement activities.

KEYWORDS: Multiple Intelligence, Intellectual Strength, Self-efficacy, Students' Accomplishment.

I. INTRODUCTION

Teachers are considered the axis of center in any education system (Rani & Amjid, 2017). Since independence (1947), Pakistan is making efforts to strengthen sector of teachers' education. In the first educational conference (1947), the founder of Pakistan, Quaid-e-Azam Muhammad Ali Jinnah stated that

"We should redouble our efforts to make teacher education rich. This will strengthen then the system of education and in this way, we can raise the status and honor of Pakistan in the community of Nations"

The quality of teaching depends on teacher's level of competency (Akram, 2016). Effective and competent teachers provide a base for a standardized system of education (Akram, 2015). Teachers equipped with modern teaching strategies are the major force multiplier in the quality of teaching. The recent past has witnessed a massive and rapid change in traditional teaching and learning process in line with technological development, that compel teachers to use their own indigenous thinking in their teaching process so it can be used as a weapon of modern age to harness student's skills and attitudes, capable of throwing caution to the wind of fast moving world (Skilbeck & Connell, 2004).

The current state of teaching quality as highlighted in the report of National Education Commission (2009), is unsatisfactory, particularly in the public sector. The report stated that "in terms of quality, the education system of Pakistan earns the lowest position in South Asia. There are several issues encountering the quality of education in Pakistan among which "quality of teaching" is a big issue of the date. This downfall in quality teaching may be observed more in public sector institution as compared to the private one" (NEC, 2009).

Secondary school education which provides a base for higher education (Akash Chaudhry, 2016) also deteriorating rapidly from the low quality of teaching specifically in rural areas girls' schools. Secondary schooling largely impacts the success or failure of the individuals because individuation development activities take place at this level which put an abiding impact on individual academic and professional career (Kazmi, 2016). Factors like low budget, insufficient classroom resources, lack of teachers training and traditional teaching strategies badly affect the quality of teaching. Among all, teachers obsolete teaching strategies is considered a key factor in waning the quality of teaching. Aga Khan Education Service (2005) reported that "in government schools, mostly instructional methods are teacher-centred which do not cultivate and boost student's involvement. The dilemma of poor quality education become more chronic in girls' schools of rural areas due to insufficient requisite resources, staff and the available teachers are either partially or fully unaware of the modern teaching strategies.

To ensure students successful learning, academic accomplishment, and raising the quality of teaching, various innovative teaching strategies aligned with teachers intellectual abilities and learning needs of the students require to be developed (Rasmussen & Marrongelle, 2006). For this purpose, the current study is intended to investigate the

various intellectual abilities of the teachers and suggesting a variety of instructional strategies suitable to their intellectual abilities. To assess the intellectual abilities of the teacher, the study has employed Gardner Multiple intelligence theory which provides a broad framework for different intellectual potentials a human being may possess. According to MI Theory, every individual possesses different types of nine multiple intelligence and the levels of these multiple intelligences vary from an individual to individual. The Gardner proposed the following intellectual abilities, Linguistics Intelligence, Logical Intelligence, Kinesthetic Intelligence, Visual Intelligence, Interpersonal Intelligence, Musical intelligence, Naturalistic Intelligence, Intrapersonal Intelligence, and Existentialistic Intelligence (Armstrong, 2006).

Identifying these multiple intelligences might help the teachers to recognize their own strengths of different intelligences and develop most effective teaching strategies utilizing less financial resources and low budget (Lubienski & Gutiérrez, 2008). Similarly, teachers using their dominant intelligences, can easily make the teaching content more conceptual in their subject and teach in a way they feel comfort in. teachers are accountable to address the learning needs and learning styles of the students (Qinghong, 2009). Teacher's recognition of their dominant intelligence might assist them to develop innovative teaching plan and activities which can fulfill students learning needs. Additionally, it enhances teacher's ability to recognize and facilitate individual differences and design strategies that are compatible effective for diverse students. The study can also contribute in providing a framework for policy makers, teachers training institutes, curriculum developers, teachers, and parents to view and deal teaching, student's learning and assessment process with different approach.

To increase teachers' performance and student's academic outcomes, MI approach has been implemented in a number of course contents at primary level, elementary level and secondary level in developed countries (Katranci & Bozkuş, 2014; Ozdermir, Guneyisu, & Tekkaya, 2006; Peduk & Baran, 2009) and some studies in Pakistan (Budprom, Suksringam, & Singsriwo, 2010; Ghazi, Shahzada, Gilani, Shabbir, & Rashid, 2011) shed light on profiles of multiple intelligences of students and its utilization in the process of teaching in Pakistan as per researcher's information, so the study might fill the gap on multiple intelligences research existed in literature of Khyber Pakhtunkhwa.

i. THEORETICAL FRAMEWORK

The study is grounded in the theoretical framework of Multiple Intelligence Theory presented by Gardner in 1983. All over the history, scholars and researchers have seen intelligence as a solitary unit that is inborn and which can't be changed. This perspective brought about dependence on Intelligence Quotient testing and craving for the most elevated ranking consequences. Since 20th Century, intelligence has been examined, interpreted, and perceived by most of the researchers as being consisted of only two types of intelligence: linguistics intelligence and logical-mathematical intelligence. Gardner proposed a new approach, into the constricted center of IQ, as the particular way to measure intelligence. Gardner's (1983) Multiple Intelligences Theory was first proposed as a psychological concept used to explain differences seen in brain development and organization among individuals that result through different ways of observations, thinking and understanding. Educational implications of multiple intelligence soon followed (Gardner & Hatch, 1989).

The idea that Multiple Intelligence might provide a basic foundation in the process of learning was presented by Howard Gardner in 1983. He scrutinized the conventional measurement of intelligence and the broadly utilized particular Intelligence Quotient scale. Originally, MI theory included seven intelligences, but later on, Gardner included two more intelligence: naturalistic and existentialistic intelligence. Gardner (1993) believed that an individual is born with a certain profile, but will likely, over time, develop a different profile. He states that each person possesses all nine intelligences, which works relatively independently of one another in a complex way.

ii. Research Questions

- i. What are the levels of different Multiple Intelligences of the secondary school teachers?
- ii. Do male and female differ in their levels of different Multiple Intelligences?

II. LITERATURE REVIEW

i. MI Theory around the Globe

The most stimulating expansion of the multiple intelligence theory was its worldwide effect. Currently, MI is considered an essential part of the instructive process in some developed countries of the world. Its effect was also observed at the local level, where the school teachers applied the theory in their teaching learning process according to their own cultural context.

ii. MI Theory implementation at the Policymaking Level

There were a number of cases in which MI theory had been congregated by different institutes at the national or universal body's policymaking. As indicated by Gardner and Moran (2006), I have gotten notification from responsible sources that MI methodologies are a piece of the approach in such different terrains as Australia, Bangladesh, China, Canada, Denmark, Ireland and the Netherlands" (Gardner & Moran, 2006, p. 248), for example, in Bangladesh, with the funding of UNICEF, a project of "Intensive District Approach for All Learners" started in the 1990s (Chanda, 2001) where a number of teachers were trained on the basis of MI teaching strategies (Ellison & Rothenberger, 1999). In Geneva, Switzerland, an International Baccalaureate (IB) Association, which presented schemes in 128 countries for more than 600,000 students, has recently observed Gardner's theory affecting their own specific approach to managing to learn (Reed, 2007). "India's National Curriculum Framework for School Education (INCFSE)" obliged instructors to be familiar with the idea of different intelligence (Sarangapani, 2000).

iii. MI Theory at the Academic Level

The theory of MI remained a theme of different educational publications at school and college levels around the world. For instance, in Turkey, the "Middle East Technical University" in Ankara, in Jordan the "the University of Jordan in Amman", "Ferhat Abbes University in Setif", in Algeria, and the "Mulawaram University in Samarinda", Indonesia. The idea of the comparison of an individual's MI profile with other members of the family like parents, children etc. Was much populated and different articles were published from Namibia, Zambia, Zimbabwe, and South Africa (Furnham & Akande, 2004), Malaysia (Swami, Furnham, & Kannan, 2006), Japan (Furnham & Fukumoto, 2008) and China (Furnham & Wu, 2008). The Other worldwide studies on MI and data proficiency education in Singapore (Mokhtar, Majid, & Foo, 2007), in Hong Kong, musical capacities and different multiple intelligence of Chinese talented students (Chan, 2007), and MI and academic excellence in Kuwaiti schools' students (Al-Balhan, 2006).

iv. MI Theory at the Local/ Individual School Level

Armstrong (2009) indicated that all over the world MI theory has been associated with different ways in the curriculum of a large number of schools. In Argentina, for example, teachers exposed that using MI approach, how they taught English as a second language to the first-grade students. The Amancaya Elementary School of La Florida in Santiago, Chile, arranged debates on a weekly basis on different topics of different multiple intelligence. They were used to celebrate an "MI" day in their "Week of the Arts" where students visited certifiable writers and a day when children made a painting with famous painters (Gundian & Anriquez, 1999). A musical band called "Boom Box Music", which included students with high musical intelligence. The school arranged a yearly bazaar which offered things made by the distinctive associations of the students with different dominant intelligence and the money earned from these products were used for the help of needy individuals (Times, 2008).

v. MI Theory at the Community Level

Beside formal teaching applications, MI theory has likewise influenced the pop society in many countries of the world. For example, In China, the "Multiple Intelligences Education Society" implement MI theory in the courses, articles of the magazine, in radio programs, and in TV talks (Chen, Moran, & Gardner, 2009). In Denmark, the industrialist, Danfoss made an amusement park, "Danfoss Universe", where the objects were arranged with various frameworks and thoughts from different multiple intelligence.

In South Korea, The Project Spectrum evaluation apparatuses were executed effectively and were taken as an approach to fix ideas regarding learning and individual improvement. The wonderful thing about multiple intelligence globally is that it was by all accounts, discovered a spot for itself in broadly differing social connections, evenly in societies with the values struggling with pluralistic and democratic foundations of MI theory. The MI theory remained a part of research studies at school and college levels in Saudi Arabia and Iran as well. The book "Multiple Intelligences in the Classroom" has been translated into 17 languages that included Farsi and Arabic languages as well. Schmidle (2007) stated that in the madrassas of Pakistan lessons on MI had also been delivered.

vi. Application of the MI theory in the field of education

Multiple intelligence theory presented many distinct ways for teaching and learning. Teachers who are fully equipped with the knowledge and tools of multiple intelligence, they might ensure to provide sufficient varieties in their adopted activities that subsequently might be helpful in tapping the students learning potential (Bas & Beyhan, 2010).

The relevant literature revealed that various research exists that applied multiple intelligence theory by determining intelligence types and the impact of an individual intelligence in comparison with student success,

attitude and knowledge performance. (Yalmanci & Gozum, 2013). Besides a biological basis for each intelligence type, there was also a cultural basis. The culture was considered to be a haul mark in the uplifting of an intelligence type. The associated cultural values of each intelligence type determined the amount of motivation driving the development of skills in that intelligence (Gardner & Moran, 2006). As mentioned earlier, different intelligence described within Gardner's theory rarely operate independently. Understanding how the mind works depends on understanding how the intelligence interact (Gardner & Moran, 2006).

Kornhaber, Fierros, and Veenema (2004) suggested that adoption of Multiple Intelligences Theory (MIT) by the education community was due to a set of five well-defined reasons. Primarily, the theory validated educators' observations that students learn in a variety of ways. This validation might encourage educators to consider implications of the theory within the classroom. Secondly, the theory complemented existing educational philosophies such as constructivism and areas of proximal development. Third, the theory suggested practices already used within the education field. Problem-based learning, thematic units, learning centers, and arts-integrated approaches are suggested by Gardner (1983). Fourth and fifth, Gardner's theory provided a framework for categorizing (fourth) and understanding (fifth) educational practice. Once the repertoire of knowledge and methods an educator has accumulated are organized, it is possible to reflect upon and further develop educational practice.

At diverse educational levels, different projects were carried out which implemented MI Theory.: These included: Spectrum Project, Project Zero, Arts PROPEL, Green Tree East, Key School Project, Renaissance Project and Hart-Ransom IDEAL Project, and the theory significant impact was seen in these projects.

vii. Applications of Multiple Intelligence theory in Elementary and Secondary Education

Sherman (2001) articulated significant teaching on Gardner's MI Theory, to elementary educators and offered multiple practical examples for implementing the theory at the classroom level. On the other hand, Mills (2001) investigated only musical intelligence and he chalked out its pivotal part in elementary schooling, and also recommended that MI strategies with special emphasis on musical activities be correlated within Florida benchmarks of learning. An Article highlighting the usefulness of MI theory in mathematical learning was published by Willis and Johnson (2001). It was dug out that implementing MI theory produces much interest and creativity in mathematics classroom than rote learning which is a common trend in the mathematics classroom. MI curriculum of the Fuller School was built as a model with the Key School. In the study of Temur (2007), the researcher tried the impacts on calculated comprehension in fourth-grade students taught utilizing conventional science guideline versus MIT direction. Posttest results demonstrated an altogether higher accomplishment rate in applied comprehension in students taught utilizing the different intelligence program. (Ozdermir et al., 2006).

The impact of MI Theory on fifth graders' achievement in science subject was examined by Coskungonullu (1998). The results showed a huge impact of Multiple Intelligences Theory on fifth graders' in science subject scores. The teachers and students both showed positive perspectives and conclusions about the MI theory. In Turkey, Akbas (2004) made an experimental study on grade six-second term students of METU Ankara College Primary School. The findings of the study revealed that MI-based instructions were more viable than the traditional ways of teaching. Kornhaber et al. (2004) completed a 3.5-year study in 2004 on how educators are using multiple intelligence in the primary and secondary classrooms and the effects educators report on students. Positive associations were reported between the use of MIT and improvements in standardized test scores, improvements in student behaviors, increased parent participation, and improvements in learning, motivation, and social adjustment in students with learning disabilities (Hickey, 2004).

IV. MI Implications for Students

For students, awareness of their associated strengths and shortcomings of multiple intelligence can be advantageous (Fasoli, Frawley, Ober, D'Arbon, & White, 2008). Students could work multilaterally and utilized at least three to five intelligence in their classroom reports and presentations.

A number of studies (Furnham, Shahidi, & Baluch, 2002; Hoerr, 2002; Neto, Furnham, & Paz, 2007; Ribot, 2004; Shore, 2004) have been conducted on multiple intelligence theory and its impact on students learning, students achievement, personality and directions. In these studies a significant difference was observed between experimental group to which learning was imparted using different types of multiple intelligence and the control group was deal through traditional method. The MI-based instructions impact was largely felt on students' performance. Similarly, Asci (2003) and Koksal and Yel (2007) explored the impacts of MI based instruction on students of grade nine and grade ten and assess their approaches and accomplishment in ecology and biology, and their multiple intelligence. She found the MI-based teaching had more effect in relations to the achievement and multiple intelligence and were less effective in enhancing students' attitudes towards nature between the two groups.

viii. MI Implications for Teachers

Most of the teachers taught because they liked working with youths and expecting a section in a child's improvement. They also acknowledged being inventive, being "before a group of people," using their capacities, and, most importantly, being a problem resolver. They enjoyed the considered understanding a way to dealt with students' achievement, amped up students for learning, assisting students began having confidence in their self. As Yalmanci and Gozum (2013) indicated that teachers feel Satisfaction, feeling like a specialist, begun from understanding that you've had any sort of impact in a child's life.

Multiple intelligence Teaching comprises activities that were designing and adapted to the multiple intelligence theory, applying the new strategies, and investigating how it can affect students' achievement in academics. Teachers can utilize MI theory in two comprehensive ways. In the former, teachers might arrange the lesson such that one idea is displayed in a style that connects with most or the greater part of the intelligence. For instance, when instructing about war, an instructor can demonstrate to students through maps of a battle, (visual Intelligence) playing strategic games (Logical intelligence), playing war melodies (musical intelligence), arranging a role play, (Kinesthetic Intelligence and linguistic Intelligence), arranging field trips to perceive how individuals lived and what they ate (Naturalistic intelligence) (Brualdi, 1996). The second technique that instructors can utilize is to plan to learn focuses inside their classrooms. A particular area of the classroom could be assigned for each of the multiple intelligence (Lazear, 1992). Temur (2007) findings revealed that by applying the multiple intelligence domains, students were found academically more successful and more assertive.

The idea of incorporating multiple intelligence teaching methods into a course curriculum is a crucial element in the Theory of Multiple Intelligences. Several studies have suggested the use of multiple intelligence teaching strategies improve student performance in science courses (Denig, 2004; Ozdener & Ozcoban, 2004; Thompson & Thornton, 2002). Several other studies also described increases in students' achievement with the use of MIT. previous studies on the theory of multiple intelligence reflecting variables of gender lead by (Abaci, 2007; Durmaz, 2005; Elibol, 2000; Katranci & Bozkuş, 2014; Ozdermir et al., 2006; Peduk & Baran, 2009). In which naturalistic, interpersonal variables and spatial/visual showed a momentous foretelling on teaching strategies and styles. However, the verbal/linguistic, intrapersonal, bodily/kinesthetic, logical/mathematical, musical/rhythmic variables represented no expressive possessions on teaching strategies and styles.

Similarly, in Highland, McNally, and Peart (1999) and Al-Khatib and Hamza (2009), studies also highlighted the necessity of taking into account the intellectual capacities achieved by learners, choosing the most suitable strategy and involvement of learners in the selection of instructional strategy to fit their MI deliberately. Campbell et al., (1999), stated that every student learned the topic in diverse ways. Every different intelligence has various core capacities which can be connected to the instructional educational programs in the educational curriculum for all levels.

In order to meet the learning needs of students and facilitate teaching of 21 st century, educational stakeholders are looking for ways to improve the quality of teaching in Pakistan (Fullan & Watson, 2000). This research may open the doors for applying this emerging theory of intelligences at primary, elementary and secondary level of education in developing teachers training modules and student's curriculum to promote an effective teaching learning system.

III. METHOD AND PROCEDURE

i. Study population and Sampling

Teachers of all secondary schools (male and female) in district Peshawar constituted the population of the study. There are total 708 Secondary School Teachers (SST) working in 118 secondary schools (ASC, 2014-2015). Through proportionate sampling, a sample size of 148 males and 108 females was taken that was proportional (35%) to the entire population size. Thus, a total of 253 SST constituted the sample size of this study research.

ii. Data Collection

A questionnaire with 4 points Likert scale was used to rate 45-items which assessed nine multiple intelligences of the participants. The researcher selected multiple intelligence questionnaire produced by Ellen weber (1999) as a sample. some researchers (e.g. Armstrong 1999, Silver 1997) referred that the instrument is valid to use for accessing 00individual different intellects. The questionnaire was checked for validity and reliability and the Cronbach alpha value .902 was found for all statements in the questionnaire.

iii. Data Analysis

Data collected through questionnaires were entered into a computer file for analysis using SPSS - Windows, version 18. Descriptive statistics was used for the analysis of sample demographic information and Inferential

statistics was used for analyzing all the variables of the questionnaire. An independent-samples t-test was used with an alpha level .05, to compare the means of Each of the nine Multiple Intelligence of male and female.

IV. RESULTS AND DISCUSSION

Data in the table- 1 illustrated that majority of study participants were male. 57 % of the study participants were male and 42 % were female.

Table- 1: Frequency Distribution of Gender and School Location

Gender	Frequency	Percent	School Location	Frequency	Percent
Male	146	57.7	Urban Area	128	50.6
Female	107	42.3	Rural Area	125	49.4
Total	253	100.0	Total	253	100.0

Descriptive results of different multiple intelligences showed that among all levels, the level of Existentialistic intelligence was at the highest level (M= 3.20, SD= .513) tracked by Linguistics (M= 3.11, SD =.419) and Interpersonal intelligence (M= 3.10, SD= .473) while Musical (M=2.73, SD= .529), and Kinesthetic intelligence (M= 2.71, SD= .477) were observed at the lowest level.

Table- 2: Descriptive and t-test results of Levels of multiple intelligences

Type of Intelligence	Mean	Std. Deviation	Sig	t	Sig.(2-tailed)
Linguistics Intelligence	3.11	.419	.061	-.786	.433
Logical Intelligence	3.03	.493	.693	.061	.951
Visual Intelligence	3.09	.527	.001	-2.609	.010
Musical Intelligence	2.73	.529	.408	-2.364	.19
Kinesthetic Intelligence	2.71	.477	.007	-2.549	.011
Interpersonal Intelligence	3.10	.473	.056	1.941	.057
Intrapersonal Intelligence	2.90	.563	.447	-1.810	.071
Naturalistic Intelligence	3.09	.484	.587	-.942	.347
Existentialistic Intelligence	3.20	.513	.645	-.936	.350

The t-test results for gender differences in levels of multiple intelligence in table-2 presented coherence in the levels of linguistics (t = -.786, p=.433), interpersonal (t = 1.941, p = .057), logical (t = .061, p = .951), musical (t = -.786, p = .19) intrapersonal (t = -1.81, p = .071), naturalistic (t = -.942, p = .347) and level of existentialistic intelligence (t = -.936, p = .065), whereas The t value of visual (t = -2.724 with p=.007) and kinesthetic intelligence (t = -2.620 with a p-value of .009) were observed higher in female as compared to male.

V. DISCUSSION

The study findings illustrate that male and female possess all nine-multiple intelligence but their levels vary from individual to individual. Individual differences in levels of different multiple intelligences show the compatibility of the results with Gardner theory. The theory states that all individuals possess nine multiple intelligences and the levels of these intelligences vary among individuals (Gardner, 1999).

Results show existentialistic intelligence at the highest level while kinesthetic at the lowest level in the study participants. These findings are supported by the results of Chan (2015) which indicated high existentialistic and lower kinesthetic intelligence among secondary school students in Indonesia. While, In the study of Emmiyati, Rasyid, Rahman, Arsyad, and Dirawan (2014), the verbal linguistic intelligence was found at the upper most category and naturalistic intelligence at lower category. Similarly, Halm (2001) reported a high level of interpersonal and intrapersonal intelligence and lower levels of naturalistic and musical intelligence. The current study findings are significant because it not only gives insight that human beings have distinct abilities which can be assessed and enhanced through different exercises but it also shows that every student is intelligent. The findings also reveal that individuals can overcome their learning deficiencies and can progress their performance. As Armstrong (2009) mentioned that all individuals can enhance their levels of intellectual abilities to a mastery level. The generalization of the findings (variance in levels of intelligences from highest to lowest) might be dependent on heredity, individual's social life, and cultural factors.

Forgoing in view, the study also arise a question that “Do male and female differ in their levels of multiple intelligence”? the results present an interesting finding that female participants were more visual and kinesthetic than male participants. Visual intelligence is considered an ability to visualize things in mind whereas, kinesthetic intelligence refers to involving individual’s physique in the process of learning. Thus, it may denote to their attributes such as their physical activities, physique, their curiosity in the surroundings, artistic compositions, colours, ample chances of sighting images and videos existing for the nourishment of these intellects (Gilakjani, 2011; Shahzada, Khan, Noor, & Rahman, 2014). The current findings are in coherence with the study of Abdul Aziz (2008), who found female faculty members of the university dominant in linguistics, kinesthetic, visual, interpersonal and intrapersonal intelligences as compared to male faculty members. Similarly, Snyder (1999) also give the same results. However, the findings contradict the results of some other studies (McClellan (2006), Saricaoglu and Arikan (2009), and Hanafiyeh (2013) in which gender coherence was noticed in levels of multiple intelligences except in linguistics intelligence which showed difference in male and female levels of intelligences. The generalization of the current results might be limited by the age of the participants and social impact. As Ali, Suliman, Kareem, and Iqbal (2009) indicated that reported that the probable influences which might affect male and female intelligences are social influences. Social influences comprised of accountabilities, self-perception, education, performance and external influences. In other studies, participants were selected from Britain, German, Hawaii and Singapore, and only eight intelligences were assessed in all those studies whereas, participants of the present study are secondary school teachers of Pakistan and here nine intelligences of the participants are investigated. in this perspective, difference in results of the studies might be signified by the possible diversity in their cultures and advancement in the knowledge of intelligence approach. Accordingly, the results may improve and enhance teachers self efficacy and intellectual abilities especially, female teachers might utilize their own strong intelligences in increasing students’ academic and making girls the more stable and effective part of the society.

VI. CONCLUSION AND IMPLICATIONS

This study has shed light on nine multiple intelligences of male and female teachers, teaching in different secondary schools of the rural and urban area of district Peshawar. The study has incorporated Howard Gardner (a Professor at Harvard University) theory of Multiple intelligence by considering the diversity of the respondents in their educational level with highly academic and professional qualifications.

Highly significant results of the participants from different background showed consistency among respondent’s viewpoints. Overall the responses of respondents indicated that both male and female teachers from both urban and rural area have the ability to enhance their capabilities attribute to quality teaching. Teachers different levels of multiple intelligence presents that they can acquire and process the knowledge in a variety of ways in which they feel ease in. Though slight individual gender variances were observed among the levels of variables (levels of nine multiple intelligence), but even then, their strength and interdependency highlight that teachers’ strengths and weakness can be improved through proper professional training in alignment to their different intellectual strengths. The current study would empower teachers to deliberately use different other ways of teaching, provide multiple ways of learning for students and enhance the quality of teaching particularly at secondary school level of district Peshawar. To sum all up, it must be concluded that in order to accomplish potentials and needs of the students in terms of their different intellectual levels, different styles of learning and learning preferences, the educational policy makers in Pakistan need to concentrate on improving teachers capabilities aligned with their different intelligences to effectively enhance their professional development and improve their quality of teaching.

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