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(623)

.2007/2006

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 - :
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 :

(Sperman)

.(Ormrod, 1998)

Aristotle

(General Factor- g)

:

Dia-noesis

(Specific Factor - S)

Cicero

.(Deary, 2000)

Intelligence

(Francis Galton)

.(Guenther, 1998)

(Neurological Efficiency)

(Reaction

.(Bumin, 2001)

(Sensory Acuity)

Time)

(Cattell, 1971)

.(Sternberg, 1990)

(Binet and Simon)

:

Fluid Intelligence

.2008/5/28

2006/12/30

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Crystallized Intelligence

Thurston

-2

(Owen, et al.,

(Thorndike, 1970)

.1981)

Abstract Intelligence

:

.()

Contextual Sub-theory

-3

Mechanical Intelligence

Social Intelligence

(Guilford)

Academic

Practical Intelligence

Intelligence

(Faces of Intelligence)

Content

Operation

(Woolfolk, 1995) Products

(180)

(Gardner,1983)

.(6 x 5x 6)

(Sternberg,1985)

Triachic Intelligrnce

Theory

-1 :

Metacognition

- :

.(Ormrod, 1998)

.1

.2

Performance Components

.3

(Gardner,

.1999)

Whole Child

.(Rettig, 2005)

: (Gardner, 1983)

Frames of Mind: The Theory of

1983

Multiple Intelligence

(Armstrong, 1994)

(The MI Teacher)

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Natural Intelligence

Existential Intelligence

(Asingle Capacity)

(50)

1950 -1880

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Multiple

.1

Intelligence

.2

.(Gardner, 1983)

.(Slegers,1997)

160

Developing Multiple

Intelligences

The Father of Kindergarten

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Edward

(Eleanor and Sharon, 1998)

.Spread Sheet

The Visual – Spatial -3 Intelligence .(Armstrong,1994)

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(Armstrong,1994)

The Musical –Rhythms -4 Intelligence .(Gardner, 1983)

The Verbal –Linguistic -1 Intelligence

The Bodily –Kinesthetic -5 Intelligence (Teele, 2000)

.(Teele, 2000) The Logical – -2 Mathematical Intelligence

The Interpersonal -6 Intelligence

The Intrapersonal Intelligence -7 data bases

()

The Naturalist Intelligence -8

(Lazear,

Nicholls and Shalhon, 1998)

The Existential Intelligence -9

.(2003)

.(Armstrong, 1994)

(Checkley, 1997)

.(Goodlad, 1984)

.(Teele, 2000)

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.2

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(2006)

(100)

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(2005)

Mckenzie,

(1999)

(61)

(2006)

(1997) Wisman

(160)

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(120)

(Armstrong, 1994)

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. 2006/2005

(110)

(79)

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(81)

(1997) Madsen

(Furnham, 2001)

(136) (149)
(6 - 3)

(12)

(2003) Derya

(1998) Coskung

(321)

(32)

(2001) Oklan

(Furnham and Mottabu, 2004)

5)

(411)

(Teele, 2000)

(Cattell, 1971)

(151)

(118)

(94)

(59)

(64)

(54)

(2002) Furnham and Budhani

(2004) Chan

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(133)

(699) .2007/2006 (1576)

(887) (30)

(638) (1410)

(772) (28)

(49)

(37)

2007/2006

(Derya, 2003)

(Teele, 2000)

(150)

(146)

(168)

(159)

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2006)

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			/
296	146	150	
327	159	168	
623	305	318	

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.1
.2

(Mckenzie, 1999)

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	(2)				.1
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	(,89 - ,76)				.3

(0.05 = α)

(3) (,93 -,81)

(20)

(2)

,77	,81	,77	,83	,79	,80	,76	,81		
,77	,80	,79	,88	,82	,86	,84			
,79	,89	,83	,82	,86	,81				
,77	,84	,80	,79	,76					
,79	,82	,78	,84						
,81	,78	,79							
,80	,84								
,84									

(3)

,83	,81	
,88	,87	
,91	,92	
,87	,88	
,91	,86	
,89	,91	
,93	,89	
,84	,87	
,89	,92	

(3)

(4)

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 (5) .(
 (5)
 :
 (82,13)
 (78,61) -
 (2x2) (77,87)
 (6) .(77,11)
 (2x2) :
 (45,28)
 (6) (54,91)
 (0.05 = α) (72,11)
 / (71,47)
 (2x2) (73,01)
 (7) - -)
 .(
 (5)

8.71	76,52	6,50	75,72	6,10	77,11	5,90	74,65	
7.04	78,97	8,90	76,33	6,37	77,87	5,94	74,09	
8.12	70,57	7,82	73,46	7,11	71,47	6,45	79,91	
9.92	45,72	9,60	46,61	9,81	45,28	5,16	43,19	
7.22	78,83	7,16	78,20	7,40	78,61	9,70	74,51	/
5.60	81,47	5,93	83,32	5,82	82,13	6,22	75,04	
6.97	72,22	7,56	71,91	7,41	72,11	6,38	81,66	
8.76	55,01	8,87	54,60	8,90	54,91	9,81	44,06	
6.88	72,71	6,81	73,04	6,72	73,01	6,09	77,42	

(6)
(2x2)

,561	,278	2,572	1	2,572	
,682	,2754	296,215	1	296,215	
,728	,415	13,02	1	13,02	x
		4,675	618	4291,262	
			622	4603,069	

(7)
(2x2)

,000	323,180	420,781	1	420,781	
,000	606,175	789,240	1	789,240	
,620	,2748	357,790	1	357,790	x
		1,302	618	805,061	
			622	2372,782	

(78,97) (7)

.(76,33) (0.05 = α)

(7) 323,180 (618 1) ()

(0.05 = α) .(0.05 = α)

)

- / ()

(8) (5)

(2x2)

(8) (77,87)

(0.05 = α) .(74,09)

(7)

(618 1) () (0.05 = α)

= α) 160,114 (618 1) ()

.(0.05 = α) 606,175

() .(0.05

(5) ()

(5)

(79,91) -

(10)
(2x2)

,619	468,041	319,672	1	319,672	
,721	,304	208,125	1	208,125	
,751	,397	271,241	1	271,241	x
		0,683	618	422,632	
			622	1221,675	

(2x2) / (10) (0.05 = α)

(12) (11) (2x2)

(618 1) () (0.05 = α) (11) (0.05 = α)

() 7,254 () () ()

(5) () 1) () - 51,808 (618)

() (81,66) () () (0.05 = α)

(72,11) (12) (0.05 = α) (82,13) -

(2x2) / (13) (11) (0.05 = α)

() 29,781 (618 1) ()

() () () (0.05 = α)

(13) (0.05 = α) (5) (83,32) -

(2x2) / (14) (11) (0.05 = α)

() (81,47)

(11)

(2x2)

,005	51,808	56,782	1	56,782	
,000	29,781	32,640	1	32,640	
,414	,1573	17,241	1	17,241	x
		1,096	618	677,456	
			622	784,119	

(12)

(2x2)

,000	7,254	296,215	1	296,215	
,561	,278	2,572	1	2,572	
,728	,415	13,02	1	13,02	x
		4,675	618	4291,262	
			622	4603,069	

(13)

(2x2)

,675	,588	28,156	1	28,156	
,770	,1903	67,210	1	67,210	
,245	,139	49,233	1	49,233	x
		0,352	618	217,900	
			622	392,499	

(14)

(2x2)

,984	125,200	87,265	1	87,265	
,007	,003	215,61	1	215,61	
,645	,628	43,782	1	43,782	x
		0,697	618	431,345	
			622	778,002	

(14)
(0.05= α)
1) ()
125,200 (618
(0.05= α)
()
(5)
(77,42)
(73,01)
(14)
(0.05= α)
()

(Derya,
.2003; Furnham and Budhana, 2004)
(Shearer, 1999)

.5	:	.1
.6		.2
.7		.3
.8		.4

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Identification of Students' Preferred Intelligences for Fourth and Eighth Grades According to Multiple Intelligences Theory

*Ahmed F. Al-Alwan **

ABSTRACT

The study aimed at the identification of students' preferred intelligences for fourth and eighth grades according to multiple intelligences theory. Also, how students' preferred intelligences differ according to students' grade level and gender. The study sample consisted of (623) male and female students in the Directorate of Education in the City of Ma'an for the academic year 2006/2007. To collect data, the researcher used the Jordanian version of Mackenzie' multiple intelligences inventory.

Results of the study revealed that the most preferred multiple intelligences by students' fourth grade was: The Linguistic, Logical- Mathematical, Spatial and Bodily-Kinesthetic. Results also revealed that students' eighth grade preferred the following intelligences: The Bodily-Kinesthetic, Interpersonal, Musical and Naturalist. The results of this study showed that the least preferred multiple intelligences were: The Existential and intrapersonal. In addition, the results of the study revealed the male students' preferred Logical – Mathematical, Bodily-Kinesthetic, whereas the female students' preferred Musical Intelligence.

Keywords: Multiple Intelligence, Grade Level.

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