



Multiple Intelligence Theories: A Review

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Abstract

Emotions of pride and self-worth are instilled in those who are branded as "intellectual." However, what is the difference between intelligent and intelligent? Even before Plato's time (428 BC), ideas, definitions, and philosophies have attempted to explain this phenomenon; nonetheless, the earliest explanations date back to the fact that humanity is inherently intelligent. As a first step in gaining a knowledge of intelligence, one might simply define it. The operational definition and the "actual" definition of intelligence are two of Sternberg (1986)'s main categories of definition of intelligence. Operational intelligence may be quantified in several ways. The best kind of intelligence enquires into the essence of the concept being discussed. There are many theories of intelligence, just as there are many definitions of intelligence. Theory after theory has come and gone, but some have persisted to be pondered and verified through time: from looking at how clever one is to how one may quantify one's smartness.

Keywords: Intelligence, psychology, operations, and spatial vision etc.

Introduction

Throughout the history of psychology, the issue of intelligence has been a hotly debated one. In spite of the widespread interest in the issue, there is still much debate on what constitutes intelligence." Along with the dispute over how to define intelligence precisely, the issue of whether precise measures are even attainable continues to rage today.

It's fairly uncommon for instructors to find that they can't reach certain pupils unless they try a fresh approach or provide them new tools for expressing themselves. Possibly a kid who had difficulty writing until the instructor offered the opportunity to develop a visual tale, which resulted in a beautiful and complicated narrative. Then then, maybe it was a student who couldn't understand fractions until he made his own by cutting up oranges.

Many instructors believe in the hypothesis of multiple intelligences as a result of their own personal experiences. One-size-fits-all education will always leave some pupils behind, as we know from experience. A common problem with the idea is that it may be used in ways that restrict students' potential since it is commonly misinterpreted. Even while multiple intelligences is a great idea, it's equally crucial to understand the evidence that supports it.



Researchers have presented several definitions of intelligence throughout the last few decades. There are many ways to define intelligence; contemporary conceptions say that it is a measure of an individual's ability to do various tasks:

- Knowledge acquisition, retention, and utilisation are all critical components of intelligence.
- When information is put to use, individuals must be able to spot potential difficulties in their surroundings.
- Afterwards, people must be able to use what they've learned to solve a problem they've seen in the world around them.

There are a variety of mental talents that go into intelligence, including logic, reasoning and problem-solving. While intelligence is one of the most studied and explored issues, it is also one of the most contentious.

Despite disagreements among psychologists concerning the definition and origins of intelligence, research on intelligence has a substantial impact in many fields. This includes the allocation of funds for educational programmes, the use of testing to screen job applications, and the use of testing to identify children who need further academic assistance.

A New Definition of Intelligence Was Created

German psychologist William Stern created the word "intelligence quotient," or IQ, in the early 20th century, and it has been used ever since. "Alfred Binet" devised the first "intelligence tests" to help the French government identify students who required further academic support. Binet was the first to develop the notion of mental age or a set of talents that children of a specific age have. Since then, intelligence testing has grown in popularity and spawned a slew of other assessments of aptitude and competence. However, the application of such testing, cultural biases that may be implicated, impacts on intelligence, and even the basic definition of intelligence continue to stoke discussion and controversy.

Intelligence Theories

The nature of intelligence has been explained in a number of ways by various scholars. In the past century, many prominent theories of intelligence have evolved, including the following:

"General Intelligence: Charles Spearman"

Charles Spearman (1863–1945), a British psychologist, developed a notion he referred to as general intelligence or the g factor. Spearman found that results on a number of mental aptitude



tests were extremely consistent after applying a method known as factor analysis. Those who did well on one cognitive exam also did well on others, and the reverse was true for those who did poorly on one test. Because intelligence can be quantified and assessed, it's a universal cognitive skill," he concluded.

Primary Mental Abilities of Louis L. Thurstone

Intelligence was defined differently by Louis Thurstone (1887–1955), a prominent psychologist. Thurstone's theory of intelligence was based on the idea that there are seven fundamental mental talents.” The following are examples of the skills he described:

- "Auditory comprehension"
- Reasoning
- The speed with which information is perceived
- Mathematical skills.
- Fluency in the English language
- Memory for associations
- "Spatial representation"

"Multiple Intelligences" by Howard Gardner

Howard Gardner's notion of multiple intelligences is one of the most recent theories to emerge. People's talents aren't accurately represented by test results like the IQ exam since they aren't fully expressed in numerical terms, according to Gardner. On the basis of the talents and abilities prized by various cultural groups, his hypothesis outlines eight unique forms of intelligence.

Gardner's eight types of intelligence are as follows:

- "Visual-spatial reasoning."
- The ability to communicate effectively via language
- Intelligence based on bodily sensations and movements
- Mathematical-logical reasoning
- The ability to read people's minds
- The ability to discern musical patterns
- Intelligence that comes from inside oneself.
- In other words, "naturalistic intelligibility."



There is no one "computer" in which intellect is contained, according to the hypothesis of many intelligences. Human intelligence may be broken down into numerous forms, according to Harvard professor Howard Gardner, who first coined the term "multiple intelligence."

- Individuals with verbal-linguistic intelligence are capable of analysing information and creating work that includes both spoken and written language, such as speeches and novels.
- Logical-mathematical intelligence refers to the capacity to create equations and proofs, do computations, and solve abstract issues.
- Maps and other graphical data may be understood by those with visual-spatial intelligence. People with musical intelligence are able to generate and understand a wide range of sounds.
- Naturalistic intelligence refers to the capacity to recognise and discriminate between various sorts of plants, animals, and weather forms in the natural world.
- One's own physical abilities may be used for both creative and problem-solving purposes.

Triadic Theory of Intelligence by Robert Sternberg:

Intelligence is described by a psychologist as "mental activity geared toward intentional adaptation to, selection, and structuring of real-world surroundings important to one's existence." That intelligence is more than just one general skill, however, was not the case for him. He thought certain Gardner's varieties of intelligence were best understood as individual abilities. Successful intelligence, according to Sternberg, is a combination of three factors:

- a. Analytical intelligence: Your ability to solve problems.
- b. Creative intelligence: Your ability to cope with new circumstances utilising prior experiences and present capabilities.
- c. Practical intelligence: Your ability to adapt to a changing environment."

Learning Styles and Multiple Intelligences

- Learning styles and multiple intelligences are often mistaken for one another. Multiple intelligences, on the other hand, reflect a wide range of cognitive talents. In the words of Howard Gardner, a person's learning style is the way he or she handles different kinds of activities. Many various techniques have been used to classify them, including visual, auditory, and kinaesthetic, impulsive and reflective. Learning styles do not have well defined criteria for how one would identify one, where the style originates from and how to detect and evaluate it. Gardner believes this is a problem with the concept. It is "a notion about how a person approaches different kinds of content," according to him.



- Individuals possess a wide range of abilities across all eight of the intelligences described above at varied degrees of aptitude, and all learning experiences need not be tied to a person's most developed area of intelligence. When it comes to learning a new language, it doesn't always indicate that the person is a fan of lecture-based learning methods. Rhyming may still be useful for someone with a high level of visual-spatial intelligence, such as an accomplished painter. It's crucial to avoid pigeonholing kids into a single kind of learner. If you have a good grasp of the subject matter, you can usually conceive about it in a variety of ways.

We can learn a lot from the theory of multiple intelligences

Research into how best to test and assist a wide variety of intelligences in schools is still required, but the idea has given us the opportunity to redefine intelligence. Think about the numerous ways information may be delivered as an instructor. Although it is important to avoid classifying pupils into distinct learning styles or intrinsic or fixed intelligences, it is also important not to do so.

- The ability to obtain knowledge in a variety of ways increases learning (Hattie, 2011).
- Allowing students to exhibit their knowledge and skills in a variety of ways enhances student engagement and learning, as well as providing instructors with a more realistic picture of their students' abilities (Darling-Hammond, 2010).
- In order to provide the best possible instruction, teachers should have as much information as possible about each student's strengths and weaknesses (Tomlinson, 2014).
- As our interest about the learning process continues to grow, new scientific study may provide light on multiple intelligences, learning styles, or perhaps a different hypothesis. Learn more about how students learn by visiting our Brain-Based Learning subject page.

Conclusion

In the absence of a precise definition of intelligence, theories will continue to struggle to explain it. Because there will always be alternatives, theories of intelligence will always be self-defeating, and this is nearly impossible.

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