LEVEL IN WHICH STUDENTS PREFER DIFFERENT TYPES OF GARDNER'S MULTIPLE INTELLIGENCE

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Abstract
This research examined levels in which students from different faculties prefer different kind of Gardner's multiple intelligence. The sample for this research was made out of students from the Faculty of Philosophy, Faculty of Philology, Faculty of Natural Sciences, Faculty of Sports and Physical Education. Research encompassed 120 (N=120) respondents, from every year of study, out of which 60 (AS=50%) were male and 60 (AS=50%) female. Respondents were 18 to 27 years old (AS=21.03, SD= 1.69). Results show that there is a significant difference between students from different faculties in manifested preference toward Bodily-kinesthetic intelligence. ANOVA shows that students from the Faculty of Sport and Physical Education have higher preference toward Bodily-kinesthetic intelligence (SD= 4.67, F= 4.88) than Faculty of Philosophy (SD= 5.11, p=0.001), Faculty of Philology (SD= 4.67, p= 0.005) and Faculty of Natural Sciences students (SD=3.46, p=0.003). Female respondents manifest higher preference towards interpersonal (t=-2.457, p=0.015), musical (t=-3.052, p=0.003), and linguistic intelligence (t=-2.293, p=0.024) than male respondents.

Keywords: Multiple intelligence, preferences, students.

INTRODUCTION

In psychological literature, there is no such thing as one and only definition of what intelligence is. All definitions can roughly be divided into three categories: 1. Biological; 2. Pedagogical; 3. Psychological (Nesic, 2011). Pedagogical and psychological definitions are the ones important for this paper. The pedagogical definition is: Intelligence is the ability of one individual to learn or use experience; the psychological definition is: Intelligence is the ability to think and solve problems (Nesic, 2011).

At the beginning, the primary indicator of intelligence was brain size, as Pierre Paul Broca thought, or it was considered as inherited ability, as Francis Golton, pioneer of modern statistics, insisted (Todorovic 2011). In 1898, Binet wrote that the "Relation between intelligence and head size of one person is real and confirmed by all systemic researchers, without exemptions… Since those papers included examination of a couple of hundred different people, we conclude that previous contention must be undeniable" (Todorovic, 2011). When he, a couple of years later, stopped using the craniometrical approach and stopped looking for Lambroso's anatomical stigma and instead turned to "psychological" methods, the testing of mental capabilities entered psychology through big doors (Todorovic, 2011). It could be said that the psychology of that time was dominated by an attitude towards genetically conditioned individual differences in intelligence, but now a new problem presented itself; is intelligence a combination of specific skills or one general ability? Charles Spearman has seen intelligence as one "general ability" (G factor), while Louis Thurstone thought that intelligence is a combination of many specific skills (Todorovic, 2011). One of many theories which consider intelligence as a set of different skills is Gardner's model of multiple intelligence.

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Howard Gardner successfully negated traditional understanding, which saw intelligence as one unique ability in his study "Frames of mind", and proved at least seven big categories of intelligence which do not have to depend one from another. Of course, Gardner warns that in normal situations, which occur in life, these abilities do not function completely independently, but in most cases they work together and help each other (Gardner, Kornhaber and Wake, 1999). Gardner thought that there was convincing proof regarding the existence of a couple of autonomous intellectual skills which we altogether call "human intelligence" (Djordjevic, 2003). Individual intelligence, as a multiple intelligence concept, is a combination of skills in different areas. The effect which individual characteristics of students have on the learning process has lately started to present itself, making the concept of individual differences an important question. In this context, the concept of integrating the multiple theory of intelligence with learning and educational processes shows up in the agenda (Aydemira and Karalib, 2014). Every individual is born with these possibilities which they then use in everyday life. However, one or more of them can be dominant (Aydemira and Karalib, 2014). The multiple intelligence theory, created by Gardner, states that the level of intelligence of every individual is polished by autonomous rights and possibilities, it also states that every child has the potential of intelligence in one or more areas (Aydemira and Karalib, 2014). According to Gardner, intelligence is an ability which allows us to solve problems and achieve results in one or more cultural structures.

The thing which is especially important in the multiple intelligence theory is its pedagogical optimism and understanding that intelligence can be changed, made better with practice and upbringing (upbringing of intelligence), unlike most traditional views which saw intelligence as a fixated ability and static entity (Gardner, Kornhaber and Wake, 1999). The multiple intelligence theory states that intelligence isn't a special feature of the human brain, as it is believed, but that every human being is given a couple of different kinds of intelligence, out of which each can be nourished and developed in different ways (Moro, 2013).

Models of Gardner multiple intelligence are

1. *Verbal-linguistic intelligence* – refers to verbal expression and verbal fluency, and all kinds of possibilities of this kind of expression: poetry, humor, prose, grammar, metaphors, abstract reasoning and symbolic thinking, writing, reading, etc. (Gardner, Kornhaber and Wake, 1999). Linguistic intelligence is the ability to use words efficiently, verbal or written (Ekinici, 2014). Verbal intelligence includes sensitivity of verbal and written language, the capability to learn languages, and the capacity to use language to achieve specific goals (Karamikabir, 2011).

A person with finely developed linguistic intelligence is sensitive to meaning, sound and rhythm of words, as well as to the function and strength of a language (Moro, 2013). This kind of intelligence is most often developed with writers, poets, political-social workers, etc. (Gardner, Kornhaber and Wake, 1999). Characteristics: Good speaker/writer, loves reading and writing since their earliest age, has great memory capacity for all kinds of words, learns best while listening and takes notes, possesses a rich vocabulary, often reads out loud while studying, what they learn and read is always narrated in their own way… (Moro, 2013).

2. *Logical-mathematical intelligence* – is mostly connected with, what we call, "scientific thought" or inductive reasoning, although deductive thinking processes are also included. This kind of intelligence includes capabilities to recognize patterns and to work with abstract symbols (numbers and geometric shapes), and to find hidden connections and relations between given data and information (Gardner, Kornhaber and Wake, 1999). Logical-mathematical intelligence is the ability to understand and use numbers efficiently (Ekinici, 2014). Logical-mathematical intelligence consists out of the capacity to analyze logical problems, performing mathematical operations and researching scientific issues (Karamikabir, 2011).

People that possess this kind of intelligence have a tendency to establish logical relations, suggestions and settings, they are good at analyzing and planning of things on logical principles (Moro, 2013). Scientists, economists, programmers, mathematicians etc. usually possess this kind of intelligence

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(Gardner, Kornhabar and Wake, 1999). Characteristics: Organization, spotting of similarity and differences, interest in science, informatics and computers, analyzing stuff, problem-solving that gives positive results, utilization of mental maps… (Moro, 2013).

3. *Visual-spatial intelligence* – it mostly relates to fine expression, drawing, rendering, navigation, drawing maps, architecture, etc. This kind of intelligence is also important for playing chess, because it requires good overlook of the entire field and visualization of the entire Table and possibility of overlooking the positions of figures from different angles and perspective (imagining) (Gardner, Kornhaber and Wake, 1999). Spatial intelligence is the ability to clearly see the visual-spatial world and the ability to understand these perceptions (Ekinici, 2014). Spatial intelligence includes the potential to recognize and use patterns of wide area, as well as more limited spaces (Karamikabir, 2011).

A person with this kind of intelligence has the ability to think about and look at different stuff as pictures. In their head, they can clearly see how some things will look like. They possess abilities such as visualization and artistic view of the world (Moro, 2013). Important for those abilities are capabilities to create mental images, visual memory and mental rotation. This kind of intelligence is usually possessed by architects, artists, cartographers, sculptors etc. (Gardner, Kornhaber and Wake, 1999). Characteristics: they love having their own space for "peace" while listening to music, visual types can "see" words of the song, they are good at painting, have a sense for colors, they love to dress nicely, to engage in photography, movies and video, they think and remember in pictures… (Moro, 2013).

4. *Bodily-kinesthetic intelligence* – refers to the ability to use a body to display emotions: dances, games, body language (body signals), performing some sports and producing different objects. Here it is important that our body can produce and do many different things which can't be learned in different ways. For example, only our body knows how to ride a bike, type on a machine etc. (Gardner, Kornhaber and Wake, 1999). Bodily-kinesthetic intelligence includes experience in using a body to express ideas and feelings (Ekinici, 2014). Bodily-kinesthetic intelligence implies the possibility of using entire the body or some of its parts for solving problems (Karamikabir, 2011).

This intelligence requires physical coordination, balance, strength, and speed. We can take, as examples, dancers and athletes, but all of us possess kinesthetic intelligence in some amount (Moro, 2013). This kind of intelligence is possessed by athletes, dancers, actors, etc. (Gardner, Kornhaber and Wake, 1999). Characteristics: they are never in one place, like to touch things, control their body, learn best while moving… (Moro, 2013).

5. *Musical-rhythmical intelligence* – includes capacities such as recognition and using of rhythmical and sound patterns, as well as sensitivity for sound irritation in environment, human voices and musical instruments. Musical intelligence is the ability to notice, distinguish and express musical patterns (Ekinici, 2014). Musical intelligence includes the capability to perform, put together and recognize musical patterns (Karamikabir, 2011)

People with developed musical intelligence think in sounds, melodies and rhythms, so they have better concentration if there is music in the background. There exists a strong correlation between music and emotions while listening to it (Moro, 2013). Out of all the sensitivity that our brain possesses, it seems that the biggest one is for rhythm and music, which is determined with newborn babies. This kind of intelligence is possessed by people that work in marketing and shops, professional musicians and rock groups, compositors and teachers that teach music (Gardner, Kornhaber and Wake, 1999). Characteristics: changing the mood in compliance with music, easy to remember texts of songs and melodies, goes to concerts, writes songs or sings, plays instruments, listens to music before studying to relax… (Moro, 2013).

6. *Interpersonal intelligence* – refers to the ability to work and live in a group, as well as communication skills (verbal and nonverbal). This kind of intelligence requires the ability to recognize differences between people in terms of moods, feelings, emotions, temperament, motivations and intentions (Gardner, Kornhaber and Wake, 1999). Interpersonal intelligence is the ability to notice and make differences in moods, intentions, motivation and feelings of others (Ekinici, 2014). Interpersonal intelligence is referred to as the capacity to understand intentions, motivation and needs of others (Karamikabir, 2011).

People that have developed this kind of intelligence can easily connect with other people and make contacts, they worry about others and often get a leader role (Moro, 2013). So, people with developed interpersonal intelligence will show empathy more often. This kind of intelligence is often owned by social workers, teachers, therapists, politicians, religious leaders (Gardner, Kornhaber and Wake, 1999). Characteristics: parties and social events, a lot of time spent with other people, learning from others, good speakers and skilled in communication… (Moro, 2013).

7. *Intrapersonal intelligence* – refers to knowledge one person has about themselves and internal aspects of their ego, feelings, personal look and intellectual capabilities. This is an ability to observe oneself from every aspect, their own look, feelings, abilities, temperament (Gardner, Kornhaber and Wake, 1999). Intrapersonal intelligence is referred to as the self-realization and ability to act accordingly (Ekinici, 2014). It includes abilities such as understanding, accepting someone's feelings, fears and motivations (Karamikabir, 2011).

People dominated by intrapersonal intelligence know themselves very well and are aware of their virtues and shortcomings, weaknesses, they know how to achieve goals they have set. This kind of people have nicely developed an inside world, which they don't share with others (Moro, 2013). This is an ability to experience ourselves as whole and unified, the ability to see what we really are and what would we like to be. Philosophers and people that have devoted their entire life to the goodness of others own this kind of intelligence (Gardner, Kornhaber and Wake, 1999). They know and understand themselves, are highly independent, understand their own emotions, love peace and quietness, often daydream, want to prove themselves and be different from others… (Moro, 2013).

Later on, two more were added to these categories, and those are naturalistic intelligence and existentialistic intelligence.

8. *Naturalistic intelligence* – represents understanding nature. People that developed this kind of intelligence can easily recognize different kinds of animals and plants. They often possess their own garden and love to have a pet by their side. They care for their surroundings (Moro, 2013). Naturalistic intelligence helps human beings recognize, categorize and use specific functions in their living space (Karamikabir, 2011).

9. *Existential intelligence* – some supporters of multiple intelligence theory suggested spiritual and religious intelligence as an additional kind. Gardner didn't want to add spiritual intelligence, but he suggested that "existential" intelligence can be a useful construct. Existential intelligence refers to philosophical questions regarding life. Occupations appropriate for people that developed this kind of intelligence are occupations which are in tight connection with religion and philosophy.

Something very important for the multiple intelligence theory is that it points out cultural aspects of intelligence, in other words, that intelligence is in many ways determined by factors that dominate in the environment. In that way, intelligence is defined as successful managing in a specific environment. Existence of a connection with factors from the environment is confirmed by research in which it is found that the educational status of father and monthly income of one family correlates with the magnitude of a specific type of intelligence from Gardner models (Aydemir and Karali, 2014). Greatest distribution of interpersonal intelligence is noticed among students whose fathers are illiterate, while students whose fathers completed high or higher school were dominated by the

distribution of naturalistic intelligence. Students whose fathers have a university diploma have displayed great kinesthetic intelligence (Aydemir and Karali, 2014). Naturalistic intelligence is mostly present with students whose families have low monthly income, interpersonal intelligence is most present among students whose families have an average monthly income, and – in the end – logical intelligence is most present with students whose families have high monthly income (Aydemir and Karali, 2014). In this research, it is noticed that naturalistic intelligence is the one that students show the most, after this type of intelligence, the most frequent one is interpersonal intelligence. Least shown is visual intelligence (Aydemir and Karali, 2014). Correlation was found between specific kinds of intelligence and gender, and so interpersonal intelligence is most frequent among female students, while logic intelligence is the most frequent one with males. The least frequent kind of intelligence among female students is logical intelligence, while with males it is musical intelligence (Aydemir and Karali, 2014). It is concluded that there is no important correlation between different kinds of intelligence and educational level of mother, birth place, number of brothers and sisters and working profile of parents (Aydemir and Karali, 2014).

Gardner's theory is challenging and incentive, it represents a refreshing experience and "opened door" towards a new way of looking at students' possibilities. This theory inspires all the people that work on problems of school, education and studying, to develop a theory on how can intellectual abilities be developed and educated, help students to work on their own or in pairs or groups. They need a program which will challenge and incent their abilities and interests, as well as their needs, but they also need qualified and competent teachers that will support, encourage and direct them.

METHOD

Research subject
Examine the level in which students from different faculties prefer different kinds of Gardner's multiple intelligence, then check for all the differences between the groups while taking in consideration some socio-demographic variables (gender, faculty from which the student comes from) in levels of preferences of different kinds of Gardner's multiple intelligence.

Goals
1. Determine the level in which preferences of different kinds of Gardner multiple intelligence is expressed.
2. Check if there are any differences between groups considering some socio-demographic variables (gender, faculty from which the student comes from) in levels of preferences of different kinds of Gardner's multiple intelligence.
- Determine if there are any differences between students from different faculties in levels of preferences of different kinds of Gardner's multiple intelligence;
- Determine if there are any differences between male and female students in levels of preferences of different kinds of Gardner's multiple intelligence;

Variables and instruments
The score on Gardner's test of multiple intelligence which shows preference in some kinds of multiple intelligence – The test has seven dimensions: Verbal - linguistic, logical - mathematical, visual - spatial, bodily - kinesthetic, musical - rhythmical, interpersonal and intrapersonal preferences.

Gardner's test of multiple intelligence has 70 statements which are grouped in 7 dimensions: Verbal-linguistic preference, logical-mathematical preference, visual-spatial preference, bodily-kinesthetic preference, musical-rhythmical preference, interpersonal preference and intrapersonal preference. Each dimension has 10 statements and every statement can be answered by scale 1-4 depending on the agreement with displayed statement.
1. I mostly do not agree
2. I do not agree a little bit
3. I do agree a little bit

4. I mostly agree

Total score on every dimension can be from 10 (lowest agreement) to 40 (highest agreement).

Reliability of this instrument, shown through parameter Cronbach alpha, proved to be satisfactory in all subscales. The original version of this instrument was constructed by V. Chislett MSc and A. Chapman (2006).

A questionnaire regarding socio-demographic characteristics, which includes questions about gender of students and faculties they are attending.

Sample
Convenience sample which consist our of students from the Faculty of Philosophy (groups that attend philosophical course and groups that attend linguistic course), Faculty of Natural Sciences, Faculty of Sports and Physical Education of the University of Pristina.
Philosophical course: 31 examinees (15 males and 16 females)
Linguistic course: 30 examinees (15 males and 15 females)
Faculty of Natural Sciences: 30 examinees (15 males and 15 females)
Faculty of Sports and Physical Education: 29 examinees (15 males and 14 females)
120 (N=120) examinees, from any year of studies, took part in this research, out of them all 60 were male (50%) and 60 were female (50%). Examinees were 18 to 27 years old with AS= 21.03 and SD= 1.69.

Data-gathering process
Gardner's test of multiple intelligence (preference) was used in this research as well as a sheet with questions regarding basic socio-demographic data. The research took place in the premises of the Faculty of Philosophy (groups that attend philosophical course and groups that attend linguistic course), Faculty of Natural Sciences, Faculty of Sports and Physical Education. Group examination was held at every faculty, it was half an hour long, and every examination included 15 examinees which were male and 15 examinees which were female. Examinees first gave their socio-demographic data, and then they did Gardner's test of multiple intelligence (preferences).

FINDINGS

1. The first goal of this research was to determine the level of preference of different kinds of Gardner's multiple intelligence in order to look into that we used descriptive statistics; results are shown in Table 1.

Table 1: Descriptive display of preference of different kinds of Gardner's multiple intelligence.

Kinds of intelligence	N	Min	Max	AS	SD
Intrapersonal	119	17	39	28,90	3,80
Interpersonal	120	16	39	30,30	4,10
Musical-rhythmic	120	11	39	29,09	4,86
Bodily-kinesthetic	119	14	39	28,72	4,75
Logical-mathematical	119	17	38	29,32	4,10
Verbal-linguistic	119	16	38	27,87	4,45
Visual-spatial	120	18	38	28,71	4,26

Results are showing that students prefer all kinds of Gardner multiple intelligence a bit above the (theoretically determined) normal.

2. The second goal of this research was to determine is there a difference between students from different faculties in preference of different kinds of Gardner's multiple intelligence; in order to check results, we used one-factor analyses of variance; result is shown in Table 2.

Table 2: ANOVA used for testing differences between students from different faculties in levels of preferences of different kinds of Gardner's multiple intelligence

Descriptive statistic					
Kind of intelligence	Faculty		N	AS	SD
Bodily-kinesthetic	Philosophical course		31	28,16	5,11
	Linguistic course		30	27,43	4,67
	Natural Sciences		29	27,90	3,46
	Sports and Physical Education		29	31,48	4,67
	Total		119	28,72	4,75
Analysis of variance					
	Level of freedom		Value of statistic	Significance	
Bodily-kinesthetic intelligence	Between groups	3	4,88	0,003	
	Within groups	115			

The analysis of variance shows us that there is a significant difference between students from different faculties in levels of preference toward bodily-kinesthetic intelligence (p=0.03). Subsequent comparisons with Post Hoc analysis (Scheffe) showed us that there is significant difference between students from the Faculty of Sports and Physical Education and students from other faculties (Faculty of Philosophy – groups that attend philosophical course and groups that attend linguistic course and the Faculty of Natural Sciences) – the result is shown in *Table 3*. So to say, students from the Faculty of Sports and Physical Education showed higher preference toward bodily-kinesthetic intelligence in comparison with the Faculty of Philology (p=0.01), Faculty of Philosophy (p= 0.05) and Faculty of Natural Sciences (p= 0.03).

Table 3: Post Hoc Tests (Scheffe)

Preference toward bodily kinesthetic intelligence		Significance	Main difference (I-J)
Faculty of Sport and Physical Education	Philosophical course	0,05	3,321
	Linguistic course	0,01	4,049
	Faculty of Natural Sciences	0,03	3,586

3. The third goal of this research was to determine if there was any difference between male and female students in preference of different kinds of Gardner's multiple intelligence; in order to check results we used T-test for testing differences between groups; results are shown in Table 3.

Table 3: T-test for testing differences between male and female students in levels of preferences of different kinds of Gardner's multiple intelligence.

Descriptive statistic						T-test	
Kinds of intelligence	Gender	N	AS	SD	T	cc	p
Interpersonal	Male	60	29,40	4,37	-2,457	118	,015
	Female	60	31,20	3,62			
Musical-rhythmical	Male	60	27,78	5,34	-3,052	118	,003
	Female	60	30,40	3,95			
Verbal-linguistic	Male	60	28,48	4,49	-2,293	117	,024
	Female	59	30,17	3,45			

Results show that there is significant difference between male and female students in preference toward interpersonal, musical-rhythmical and logical-mathematical intelligence. Female students have displayed higher preferences than male students in all three dimensions. There are no significant differences, between genders, in all other dimensions.

DISCUSSION

The subject of this research was to examine levels in which students from different faculties prefer different kinds of Gardner's multiple intelligence, then to examine if there exists some difference between groups considering some socio-demographic variables (gender, faculty which a student is attending, educational level of mother and father) in levels of preferences of different kinds of Gardner's multiple intelligence, as well as to examine the nature of connection of those preferences with number of brothers and sisters that a student has.

Starting from the hypothesis that students differ in level in which they prefer different kinds of Gardner's multiple intelligence and that students – on average – show higher level of preference toward interpersonal intelligence, and lower level of visual intelligence (Aydemir and Karali, 2014) we received results that preference of all kinds of Gardner's multiple intelligence is a bit higher than average. Data gathered in this research shows that examinees least prefer verbal-linguistic intelligence, and with that our hypothesis was a bit refuted. The hypothesis that examinees will show highest level of preference toward interpersonal intelligence was based on results which Aydemir and Karali got when they determined that naturalistic intelligence (which wasn't measured in this research) is the most common among student. The second most common intelligence was interpersonal intelligence. Data gathered in this research confirms this hypothesis. One of reasons because of which we got these results may be the fact that – in Serbia – interpersonal relations are very important, and people, who are open to others, can finely and easily make contact with others, are easy talkers, people with all of these features are highly appreciated and accepted in every community. Extroversion and good interpersonal relationships are thought of as very positive features in Serbian culture.

According to Gardner, every child possesses every kind of intelligence, and when it starts attending school it starts to favor and express some of them (Gardner, 1999, according to: Page, 2006). The hypothesis that there exists a difference in levels of preferences of different kinds of Gardner multiple intelligence considering what students study (which faculty) is based on Gardner's stance which states that every person develops and favors specific kinds of multiple intelligence. One of the ways to show preferences of different kinds of multiple intelligence and favor some of those can be seen through different aspects of human behavior, and one of those is selecting a faculty, in other words, choosing your occupation. Results show that there is an important difference between students from different faculties in levels of preferences toward bodily-kinesthetic intelligence. This difference exists only between students of the Faculty of Sports and Physical Education and students from other faculties related to the Faculty of Philosophy (groups that attend philosophical course and groups that attend linguistic courses, and the Faculty of Natural Sciences). In all other dimensions there is no important difference in preference of different kinds of multiple intelligence bearing in mind the faculty a student is attending. In other words, students from the Faculty of Sports and Physical Education show significantly higher preference toward bodily-kinesthetic intelligence than students from the Faculty of Philosophy (groups that attend philosophical course and groups that attend linguistic course) and the Faculty of Natural Sciences, while that difference in relation to other faculties isn't significant, it doesn't exist.

One of hypothesis of this research is that there exists a difference between male and female students in levels in which they prefer different kinds of Gardner's multiple intelligence. We started off with the hypothesis that interpersonal intelligence is the most common among female students, and logic intelligence is the most common among male students (Aydemir and Karali, 2014). It was also thought that the least preferred among female students would be logical intelligence, and the least

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preferred with male students would be musical intelligence (Aydemir and Karali, 2014). Results of this research have shown that there is a significant difference in preference of specific kinds of Gardner's multiple intelligence between males and females; female students have shown a significantly higher preference toward interpersonal, musical-rhythmical and verbal-linguistic intelligence, than male students have. It is already said that in Serbian culture extraversion and interpersonal relations are highly respected features of females as well as males.

Based on the results, we can conclude that differences in level of preference of different kinds of Gardner's multiple intelligence is in relation with different factors. Some results are matched and support previous researches, while some of them are drastically different, which may be due to cultural factors.

CONCLUSION

From Gardner's approach to intelligence and from the theory he is supporting, it is not hard to conclude that every person possesses, more or less developed, different sets of skills, some of them change trough time and they become more prevalent than others. Since there is a wide spectrum of predispositions in every person, a big role is played by the social factor which in combination with activity of an individual leads to formatting of one's personality, altogether with preferences of that person. In this paper we examined preferences of different kinds of abilities, we didn't examine abilities on their own. In order to do that, we would need adequate instruments which we would use to examine different kinds of intelligence, with special emphasis on those for which there is no standardized test (musical-rhythmical, bodily-kinesthetic). This would give us better insight, easier comparison and more accurate information regarding abilities of the individual. With this information we could with certainty claim that someone possesses specific kinds of intelligence, and we could work to improve those. One of areas in which these kinds of tests would have great use and importance is education, because with them we could easily get insight to abilities and interests of every student individually. This kind of information would make teachers' jobs easier, as they could change their teaching methods with regard to the needs and skills of every student.

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