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Self-rated estimates of multiple intelligences based on approaches to learning

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Abstract

To date questionnaires that measure Multiple Intelligences (MIs) have typically not been systematically developed, have poor psychometric properties, and relatively low reliability. The aim of this research was to define the factor structure, and reliability of nine talents which are the behavioural outcomes of MIs, using items representing Approaches to Learning. Variability in talents based on the sex of respondents was also analysed. Analysis of the data from self-report questionnaires provided by 241 adolescents showed nine clear and reliable factors. The highest rated factors were Physical and Sport Activity, Musical and Rhythmic, followed by Construction and Spatial Design. Weak sex effects showed that males rated themselves higher on Mathematical and Logical, and Construction and Spatial Design factors and females rated themselves higher on the factors of Self-awareness, and Nature and the Environment. The factor structure and high internal consistency of factors of this instrument indicate that linking Approaches to Learning and MIs is a promising approach for further research.

[Link to full text paper pdf \(81KB\)](#)

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