Position of Different Aspects of Multiple Intelligence in elementary Second grade Textbooks

Ali Akbar Ajam¹, Behrooz Mahram²

¹. Assistant Professor, Department of Educational Sciences, Payame-Noor University, Iran
². Associate Professor, Department of Educational Sciences & Psychology, Ferdowsi University of Mashhad, Mashhad, Iran

Abstract

The main mission of educational systems is to train human’s potential talents which is important in primary period of children. In this regard, textbooks known as a pivot element of curriculum. In this research which is performed with the purpose of investigating attention amount of Elementary second grade textbooks to multiple intelligence dimensions using content analysis. Context and recording units were lessons, and contents and illustrations, respectively. Results of Chi Square Showed that there was a significant difference among the text-books as to their consideration of various dimensions of multiple intelligences. Although, in science and “Hadyeh-haye Asemami” courses considered all eight dimensions of multiple intelligence but, in other courses, the most and the least attention has been paid to linguistic, and musical & intra-personal dimensions and other multiple intelligence dimensions have been neglected. According to effects of multiple intelligence theory on educational system Various dimensions such as curriculum, providing textbooks, learning strategies, teaching and evaluation, it is recommended to educational system authorities such as curriculum planners and teachers that consider other dimensions of multiple intelligence in turn of mere emphasis on linguistic and logic-mathematic intelligence.

Keywords: Gardner Multiple Intelligence, Content Analysis, Textbooks, Elementary Period.

Introduction

Training all of potential talents of human and conducting them into the route of efflorescence and activate them are some of every educational system mission (Safi, 2001, 41). On the other side, intelligence is one of talents and capabilities which has multi dimension construct based on new theories. More important, intelligence can grow and develop by educating and experience which education and training applies miscellaneous and different kinds of intelligence and train in trainees (Balakrishnan, 2007, 2).

As human life is short and there is not progress in all aspects for all of people, that’s why, selection and option and should be performed in an appropriate level. For this aim, education system especially general training should be guided to develop schools which background of flourishing multiple intelligence spectrum in students to provide opportunities to express and appear intelligence prominence and selection and focus on intelligence capacity be possible in higher levels of education.
It can be found in the shadow of multiple intelligence that diversity and plurality in goals and contents of programs should be in the focus of considerations in proportion with diversity and plurality in action, intelligence capacities of people to represent human characteristics of education and training in a more complete format (Mehrmohammad, 2006: 18).

A comprehensive curriculum should be based on a correct and discrete understanding of different dimensions of human being, as many of psychologists has pointed out that human growth and revolution is a meaningful and purposeful movement. Human needs to preparation and scrutiny his/her precise needs and demands to enter in each phase and experience better spaces. In this field, psychological data can identify general and typical characteristics of human in miscellaneous levels of growth and these gained data in these studies are useful resource in decision making related to designing and preparing curriculums. Some of these data are intelligence concept, its entity and dimensions (Samadi, 2006: 100).

Gardner state that traditional concept of intelligence which was used a century in psychology, education and training needs basic and meaningful amendments. Intelligence concept which measures with Intelligence Quotient tests has deficiencies. Because intelligence is not a single dimension phenomenon (Armstrong, 2003: 12). Gardner introduced intelligence as a multidimensional capability. People have different cognitive abilities which in needed to make decision and generate valuable things in a cultural field (Bermejo & Ferrandiz, 2004: 3). Furthermore, Gardner states that intelligence of ability to process experiences and knowledge gained from intelligence is not one dimensional and have multi dimensions. Each of these dimensions of intelligence process existing experiences by different ways so knowledge generated is always a unique product based on this interpretation of reality (Martin, 2003: 188). Multiple intelligence theory is totally based on experimental evidences and based on new findings could be revised (Gardner, 2000: 57). He first identified seven types of intelligence and added two types to them which are: linguistic intelligence, mathematical-logic intelligence, musical intelligence, special intelligence, bodily-kinesthetic intelligence, intra-personal intelligence, inter-personal intelligence, naturalistic intelligence and existentialism intelligence (McCoog, 2007: 25). Gardner states that there is not any unique and integrated intelligence but a collection of multiple intelligence rather separated and independent which different people have different cognitive abilities and styles (Chongde & Tsingan, 2003: 830-33). Most of activities in real world involved with different combination of intelligence types which a person can achieve to a real success (Shearer & Luzzo, 2009: 4).

According to Gardner, if a person has adequate education, encourage and enrichment could be able to develop each of eight categories of his/her intelligence in a high level of performance (Armstrong, 2000). Gardner (2000) also state that if intelligence categories are not necessarily dependent to each other but rarely used separately and combination styles of these intelligence could be affected by personality characteristics and personal differences which is unique. So, we cannot dominate a unique pattern of cognition to all of human thoughts but based on these element, different patterns of cognition could be dominated on person's life sections (Hashemi et al., 2006: 278).

In multiple intelligence theory, Gardner doubt on a general and integrated concept for intelligence and pointed out to at least nine different intelligences:

1. **Logical-Mathematical intelligence:** which include ability to understand causal effect communications, perception of relationship among actions, purposes and ideas, doing sophisticated logical & mathematical actions, creative problem solving (Shearer & Luzzo, 2009: 5) deductive and inductive reasoning skill (Stumm et al., 2009: 430) and ability to apply numbers effectively (Saban, 2009: 850).

2. **Linguistic intelligence:** which means ability to apply correct vocabularies verbally or written. This intelligence includes ability to apply linguistic syntax, phonetic, semantic, aspects and practical application (Armstrong, 2000).

3. **Spatial intelligence:** which means ability to think about images and understand visual world precisely, thinking 3 dimensional and convey person's imaginations through it, regeneration of person's visual experiment aspects by imagination and perception (Shearer & Luzzo, 2009: 5). People with high spatial intelligence could learn from graphical & drawing representations or through visual media. Also, people pleasure by drawing pictures, modeling and other methods regenerate things in visual shapes (Pietro, 2005: 5).

4. **Musical intelligence:** which includes ability to generate and recognize voices, rhythm, songs and pleasure (Douglas et al., 2008: 183), attention in nonlinguistic voices in environment, sensitivity to modulation of songs and tones, structure and rhythm and music (Barrington, 2004: 423).

5. **Bodily-kinesthetic intelligence:** which includes ability to apply skillfully body and members as a tool.
to express thought and emotions, and create and manipulate things used (Prieto, 2005: 5). This intelligence includes special physical skills such as equilibrium, coordination, agility, power, flexibility, speed and also touching abilities (Armstrong, 2000).

6. Interpersonal intelligence: which includes ability to understand and differentiate mental states, others' stimulations and emotions (Saban, 2009: 850). This intelligence involves identification of face conditions, voices, hints and mentions, ability to recognize different kinds of interpersonal symptoms and respond to these symptoms practically and correctly (such as affecting a group of people to obey a special pattern of performance (Armstrong, 2000).

7. Intrapersonal intelligence: ability to know him/herself correctly and precisely which includes knowing strengths and weaknesses, motivations, goals, inner emotions, fears and excitements, development a precise model of him/herself, having motivation to identify and chase goals, work independently, seriousness about his/her main questions of life and learn to shaping (Prieto, 2005: 6).

8. Naturalist intelligence: means ability to recognize nature's patterns, categorizing things, dominance to classification of livings, skill in cognition and classification of different kinds of plants, sensitivity to other shapes of natural environment and understand different species of nature (Stanford, 2003: 81). These persons have high level of visual and sensory skills which use their powerful sensory skills to attention and classification of natural world's things and phenomenon, and interested in external and environmental activities such as gardening, walking in nature, group travelling for observing natural phenomena (Prieto, 2005: 8).

9. Existential intelligence: includes sensitivity and talent to get involved to deep questions about human existence such as life meaning, life and dead concept and emerging human in life, why existence (Pasha Sharifi, 2005: 17).

On the Gardner's viewpoint, these intelligences are not as similar as talents and initiatives but these are important social methods of problem solving. Furthermore, he believes that social condition is effective on rating and acting to miscellaneous shapes of intelligence. If the kind of intelligence children own is affected by different opportunities they thought about it, and if these opportunities itself defines by program's kind which schools provide then, it can be claimed that curriculum is singly a kind of mean to change and amend mind, in this viewpoint, it is easy to understand that how curriculum decisions for inclusion or elimination of contents have fundamental importance (Mehrmannadi, 2002: 107).

Gardner argue that multiple intelligence have both biological and cultural fundamental and neurological researches shown that learning is due to synaptic changes in neural cells and different kinds of learning which causes synaptic communications in different sections of brain. Gardner (1983) also state that culture have effective role on growth and development of types of intelligence, and each culture valuing different kinds of intelligence. Furthermore, culture resources could cause more enrichment and growth in types of intelligence or hurdle people's route of cognition and intelligence growth. On this basis, experts and specialists of education and training should organize content and resources of learning in this way that all kind of students' multiple intelligence become activated and involved in learning content and resources (Brualdi, 1998: 26).

Multiple intelligence theory presents teachers a conceptual framework to organize and think about curriculum evaluation and training actions and this idea guide and conduct a lot of teachers to develop new approaches which wide spectrum of learners' needs in classes better met and also, student think with more diverse methods based on this idea (Balakrishman, 2007: 2).

Many of teachers welcome from multiple intelligence theory because this theory respect to teachers' role and allow them to know their students, identify their learning and lead teachers to be creative in designing curriculum & generating evaluative tools (Hoerm, 2000: 33).

In curriculum planning we should move to models in education that reflex real lives of students and such education is often thematic. Themes remove traditional borders of curriculum and link subjects and skills that are necessary in life and this thematic method gives students opportunities through which apply their multiple intelligence by useful methods (Armstrong, 2003: 67). Multiple intelligence theory provides background to organize thematic curriculum. In thematic curriculum based on multiple intelligence, activities chosen for theme are performed in such a way that all of nine dimension of intelligence become active (Armstrong, 2009: 69).

This theory has given a lot of experts and specialists' attention and therefore many researches done based on this theory. Martin (2003) in a research investigated possibility of application of Gardner multiple intelligence theory as a structure to identify knowledge diversity among management business discipline students. Results showed that knowledge in multiple intelligence field not only is as a part of identifying knowledge diversity but, as a tool to recognize and notice such diversities in work market. Douglas et al (2003) investigated effect of teaching strategy of multiple intelligence method on
educational progress of students in mathematics. Purpose of this research was to compare two methods of teaching based on multiple intelligence and direct education by the aspect of its impact on students’ educational progress. Results of research showed that educational progress of students educated by multiple intelligence method education increased significantly in comparison with students educated with direct method. Balkrishnan (2007) noticed teachers’ viewpoints about multiple intelligence and its relationship between how distinguish among high school students. Research population included all of teachers in Malaysia. Research findings showed that teachers’ viewpoint about intelligence have important role on how and how much teachers differentiate and distinct among their students.

Akbar & Hossein (2008) investigated relationship between English language learning strategies and multiple intelligence scores among English learners in Tehran universities. Research findings showed that there is a significant relationship between application of language and multiple intelligence scores of learners and also, there are no significant relationship among musical intelligence and each of learning strategies. Body-kinesthetic intelligence has only relationship with memorial learning. Hashemi et al. (2008) studied relationship among Gardner multiple intelligence with course of study and students’ educational process. Statistical population included all of high schools’ students of Tehran city. Results showed that mathematic group’s students have higher level of mathematical intelligence in comparison with Art and humanity students and this difference didn’t observe with Experimental science. Secondly, visual-spatial intelligence amount of Art group’s students was more than other groups. Thirdly, mathematic group students’ verbal-linguistic intelligence was higher than Art group students. Generally, research results showed significance amount of relationship among intelligence categories, choosing educational discipline and progress. In other study Pishghadam (2007) studied the role of teachers’ multiple intelligence in their success in teaching. Research population included Mashhad city high school teachers. Results showed that there is relationship among English language teachers’ success in teaching and their linguistic, intrapersonal and musical intelligence but there is not significant relationship between teachers’ success and their other intelligences. Furthermore, research findings showed that there is no significant difference between sex and teachers’ multiple intelligence on their teaching success. Rabati (2007) compared education effect based on Gardner multiple intelligence approach with traditional method on students’ performance in science course. Research results showed that students’ performance which educated based on multiple intelligence theory were significantly better than students educated with traditional method in educational progress and cognition level (knowing, application of concepts and reasoning) (Rabati, 2007).

According to sensitive level of primary education, it should be provided background of growth and training of intelligence types to students with different cognitive abilities by the aspects of intelligence, they can succeed desirably and appropriately. According to that aspect of intelligence, it has higher capabilities to continue education and on the other hand, according to this point that most of students confront with problems to understand contents of these courses, content organization based on multiple intelligence causes students with different multiple intelligence to achieve understanding and perception of these courses’ content. The goal of this research is to assign attention amount of different multiple intelligence dimensions in primary second gradetextbooks. Therefore, research question is: “How much is the attention amount of different multiple intelligence dimensions in primary second gradetextbooks?”

Research Method

Content analysis is used in this research. Valizer and Winer defined content analysis as a regular method which is used in order to study registered information content (Bibangard, 2005: 309). Content analysis defined as a research technique to describe objective and quantitative appearance of communicational medium content which raw material of content analysis could be any types of document or communicational medium (Gal, Bourg & Gal, 2005: 616).

Units of analysis: a) background unit: in this research background unit was primary second gradetextbooks pages.

Units of record: record units in this study were collection of contents and pictures. Intention of contents were meanings available in sentences, and intention of pictures were images and diagrams available in verified textbooks.

Research population in this study was verifying all of official textbooks in primary second gradetextbooks in 2014 educational year which all of them were studied. In order to verify reliability of measurement process, retest method is used based on study method (content analysis) (Sarukhani, 2007: 289). This method is used by second researcher. Ten percent of each book’s content chosen
randomly and multiple intelligence dimensions in a coded form presented to researcher which 0.84 of agreement gained. In this research, coding process performed deductively. Deductive coding is the kind of coding which categories chosen for record elements extracted from theory and theoretical fundamental. On this basis, a work sheet contains two dimensions in the form of multiple intelligence dimensions (in rows) and record units (in columns) designed and coding performed with study of field units in this worksheet.

Research Findings

Research findings presented in the following sentences by research question:

“How much different multiple intelligence dimensions were considered in the primary second gradetextbooks?”

Tab. 1: Frequency distribution and percent of contents and pictures used in the primary second gradetextbooks in multiple intelligence dimensions.

<table>
<thead>
<tr>
<th>intelligence dimensions</th>
<th>existential</th>
<th>musical</th>
<th>bodily-kinesthetic</th>
<th>spatial</th>
<th>intrapersonal</th>
<th>interpersonal</th>
<th>logical-mathematical</th>
<th>Naturalist</th>
<th>Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
</tr>
<tr>
<td>book content</td>
<td>0.05</td>
<td>16</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>pictures</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>sun</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>content</td>
<td>0.35</td>
<td>47</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>science</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>total</td>
<td>0.25</td>
<td>4</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

(F= Frequency, P=Percentage)

According to Tab. 1 the most amount of contents and pictures available in textbooks focused to linguistic-verbal. Chi square

Chi Square text results showed that test statistics was equal with 12.722 and bigger than Chi Square of Tab 1 in 0.01 level so, there is significant difference among expected and observed frequencies and attention to multiple intelligence elements in verified textbooks are different. Accordingly, contents used in mathematic book in 0.77 of cases were related to mathematical-logical intelligence category. Amount of attention to other intelligence was: bodily-kinesthetic intelligence 0.12, spatial intelligence 0.05 and linguistic-verbal intelligence 0.05. Therefore, it can be stated that the most frequencies was allocated to mathematical-logical intelligence and the least frequency was allocated to naturalistic, intrapersonal, musical and existential intelligence with zero frequency.
Also pictures applied in mathematic textbook was dedicated to mathematic intelligence, spatial intelligence and bodily-kinesthetic all with 0.005 and other multiple intelligence dimensions such as naturalistic, linguistic, existential, intrapersonal, interpersonal and musical intelligence was not notified. Analyzing contents used in science textbooks attention to multiple intelligence dimensions was: linguistic-verbal 0.19, naturalistic 0.05, mathematical-logical 0.007, intrapersonal 0.015, interpersonal 0.037, spatial 0.06, bodily-kinesthetic 0.26, and musical 0.06. Therefore, it can be stated that most frequency was to naturalistic intelligence with 0.35 and the least frequency was existential intelligence with zero.

In analyzing pictures in science textbooks, it can be shown that 0.008 of images allocated to linguistic-verbal intelligence and 0.025 of them to allocated to naturalistic intelligence. Existential, intrapersonal, interpersonal, musical, mathematical-logical and bodily-kinesthetic intelligence weren't used in this textbook.

In Farsi textbook of writing skills, 0.64 of contents was linguistic-verbal, 0.07 to naturalistic, 0.006 to mathematical-logical, 0.045 to intrapersonal, 0.02 to interpersonal, 0.05 to spatial, 0.13 to bodily-kinesthetic, 0.01 to musical and 0.008 to existential intelligence in multiple intelligence dimensions. The most frequency was related to linguistic-verbal intelligence with 0.64 and the least frequency was related to mathematical-logical intelligence.

Among images used in this textbook, 0.10 of attention allocated to linguistico-verbal and 0.016 allocated to spatial intelligence. Other dimensions of intelligence such as naturalistic, mathematical-logical, intrapersonal, interpersonal, bodily-kinesthetic, musical and existential intelligence was neglected. In “Hedayat-e Asemani” textbook, among multiple intelligence dimensions, 0.37 of content was linguistics, 0.05 to naturalistic, 0.33 to intrapersonal, 0.07 to interpersonal, 0.05 to musical, 0.06 to bodily-kinesthetic, 0.03 to musical and 0.23 existential intelligence notified. Therefore, the most frequency was related to linguistic-verbal intelligence and the least was related to mathematical-logical intelligence with zero frequency.

Among images used in this textbook, 0.042 of contents dedicated to existential intelligence and eight other dimension of intelligence were neglected.

In Qur’an educational textbook, 0.23 of content allocated to linguistic-verbal, 0.16 to intrapersonal and 0.60 to existential intelligence. Therefore, the most frequency was existential intelligence with 0.60 and the least frequency allocated to naturalistic, mathematical-logical, intrapersonal, interpersonal, spatial, bodily-kinesthetic and musical intelligence with zero frequency.

About images used in this book, 0.038 of attention allocated to existential intelligence and other dimensions of multiple intelligence such as linguistic-verbal, naturalistic, mathematical-logical, intrapersonal, interpersonal, spatial, bodily-kinesthetic, musical intelligence were neglected.

In Farsi textbook, 0.45 of content was allocated to linguistic-verbal, 0.13 to naturalistic, 0.006 to mathematical-logical, 0.19 to intrapersonal, 0.07 to interpersonal, 0.02 to spatial, 0.03 to musical and 0.06 to existential intelligence. Therefore, the most frequency was related to linguistic-verbal intelligence with 0.45 and the least frequency was related to mathematical-logical intelligence with 0.006.

Among images used in this textbook, 0.094 of content allocated to linguistic-verbal, 0.007 to intrapersonal, 0.007 to interpersonal, and 0.007 to spatial intelligence and other dimensions of intelligence such as naturalistic, mathematical-logical, bodily-kinesthetic, musical and existential intelligence were neglected.

**Conclusion**

In our educational system, especially in schools, textbook is one of the principle elements of any school which more than 90 percent of student, teacher and management factors of school’s behavior is related to it. For example, planning, teaching method and teacher’s evaluation in class is significantly dependent to type, structure, mass and how to provide textbook content (Yarali et al., 2008). According to this matter, textbooks should be designed and provided so that students should flourish their talents, capabilities and skills to their progress and excellence. Because people encounter with in problems and difficult situations of their life, it should be grown capabilities such as multiple intelligence, creativity, etc. so that could overcome to their problems. According to the importance of multiple intelligence in people’s life, curriculum should be designed, provided and implemented in a way that cause growing and flourishing all dimensions of multiple intelligence. That’s why, second grade of primary textbooks analyzed by the amount of attention to these intelligence dimensions and findings gained from content analysis of contents used showed that miscellaneous dimensions of multiple intelligence haven’t been
well noticed. In Science and “Hadye hay-e Asemani” noticed to eight dimensions of multiple intelligence and in Farsi and writing skills of Farsi all of intelligence dimensions have been noticed but, concentration amount is on linguistic-verbal dimension. In mathematic textbook, mathematical-logical and bodily-kinesthetic intelligence, and in Qur’an textbook, existential, interpersonal and linguistic-verbal intelligence have been notice but other intelligence dimensions have been neglected. In other word, content of most of courses provided based on linguistic-verbal dimension and for mathematic course content, mathematical-logical dimension is dominant and other intelligence dimensions is neglected or noticed weakly. Investigating findings gained from content analysis of used pictures showed that there not enough attention to different dimension of multiple intelligence and in mathematic course, just mathematical-logical intelligence, spatial and bodily-kinesthetic, in science course, linguistic-verbal and naturalistic, in writing skills of Farsi linguistic-verbal and spatial, in Hadye hay-e Asemani and Qur’an existential, and in reading Farsi, linguistic-verbal, interpersonal, intrapersonal and spatial intelligence have been notice and training other dimensions of intelligence have been neglected. As Gardner (2006) states, students think and learn with different ways and we shouldn’t think identical in thoughts and practices for children. He (1999) also states that education and training in today’s world should provide background in increasing understanding of our numerous world (world of physical, biological, human, human artifacts, him/herself, art etc.). As Hoerr (2000) states, application of multiple intelligence means that we should give opportunities to students to apply other dimensions of intelligence more than linguistic and mathematical-logical intelligence in class courses. Slavin (2006) states that educational system authorities should avoid thinking children as intelligent and less intelligent because there are a lot of ways to be intelligent. It is important we consider this point that good or bad performance in a field of intelligence does not guarantee similar performance in other fields. Unfortunately schools traditionally recognize a stream of limited performances and generally a regular hierarchy of students as Gardner states about mathematical-logical and linguistic skills. If schools want to have intelligent students, they should use a wider domain of activities and present content in more diverse methods and enforce wider performances rather than past.

Cheekly (quoted in Amini, 2005) also states that efforts should be performed alongside with predicting, designing and implementing multiple ways and opportunities in curriculum in order to stimulate and activate mentioned intelligence and this opinion, that each educational subject or content could be taught in more than a method. So, students should be helped to combine and mix their different intelligence to gain deeper understanding and perception with a more attractive learning flow. Human understands a subject when he/she can show his/her knowledge or information in more than one method. In schools, we should emphasize on students understanding and if our purpose to progress student’s understanding, multiple intelligences could be a strong tool because perception basically involves application of combination of mental representations and different and special intelligences. On this basis, main mission and performance of schools is to foster students’ perception and understanding and this can be gained when they could apply their different learnings such as school or non-school in a multiple and diverse methods and formats and new situations.

According to the point that the kind of children’s mind they have is somehow affected by opportunities kinds they think to and these opportunities itself being provided by school’s curriculum so, we can develop success opportunities to create wider domain of curriculum assignments such as assignments involved in using different shapes of intelligence or dependent to different intelligence. Potential result of such issue is spreading training justice in classes (Mehrohammadii, 2002: 167).

We can bring students succulent learning based on application of multiple intelligence dimensions. For example, teachers can adopt multiple strategies to evaluate student’s learning and allowed to encounter with unique phenomena (such as culture study and dominant values of a nation) until present their learning in different formats such as drawing conceptual map, offering representation, writing paper, poetry and playing role. In fact, coordinating expectations type and designing process of teaching-learning & evaluation can provide succulent base learning for students and consider different multiple intelligence dimensions.

Therefore, according to multiple intelligence theory could affect on miscellaneous educational system dimensions such as curriculum, providing textbooks, learning strategies, teaching and evaluating. It is recommended to educational system authorities and teachers to consider other multiple intelligence dimensions in turn of emphasis on linguistic and logical-mathematical intelligence. Especially, in our centralized educational system which textbooks have more centrality, it should be considered all of intelligent elements because students are different from each other. Furthermore, activating students
talents from the beginning of entrance into educational system should be considered which they can choose appropriate educational course and continue education in future according to discovering their talents and abilities in higher levels. Also after school, according to entering students in society, such a society that is not just based on linguistic and mathematical intelligence but, there are emphasis on intrapersonal, interpersonal, musical, naturalistic, existential, spatial, bodily-kinesthetic aspects, also problems and issues person encounters in a society involves application of different and diverse talents and abilities to better solve them and gain success in his/her professional & personal life. These successes involve activating people's talents and abilities such as multiple intelligence through educational system (textbooks, teaching & learning methods, teachers) and considering it in an evaluation system so that people achieve cognition and understanding of intelligence types and use them usefully and flexibly to play their roles in different societies.

In line with verifying attention amount to multiple intelligence dimensions in training system, mere attention to textbooks is one of the research limitations. According to critical role of teacher's activity in curriculum planning, teacher considered as the principle element in educational situations especially in class because continuous and face to face interaction with student place him/her in an outstanding and exclusive position (Gage, 1997). Mere attention to contents and pictures of textbooks couldn't have a comprehensive image from amount of educational system's attention to different dimensions of intelligence. According to this limit of research that study of different dimensions of intelligence in interacting curriculum element set in preliminary basics of primary levels is one of this research's suggestions.

Resources


The International Journal of Psychology and Behavioral Research (IJPBR) is an open access journal that publishes high-quality solicited and unsolicited articles, in English, in all areas of Psychology including and etc. in the temperate regions of the world. All articles published in IJPBR will be peer-reviewed. The journal is available in online format.

**Abbreviation:** Intl J Phys Beh Res.

**Editor in Chief:** Dr. Mahnaz Esteki

**Global Impact Factor (GIF):** 0.521

**Index Copernicus Value (ICV 2012):** 5.68

**Abstracted /Indexed in:**

**ISC (Islamic World Science Citation Center)**
Impact Factor (GIF): 0.521

Index Copernicus International
Iran journals
Universal Impact Factor (UIF)
Yellow Moxie
Directory of Research Journals Indexing (DRJI)
Google Scholar
Open J-Gate
Yellow explorer
Abroad education
Web stats domain
Berbagi Info

· Table of Content
  * IJPBR 2014
  * IJPBR 2014 (Special Issue)
  * IJPBR 2013
  * IJPBR 2012

· For Authors
  * About the Journal
  * Editor in Chief
  * Editorial Board
  * Aims and Scope
  * Publisher
  * Instruction to Authors
  * Executive Manager
  * Abstracted / Indexed
  * Join our Reviewers Team

28  Comparison of self-esteem and mental health of handicapped students and non-disabled 
Seyyed Emad Mousavi1*, Shahramzade Salehi2

29  The assessment of story-telling therapy of pre-elementary instructors in Paveh 
Province 
Saeed Ahmad*1

30  Influential factors of male high school student's delinquency 
Saeed Ahmad*1

31  An Investigation of the relationship between locus of control and job burnout among 
hospital administrators in Urmia 
Amir Hamidi1*, Profesor Mr Mohammad Soleyman 
Abazaeemi1

32  The relationship between work overload and marital stress and mental health in 
marriage women employees in Tehran martyr foundation 
Ali Raeesi1, Mohsen Razavi2, Kaveh 
Zarrinazad3, Hossein Tahani Sadat4

33  Studying the relationship between spiritual health With Marital satisfaction among 
married nurse(male and female) of nemaz Mati Hospital in shush Daniel 
Mozaffar Shafieeabadi1,

34  The casual relationship between emotional intelligence and academic performance 
with the mediating role of coping strategies in students 
Zainab Amiri Nezami*, Zahra Borouki Mobarak1, 
Behnam Makrandi3

35  The Study of the Comparison of Stress-Coping Strategies Between the Prisoners 
Committing Self-Injury (Para-suicide) And the Ordinary Prisoners of Mashhad 
Central Prison in 2012 
Taherzadeh Saheb1, Javadi2, Fakhretdini3, 
Behvarz1, Abdolmajid4, Babaei Ali

36  The Study of the Effect of Cochran’s Career Narrative Therapy on 
Emotion Regulation 
Samane Salimi1, Arezou Shafiei2, Ali Iraei3 and 
Sahar Khanjam-Veshki3

37  Effectiveness of career counseling based on career narrative therapy in teachers’ 
emotional labor 
Samane Salimi1*, Mohammad Reza Ahadi2, and Iran 
Eaghi3

38  Causal relationship modeling between attachment styles, differentiation of self and 
forgiveness 
Arezoo Ahangar1*

Bahram Saleh Seighpoor

39  Investigation of the Relationship between the Attitude toward Information and 
Communications Technology and the Extent of Using it among the Professors of 
University of Gom 
Farnoush Dighani Erfahani1, Mohamad 
Mahmoudvand2, Vahidallah Allahverdi3

40  Position of Different Aspects of Multiple Intelligence in elementary Second grade 
Textbooks 
Ali Akber Ajam1*, Behrouz Makrani2

41  Comparing the external efficiency of technical-vocational and Kar-Darvish fields of 
education during the fourth development plan from 2005 to 2010 in Iran province 
Mehdi Vah NiazF, Masoud Nazir Zadeh2, Reza 
Maleki, Ali ghadssnia jahromi

301-310
Certificate of Journal Indexing in ISC

This is to certify the *International Journal of Psychology and Behavioral Research (IJPBR)* has been indexed in the Islamic World Science Citation Center from 2012 to 2013.

Sincerely yours,

Dr. Ali Gazni, Vice Chancellor for Research and Technology Affairs
Islamic World Science Citation Center (ISC)
Shiraz, Iran
<table>
<thead>
<tr>
<th>ISSN</th>
<th>عنوان منیجمنت و روانشناسی</th>
<th>شماره</th>
</tr>
</thead>
<tbody>
<tr>
<td>20081251</td>
<td>International Journal Of Psychology</td>
<td>1</td>
</tr>
<tr>
<td>23324002</td>
<td>International Journal Of Psychology And Behavioral Research</td>
<td>2</td>
</tr>
<tr>
<td>23221585</td>
<td>Iranian Journal Of Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>20781083</td>
<td>Journal Of Law And Psychology</td>
<td>4</td>
</tr>
<tr>
<td>23455896</td>
<td>Research In Sport Management And Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>