

# **Assessment the Performance of Male and Female Teachers of the Subject of Principles of Philosophy and Psychology for the Fifth Literary Grade in the Light of the Strategies of Multiple Intelligences**

**By**

**Hamed Kareem Abaas**

College of Education / Al-Iraqia University/Iraq

Email: [mrhamednn@gmail.com](mailto:mrhamednn@gmail.com)

**Abdulrazaaq Mohsin Saud Alrubaye**

College of Education / Al-Iraqia University/Iraq

Email: [abdulrazaaq.saud@aliraqia.edu.iq](mailto:abdulrazaaq.saud@aliraqia.edu.iq)

Email: [wdsam935@gmail.com](mailto:wdsam935@gmail.com)

## **Abstract**

The study aimed to: evaluate the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade in the light of the strategies of multiple intelligences, and it aimed to know the significance of the statistical differences in assessment the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade according to the gender variable (males - females), In order to achieve the two objectives of the study, the researcher used the descriptive approach, and the research sample consisted of (40) male and female teachers, the following statistical means were used (chi-square, Cooper's equation, spss and percentage), the researcher prepared the research tool, a note form that consisted of (8) main areas, and (54) item, and the results were reached as follows:

The strategies in the field of linguistic intelligence obtained a percentage ranging between (55%-87.5%), and the strategies in the field of visual intelligence obtained a percentage ranging between (60-80%), the logical intelligence field strategies got a percentage ranging between (55-72.5%), the kinetic intelligence strategies got a percentage ranging between (65-75%), and the social intelligence strategies got a percentage ranging between (50-82.5%), the strategies of the field of natural intelligence got a percentage ranging between (45-60%), the strategies of the field of musical intelligence got a percentage that ranged between (42.5-62.5%), and the strategies of the field of social intelligence got a percentage that ranged (17.5-52.5%).

The results also showed that there were statistically significant differences between males and females in favor of males in the items of the field of linguistic intelligence in items (1-2-3-4-5-6-8-9-10), and there were no statistically significant differences between (males and females) in item (7) in the same field, and the presence of statistically significant differences between males and females in the items of the field of visual intelligence in favor of males, and the presence of statistically significant differences between males and females in the items of the field of logical intelligence (1-2-6-8) and in favor of males, as well as the absence of statistically significant differences between males and females in the items (3-4-5-7) in the same field, and the presence of statistically significant differences between males and females in the items of the field of motor intelligence and in favor of males, and there are statistically significant differences between males and females in the items of the field of social intelligence

(1-2-6-8) and in favor of males, and there are no statistically significant differences between males and females in the items (3-4-5-7) in the same field.

The results also showed that there were statistically significant differences between males and females in the items of the field of natural intelligence and in favor of males, and there are statistically significant differences between males and females in the items in the field of musical intelligence (1-2-3) in favor of males, and the presence of statistically significant differences between males and females in the items of the field of musical intelligence (4-5) and in favor of females, in addition to the absence of statistically significant differences between males and females in item (1) of the items of the field of personal intelligence, and there are statistically significant differences between males and females in the items of the field of personal intelligence (2-3-4-5-6) in favor of males, and based on the results, the researcher reached conclusions and recommended a number of recommendations and suggestions.

## **Introduction to the research**

### ***Research problem***

The process of assessment and developing teachers' performance suffers from a real and clear shortcoming, and this shortcoming comes from the lack of a comprehensive view of the importance of training and qualifying teachers, developing their skills, and the limited relationship with the university after their appointment, as well as the presence of a lot of defects in identifying the teachers' necessary and basic specifications for the lofty teaching profession, in view of our living in the era of cultural, political, social, intellectual and educational globalization, and the need for teachers and their preparation programs to keep pace with these modern scientific developments in order to become a teacher for the future, with its intellectual, scientific, cultural and social challenges that he can deal with (Salman, 2020).

The successive periods of time witnessed a widening of the gap between the educational needs of the students and the professional abilities of the teachers, due to the rapid civilizational changes, as the need has increased to employ many modern educational methods and strategies, in an effort to develop students' intelligence and skills in research, criticism, listening and discipline, to the maximum extent possible, in order to reach the desired stage, the teacher must develop his skills in all educational fields, and know the best ways to reach the students' minds, this can only be done by using a high-quality assessment system, which takes into account modern teaching strategies (Al-Ani and Abdul-Majid, 2015).

Through the researcher's review of a number of previous studies on the subject of the use of teaching strategies by teachers in the preparatory stage, he found that teachers still adopt traditional methods of teaching, and that it is necessary to use modern strategies in the field of teaching, the problem of the study can be determined by the following question: To what extent do teachers of the fifth literary grade Principles of Philosophy and Psychology use the strategies of multiple intelligences in teaching?

### ***Research Importance:***

The success of the educational process depends in general on the extent of the teacher's success in communicating information in a way that students can absorb, understand and benefit from, this success also depends on the extent of the teacher's knowledge and awareness of the methods, ways and means that help him to convey this information, and teaching in general requires stable basic skills, which are equal if teaching to students in the intermediate or secondary educational levels (Ahmed, 2018).

The assessment process takes a great place in the educational system in all its dimensions, given its importance in determining the amount of educational goals that are expected to reflect positively on students and the educational process, assessment is one of the most important elements of the educational process, as it works to improve performance and develop the work of the educational institution through complementary communication between the learner and the teacher, through multiple means, so that it provides mutual feedback to identify the strengths and weaknesses of each learner through a real partnership between the parties to the learning and teaching process (Latif, 2021).

Modern strategies in teaching are among the strategies that contribute to increasing knowledge attainment, and accordingly, they are of great importance in developing teaching methods, simplifying knowledge, and forming practical and applied skills for students, and given the presence of many teaching strategies, each with its own objectives, uses, and means of application, which differ from one subject to another, therefore, training the teacher on strategies is important in the learning process and in choosing the appropriate strategies for the lesson, and he actually applies them and thus directs the students to use them in the correct and appropriate way for the content of the lesson (Al-Askari et al., 2016).

Teaching using the strategies of the theory of multiple intelligences contributes to increasing the chances of developing multiple intelligences (Hussain, 2008).

The symposium organized by the University of Basra, which was held under the title The Theory of Multiple Intelligences and Emerging Modern Teaching Strategies, emphasized the importance of using multiple intelligence strategies in classroom education that would contribute to the development of the teaching process (University of Basra, Center for Development and Continuing Education: 2020).

***The importance of the current research can be determined by the following points***

1. Using modern teaching strategies.
2. The current research is a starting point for future research on complementary topics.
3. To identify the strengths and weaknesses experienced by male and female teachers of the subject of principles of philosophy and psychology.
4. Performance assessment for male and female teachers, provides an opportunity to develop their skills in the field of teaching.

## **Research Aims**

The current research aims to:

1. Assessment of the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade in the light of the strategies of multiple intelligences.
2. Knowing the significance of the statistical differences in assessment the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade according to the gender variable (male-female).

## **Research limits**

The research is limited by the following:

1. Human limits: male and female teachers of Principles of Philosophy and Psychology.

2. Spatial limits: the morning and evening government schools in Al-Karkh 3 Education Directorate.
3. Objective limits: the subject of principles of philosophy and psychology for the fifth literary grade.
4. Time limits: the academic year 2022-2023.

## **Define terms**

### ***Assessment***

Al-Sartawi (2012): The process of collecting information using appropriate tools and methods (Al-Sartawi, 2012).

### ***Performance assessment***

Al-Kalalkeh (2018): A study and analysis of the performance of workers for their work and observation of their behavior and behavior during work in order to judge the extent of their success and the level of their efficiency in carrying out their work (Al-Kalalkeh, 2018).

### ***Principles of Philosophy and Psychology***

It is a subject established by the Iraqi Ministry of Education for students of the fifth literary grade, and this subject includes two parts: the first section (Principles of Philosophy), and the second section (Psychology), the eleventh edition / for the year 2019.

## **The strategy**

It defined by Al-Karimin (2021): a set of procedures, steps and means that the teacher implements on a regular and sequential basis, prepared in advance and appropriate to the objectives of the educational situation, to enable the student to achieve the planned educational capabilities during the implementation of the lesson and in an optimal way to achieve the desired and specified goals with maximum effectiveness and efficiency and in light of the potentials (Al-Karimin, 2021).

### ***Multiple Intelligences***

Gardner (2004): The ability to solve problems and create valuable products in one or more cultural environments, as Gardner sees that intelligence is not only one type, but rather multiple types, and these intelligences are (linguistic intelligence, visual intelligence, kinesthetic intelligence, logical intelligence, Social intelligence, natural intelligence, musical intelligence, interpersonal intelligence) (Gardner, 2004).

### ***Multiple Intelligences Strategies***

The researcher defines the strategies of multiple intelligences procedurally:

These strategies are based on the theory of multiple intelligences, which is a set of procedures, methods and regular means that serve as a practical plan implemented by teachers in the classroom during the presentation and explanation of the Principles of Philosophy and Psychology and presented to students so that it leads to the achievement of the goals and outcomes of the educational process, which can be measured through The observation form prepared for this purpose, and these strategies are (linguistic intelligence strategies, visual intelligence strategies, kinesthetic intelligence strategies, logical intelligence strategies, social intelligence strategies, natural intelligence strategies, musical intelligence strategies, and personal intelligence strategies).

## **Theoretical framework and previous studies**

### ***Theoretical framework***

#### ***Assessment***

The concept of assessment was used at the beginning of its inception by a group of psychologists who were working in the Office of Strategic Services in the United States of America, where they were entrusted with the selection of individuals who are fit to carry out special tasks overseas in World War II, this concept appeared for the first time in the book *Human*, which was issued by this office in the year (1948), and after the end of this war, these scholars adopted the same concept in their studies and research, which led to the spread of the concept since 1953, and its appearance as a psychological term in the references of psychology and measurement, Psychological assessment, and this assessment can include multiple methods and various tools, some of which sometimes depend on quantitative measurement (such as the scores of achievement tests, intelligence, aptitudes, innovative thinking, measures of needs, tendencies, attitudes, values and personality), others usually rely on qualitative assessments and descriptive judgments (such as assessment of admission forms, assessment of letters of recommendation, and personal interview), for the purpose of selecting individuals, as well as clinical observation, teachers' assessments of students and vice versa, therefore, the concept of assessment is usually associated with clinical fields and theories, as clinicians tend to use this concept in their examinations and diagnoses of personality disorders that some individuals suffer from (Allam, 2000).

The process of assessment is to determine the value of something, which is the process of issuing a judgment on the value of the thing, that is, it involves a diagnostic aspect only, and assessment in the field of education means estimating the value of any element of the educational system, and passing judgment on the quality of that system, in the educational field, assessment is the process by which the value of the inputs, processes and outputs of any educational system can be assessed, judgments are made on the quality and effectiveness of this system, and the strengths and shortcomings of any element of the system can be diagnosed, this may be done through or without measurement processes, and assessment it is earlier than measurement and earlier than it, and it depends on determining the value of something by intuition or guesswork without relying on standards, but in the field of education, assessment must be based on measurement processes using scales and tests with a great deal of accuracy and objectivity (Al-Hariri, 2012).

#### ***Performance assessment***

The use of the performance appraisal process has expanded with the development of ancient civilizations, as documents indicate that the ancient Sumerians in the Mesopotamian civilization in Iraq practiced the arts of public administration, and used the foundations and rules upon which the administrative process was built in general, and the assessment process in particular.

The Nile Valley civilization also practiced this process extensively, and adopted it as one of the administrative control activities, which aimed to follow up the performance of the administrations of the regions that were affiliated with this civilization, especially in the field of implementing the instructions issued by the central administration, where heads of public interests and regional governors jointly monitor the performance of employees working with them, using their presidential authority granted by the laws that were used at the time, as for the Roman civilization, as the civilization that possessed the largest bureaucratic administrative apparatus with a high degree of centralization and efficiency, which necessitated careful practice of administrative

processes such as planning, organization, leadership and control, which in turn required selection and appointment processes with a high degree of accuracy (Suad, 2006).

### ***Multiple intelligences***

The theory of multiple intelligences is one of the modern theories produced by Howard Gardner, a psychologist at Harvard University in the United States of America, and presented for the first time in his book *Frames of Mind* (1983), since its emergence, this theory has revolutionized the field of educational practice, it challenged the traditional concept of intelligence, which recognizes only one form of intelligence and uses one method of education, this leads to depriving most learners of effective learning opportunities, according to their own way and style of learning (Bahaa El-Din, 2017).

### ***Types of intelligence***

Gardner in 1983 classified seven types of intelligence, and he called them the Seven Pillars of Intelligence, then in 1996 he added an eighth intelligence, which is natural intelligence (Ibrahim, 2011).

### ***These types are***

#### ***Linguistic intelligence***

The individual's ability to be sensitive to written and spoken language and the ability to learn it, use it to achieve certain goals and employ it orally or in writing, we note that this type of intelligence is developed in poets, writers, journalists, politicians, and clerics, and Broca's region is considered to be in the left half of the brain (Left Brain) responsible for this type of intelligence (Nawfal, 2007).

#### ***Spatial-Imaginative Intelligence***

The ability to visualize things mentally in their three dimensions (length, width, and height), and express this in drawings, shadows, maps, or interior design, this type of intelligence involves sensitivity to color, lines, shape and space, and the relationships between these elements, it includes the ability to visualize and graphic representation of visual or spatial ideas and the ability to direct the self appropriately in a spatial-visual form (Abu Al-Nasr, 2009).

#### ***Musical intelligence (tonal)***

The ability to think about music and the ability to hear, recognize, remember, and possibly manipulate patterns (Venis & Kallenbach, 2004).

#### ***Intrapersonal intelligence***

It is self-knowledge, and the ability to act consensually on the basis of that knowledge, and this intelligence includes that the individual has an accurate picture (of his strengths and limitations) and awareness of his inner moods, intentions, motives, moods, desires, and the ability to self-discipline, understand and appreciate (Al-Fafli, 2013).

#### ***Interpersonal (social) intelligence***

This intelligence appears in the ability to feel others, establish healthy relationships with them, and its "relationship with the other" appears strongly at the age of three and continues (Obeidat, 2013).

#### ***Bodily-kinesthetic intelligence***

The ability to use the body to solve problems, do some work, and express thoughts and feelings, students who have this ability excel in physical activities, coordination between visual

and kinesthetic, and have tendencies to move and touch things, characterized by this superior physical and kinetic ability are actors, athletes, surgeons, imitators, musicians, dancers, and inventors (Al-Janabi, 2019).

### ***Natural intelligence***

It is manifested in the ability to identify and classify natural things, including plants and animals, individuals who are distinguished by this type of intelligence are tempted by living creatures, and they love to know everything about them, they also love being in nature and observing its various components (Al-Fakhiri, 2018).

### ***Logical-Mathematical Intelligence***

The ability to use numbers effectively (for example, as a mathematician, tax accountant, or statistician) and reason well (for example, as a scientist, computer programmer, or logic expert). This intelligence includes sensitivity to logical patterns and relationships, data and assumptions (if, so, cause and effect), functions, and other related abstractions (Mckenzie, 2005).

### ***Previous studies***

Studies dealing with performance assessment, reviewed by the researcher as in the following table:

**Table (1): Previous studies in the field of performance assessment**

<b>Name, place and year</b>	<b>Al-Azzawi/Iraq/2012</b>
Study Title	(Assessment of the performance of history teachers for the preparatory stage in the light of historical thinking skills)
Purpose of the study	1- Determining the historical thinking skills of the crisis for teachers of history in the preparatory stage. 2- Evaluating the performance of history teachers in the preparatory stage in light of those skills.
Sample volume	(72) teacher and school
Study Approach	Descriptive
Study tools	Feedback form
Statistical means	Chi-square, Cooper's equation, weighted mean equation
Results	1. Achieved skills reached (21), and unrealized (14). 2. The level (weak) ranked first among the levels of assessment in the observation form, followed by the level (high), and finally the level (medium). 3. The teachers' performance in the historical thinking skills identified in the study was (weak). 4. The teachers' performance in (the axis of chronology) and (the axis of historical understanding) was acceptable.
<b>Name, place and year</b>	<b>Faraj/Iraq/2012</b>
Study Title	(Evaluating the performance of Arabic language teachers for the preparatory stage in the light of educational competencies from the point of view of their supervisors.)
Purpose of the study	1- Determining the competencies necessary for the performance of Arabic language teachers. 2- Determining the level of performance of Arabic language teachers in Arabic language in the light of educational competencies.
Sample volume	(6) Individuals who are the Arabic language supervisors in the Diyala Education Directorate.
Study Approach	descriptive
Study tools	resolution
Statistical means	Pearson correlation coefficient, mean, standard deviation, weight percentile, t-test.
Results	The results were as follows: 1- Arabic language teachers do not take into account the use of the classical language in the classroom. 2- The prevalence of melody and its prevalence among teachers of the Arabic language.

Studies dealing with the strategies of multiple intelligences, reviewed by the researcher as follows:

**Table (2) : Previous studies in the axis of strategies of multiple intelligences**

<b>Name, place and year</b>	<b>Al-Tamimi / Iraq / 2012</b>
Study Title	The effect of multiple intelligences strategies on developing the dictation skills of second year intermediate students.
Purpose of the study	Identifying (the effect of multiple intelligence strategies on developing the spelling skills of second-grade intermediate students) by verifying the following hypotheses: 1- There is no statistically significant difference at the level (0.05) between the mean scores of the experimental group taught using multiple intelligence strategies and the average of the control group taught in the traditional way in the post test. 2- There is a statistically significant difference at the level (0.05) between the average scores of the experimental group that is studying the strategies of multiple intelligences in the development of dictation skills in the pre and post tests.
Sample volume	(66) female student
Study Approach	Experimental
Study tools	A questionnaire containing 30 skills
Statistical means	T-test and chi-square
Results	The results showed that: 1- There is a growth in the spelling skills of the experimental group students. 2- The students of the experimental group who studied dictation using the strategies of multiple intelligences outperformed the students of the control group who studied dictation using the traditional method. 3- The use of multiple intelligence strategies requires the teacher effort and time.
Name, place and year	Al-Rafei and Al-Khazraji/ Iraq/ 2018
Study Title	The effect of the multiple intelligences strategy on acquiring science skills for fourth-grade literary students in geography
Purpose of the study	Recognizing the impact of the multiple intelligences strategy on acquiring science skills for fourth-grade literary students in the subject of geography.
Sample volume	(60) students
Study Approach	Experimental
Study tools	A test consisting of (30) items
Statistical means	Chi-square - Kewder-Richardson equation - t-test for two independent samples - t-test for two related samples.
Results	There is a statistically significant difference between the mean scores of the experimental group and the mean scores of the control group.

## Research Methodology and Procedures

### Research Methodology

The descriptive approach was used for its suitability to the current research procedures, as the descriptive research method is known as an investigation that focuses on one of the phenomena as they exist in the present, with the aim of diagnosing and revealing its aspects, and determining the relationships between its elements and between them and other phenomena, the descriptive method in the research is “a form of organized scientific analysis and interpretation to describe a specific phenomenon or problem, and quantitatively depict it by collecting standardized data and information about the phenomenon or problem, categorizing, analyzing and subjecting it to careful study” (Sulaiman, 2014).

### Research community

The research community includes male and female teachers of the schools of Al-Karkh/3 Education Directorate for the academic year 2022-2023, and their number is (81)



teachers, and (40) schools, distributed over (100) schools in the center department, and (36) schools in the Taji and Tarmiyah departments Table (3) illustrates this.

**Table (3) : Research community data by partitions**

Section	Sector	Number of schools	Number of teachers
Center	Al-Adel and Al-Askan	19	23
	Al-Huria	17	21
	Al-Shiala	12	18
	Al-Kadhimia	16	19
Taji and Tarmiyah	Al-Taji	12	13
	Al-Tarmiyah	24	27
Total summation		100	121

### **Research sample**

The research sample was chosen from the research community in a simple random way, as the choice was initially on the Taji and Tarmiyah segments, then the selection was also randomly placed on (36) schools, and by (24) schools in Tarmiyah, and (12) schools in Al-Taji, then male and female teachers were selected from among them for the subject of principles of philosophy and psychology for the literary fifth grade, and their number is (40) male and female teachers, and by (17) male and female teachers and (10) female teachers in the Tarmiyah sector, while in the Taji sector, the number of teachers is (8) and the number of female teachers is (5).

### **Research tool: (observation form)**

The researcher prepared the research tool, which is the observation form, and scientific observation is defined as “selection, arousal, recording, and interpretation of a set of behavior and situations in their natural conditions, an explanation consistent with the scientific objectives, it is true that observation follows up visible and perceptible behavioral events, but observation may also aim to provide the necessary scientific material for studying psychological thoughts and situations, through what can be heard, seen or perceived by the five senses in general (Chinese, 2010).

### **Validity of the tool**

This validity was verified by presenting the observation form to a group of (20) experts, this is for the purpose of knowing the validity and safety of the formulation of each item within the observation form, the experts agreed on the validity of the items of the observation form and its alternatives, and the percentage of agreement was (80%) and above.

### **Stability**

For the purpose of achieving the stability of the current research tool, the researcher adopted the observation form, which includes the strategies of multiple intelligences that must be available to the teachers of the subject of principles of philosophy and psychology, and the researcher trained one of his colleagues\* to apply the research tool well, after the researcher made sure of this, the researcher went with his fellow observer to the preparatory schools, in the districts of Taji and Tarmiyah, with a total of (10) schools, the teachers of the subject of principles of philosophy and psychology were observed, and their number reached (6) male and female teachers in Tarmiyah and (4) male and female male and female teachers in Taji, the researcher and the observer put a mark (true) in front of each item in the observation form, which is available in the teacher who is being observed, and a table (4) illustrates this.

**Table (4) : Stability over time and with a second observer**

<b>S</b>	<b>Fields</b>	<b>Stability over time</b>	<b>Stability with a second observer</b>
1	Linguistic intelligence	83.33	84
2	Visual intelligence	88.53	87.14
3	Logical intelligence	78.33	80
4	Kinesthetic intelligence	88	88
5	Social Intelligence	90.83	87.5
6	Natural intelligence	81.33	88
7	Musical intelligence	77.77	81.66
8	Personal intelligence	86.66	83.33
<b>Total stability</b>		<b>84.36</b>	<b>84.36</b>

### **Statistical means**

The researcher used the following statistical methods:

- 1) Cooper's equation:
- 2) Chi-square:
- 3) A program (spss) for statistical data processing.

## **Presentation and interpretation of results**

The results of the current search will be displayed according to the research objectives as follows:

The first aim: (Assessing the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade in the light of the strategies of multiple intelligences).

### **Linguistic intelligence field**

This field included (10) items with binary alternatives (apply them, do not apply them), their percentage ranged between (85%) as a maximum, and (55%) as a minimum.

### **Visual intelligence field**

This field includes (7) items with binary alternatives (apply them, do not apply them), as their percentage ranged between (80%), as a maximum, and (60%) as a minimum.

### **Logical Intelligence field**

This field includes (5) items, with a percentage of (72.5%) as a maximum, and a percentage of (55%) as a minimum.

### **Kinesthetic intelligence field**

This field includes (5) items, as the results indicate that the highest percentages ranged between (75%), and a percentage (65%) as a minimum.

### **Social intelligence field**

This field includes (8) items with a percentage ranging between (82.5%) as a maximum, and a percentage of (50%) as a minimum.

### **Natural intelligence field**

This field includes (5) items, with percentages ranging between (60%) as a maximum, and a percentage of (45%) as a minimum.

### ***Musical intelligence field***

This field includes (5) items, with a high percentage of (62.5%), and a minimum percentage of (42.5%).

### ***Interpersonal intelligence Field***

This field includes (6) items, with a high percentage of (52.5%), and a minimum percentage of (17.5%).

The second objective (to identify the significance of the statistical differences in evaluating the performance of male and female teachers of the subject of principles of philosophy and psychology for the fifth literary grade according to the gender variable (male - female)).

The results of data analysis using the independent Chi-Square-test indicated that there are significant differences according to the gender variable (male-female) in each of the domains of the multiple intelligence strategies, therefore, the calculated chi-square value was extracted for each item of the domains and compared with the tabular value to find out the statistical significance between males and females.

## **Conclusions**

In light of the results of the current research, the researcher concluded the following:

1. Evaluating the teacher's performance on a continuous basis helps the teacher to reveal his strengths and weaknesses and thus improve and raise his efficiency in the teaching process.
2. Inadequate performance of some teachers in the use of multiple intelligence strategies, as they need strengthening and training courses to learn more during the service.
3. Multiple intelligence strategies, when used by teachers, require effort and time.
4. There is a discrepancy in the levels of familiarity of male and female teachers in the subject of principles of philosophy with the strategies of multiple intelligences.

## **Recommendations**

In light of the current results of the research, the researcher recommends the following:

1. Adoption of the recommendations and foundations of Gardner's theory on the part of the curriculum developers in the Iraqi Ministry of Education.
2. The necessity of using modern strategies by male and female teachers of philosophy and psychology and training in them when explaining the material to students.

## **Suggestions**

In light of the results of the current research, the researcher suggests the following:

1. A similar study to evaluate the performance of male and female teachers of sociology for the fourth literary grade in the light of the theory of multiple intelligences.
2. A study to evaluate the performance of teachers of philosophy and psychology in the light of the strategies of multiple intelligences from the point of view of their supervisors.

3. Conducting a study on the necessary competencies for male and female teachers of Principles of Philosophy and Psychology in the light of the strategies of multiple intelligences.

## References

- Ahmed, Mabrouka Abdullah, (2018): Teachers' Thinking Styles, Academic Book Center, Amman.
- Bahaa El-Din, Yasser (2017): Multiple Intelligences and the Discovery of Geniuses, Dar Alam Al Thaqa for printing, publishing and distribution, Cairo, Egypt.
- Al-Tamimi, Noha Ibrahim Hussein (2012): The effect of multiple intelligence strategies in developing the spelling skills of second-grade intermediate students, published Master's thesis, University of Diyala, College of Education, Iraq.
- Gardner, Howard (2004): Frames of Mind Theory of Multiple Intelligences, translated by Dr. Muhammad Bilal Al-Jayousi, Arab Bureau of Education for the Gulf States, Riyadh, Saudi Arabia.
- Al-Janabi, Sahib Abd Marzouk (2019): Cognitive Psychology, Al-Yazuri Scientific Publishing and Distribution House, Amman, Jordan.
- Al-Hariri, Rafida (2012): Educational Calendar, Curriculum House for Publishing and Distribution, Amman.
- Hussein, Mohamed Abdel-Hadi (2008): Multiple intelligences and types of human minds, Dar Al Uloom for Publishing and Distribution, Cairo, Egypt.
- Al-Ani, Mazhar Shaaban, and Hudhayfah Mazen Abdul Majeed, (2015): Interactive e-learning, Academic Book Center, Amman.
- Latif, Walaa Latif Jassem (2021): "Assessment of Teaching Islamic Culture from the Viewpoint of Iraqi University Professors and Students," an unpublished Master's thesis, College of Education, Iraqi University, Baghdad.
- Al-Askari, Kifah Yahya Saleh, Iman Abdel-Karim Theeb, and Omar Majeed Al-Ani (2016): Modern Strategies in Teaching Methods, Dar Amjad for Publishing and Distribution, Amman, Jordan.
- A symposium entitled Theory of Multiple Intelligences and Emerging Modern Teaching Strategies (2020): University of Basra, Center for Development and Continuing Education.
- Nofal, Bakr Muhammad (2007): Multiple intelligence in the classroom, theory and application, Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
- Al-Sartawi, Abdulaziz Mustafa, and Zidan Ahmed Al-Sartawi (2012): Assessment in Special Education, Educational Assessment, University Book House, Al-Ain, United Arab Emirates.
- Souad, Baji (2006): Evaluating the effectiveness of the employee assessment system in the Algerian economic institution, Master's thesis, Boudiaf University in M'sila, Faculty of Economics, Management and Commercial Sciences, Algeria.
- Al-Karimin, Ahmed Ibrahim (2021): Effective Teaching Strategies between Educational Competencies and Learning Theories, Dar Al-Akadeyoun for Publishing and Distribution.
- Kalaldehy, Taher (2018): Human Resources Development and Management, House of Family Information and House of Culture for Publishing, Amman.
- Abu Al-Nasr, Medhat Mohamed (2009): The power of concentration and improving memory, The Arab Group for Training and Publishing, Cairo, Egypt.
- Al-Felfi, Hana Hussein (2013): Educational Psychology, Kunouz Al-Marefa House for Publishing and Distribution, Amman, Jordan.

- Allam, Salah El-Din Mahmoud (2000): Educational and psychological measurement and assessment, its basics, applications and contemporary trends, Dar Al-Fikr Al-Arabi , Cairo.
- Al-Fakhri, Salem Abdullah Saeed (2018): The Psychology of Intelligence, Academic Book Center, Amman.
- Faraj, Sanaa Muhammad (2012): Evaluating the performance of Arabic language teachers for the preparatory stage in the light of educational competencies from the point of view of their supervisors, Al-Fath Magazine, fifty-second issue, Master's thesis, College of Basic Education, University of Diyala.
- Obeidat, Thouqan, and Suhaila Abu Al-Sameed (2007): Teaching Strategies in the Twenty-First Century, Dar Al-Fikr, publishers and distributors.
- Al-Azzawi, Muhammad Adnan Muhammad (2012): "Assessment of the performance of history teachers for the preparatory stage in the light of the skills of historical thinking", unpublished master's thesis, University of Diyala, College of Education for Human Sciences.
- Al-Rafi'i, Amer Mugheer Latif, and Adai Naji Al-Khazraji (2018): The effect of the multiple intelligences strategy on acquiring science skills for fourth-grade literary students in the subject of geography, [Samaria Journal](#), Volume 14, Issue 54, pp. 655-695 .
- Senie, Saeed Ismail (2010): Basic Rules in Scientific Research, Alukah Network, 2nd Edition.
- Salman, Salman Abboud (2020): Evaluating the teaching performance of teachers according to the concept of quality. Ahl al-Bayt magazine, peace be upon them. Issue (24).
- Suleiman, Abdel Rahman Sayed (2014): Research Methods, Dar Alam Al-Kutub, Egypt.
- Mckenzi,w.(2005). Multiple Intelligences and Instructional Technology,SECONDEDITION. venis,j&kallenbach,s.(2004). Multiple Intelligences and AdultLiteracy,newyork,ny).