Literature Reviews:

The survey of the literature is a crucial aspect of the planning of the study. The investigator must have knowledge of the work done in the past. A brief review of the literature dealing with different aspects of Intelligence might be helpful in developing insight into the problem. The review of related literature is based on the researches that took place in the field of education. “It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design, and sources of data.” [Best, 1963: 41] Reviews of the related literature; besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serve the following specific purpose: It helps the researcher to understand particular trend and locate the gaps in research areas of his/her interest. The review of related literature enables the researcher to define the limits of his field. “By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavour would be likely to add to the knowledge in a meaningful way.”[ Koul, L. 2008] The purpose of this research is to analyze the multiple intelligence levels of academies of physical education and sports students according to some demographic factors. To obtain data about multiple intelligence levels in the research, the multiple intelligence inventory, developed by Ozden (2003), was applied to a total of 1,199 students, of which 541 are girls and 658 are boys. For resulting evaluation of the data, the frequency in SPPS program was applied, for independent groups the t-test and one-way analysis of variance (ANOVA) was applied and to find the origin group of the differences, Scheffe-F test was applied. According to the multiple intelligence levels results between the sexes in the study, significant differences were found in the subscales of visual (p=0.000) and rhythmic intelligence (p=0.000). As for the results of the multiple intelligence levels between sections, the averages of multiple intelligences at inter-departmental levels are not statistically significant (p less than 0.05) although there occurred averages in favor of the Department of Physical Education Training in the results obtained from lower dimensions.

Akbari Ramin, Hosseini Kobra (2008) “Multiple Intelligences and Language Learning Strategies: Investigating Possible Relations” The present study was conducted to investigate the existence of any possible relationship between the use of language learning strategies and multiple intelligences’ scores of foreign language learners of English. Ninety subjects
participated in the study. To measure the participants' multiple intelligence scores, MIDAS, a commercially designed instrument, was used. Learners' strategy use was checked through SILL, Strategy use Inventory for Language Learning. The correlational analysis of the results indicated significant relations between the use of language learning strategies and IQ scores of the learners. Musical intelligence, however, did not correlate with any aspect of strategy use, and kinesthetic intelligence correlated only with memory learning strategies.

Almeida Leandro, Prieto Maria Dolores, Ferreira, Aristties, Bermejo, (2010) has worked on “Intelligence Assessment: Gardner Multiple Intelligence Theory as an Alternative” In the multiple intelligence framework, newer and more contextualized cognitive tasks are suggested as alternative to more traditional psychometric tests. The purpose of this article is to examine whether or not these two types of instruments converge into a general factor of cognitive performance. Thus, the Battery of General and Differential Aptitudes (BADyG: reasoning, memory, verbal aptitude, numerical aptitude and spatial aptitude) and a set of Gardner's multiple intelligence assessment tasks (linguistic, logical, visual/spatial, bodily-kinesthetic, naturalistic and musical intelligences) were administered to 294 children aged 5 to 7. The confirmatory factor analysis points out the absence of a common general factor considering both batteries, indicating instead the existence of two general factors, which gather the tests that encompass them. Also, these two general factors correspond to traditional and multiple intelligence assessments and show a statistically moderate correlation between them.

Bas, Gokhan (2008) has worked on “Integrating Multiple Intelligences in EFL/ESL Classrooms”, This article deals with the integration of the theory of Multiple Intelligences in EFL/ESL classrooms. In this study, after the theory of multiple intelligences was presented shortly, the integration of this theory into English classrooms. Intelligence types in MI Theory were discussed and some possible application ways of these intelligence types were explained. Some of the key stages in the application of MI Theory in EFL/ESL classrooms were stated and in the light of these stages, some in-class activities were held and discussed in practice.

University of Technology, Brisbane, Australia, 1999) revealed that by drawing on a combination of preferred intelligences, children were able to enhance the dialogue between the unconscious and conscious, while strengthening the relationship between the counsellor and client. A number of useful counselling approaches are highlighted in working with children, particularly younger children who have not yet developed language sufficient for more formal counselling sessions. Suggestions that assist counsellors to operate across settings are explored.

Casteion Juan, Perez Antonio M., Giral Raquel (2010) has worked on “Confirmatory Factor Analysis of Project Spectrum Activities. A Second-Order "g" Factor or Multiple Intelligences?” This paper compares different theoretical models of the structure of intelligence, based on the analysis of data obtained in a series of measured abilities corresponding to the Spectrum assessment activities (Gardner, Feldman & Krechevsky, 1998) in a sample of 393 children enrolled in kindergarten and first grade. The data were analyzed using confirmatory factor analysis. The models compared were: a) a model with six first-order uncorrelated factors, b) a model with six first-order factors and one second-order general factor, "g"; c) a model with two correlated second-order general factors, in which the cognitive intelligences load on a "cognitive" general factor and the non-cognitive intelligences load on a "non-cognitive" general factor, and d) a model with six first-order correlated factors. The percentage of variance in measured abilities due to g and to first-order factors was also estimated. Overall, the results indicate that the Spectrum activities are not as separate from g as proposed by the defenders of multiple intelligences theory, nor as unitary as argued by the defenders of "g" factor models.

Douglas, Onika, Burton, Kimberly Smith, Reese-Durham, Nancy (2008) has worked on “The Effects of the Multiple Intelligence Teaching Strategy on the Academic Achievement of Eighth Grade Math Students”, Education has been the platform of many individuals in and out of politics. Often, the topic is focused on school test scores, student achievement, and the demand for highly qualified teachers in the classroom. The No Child Left Behind legislation mandates school systems to adhere to a curriculum that promotes academic growth. Therefore, teachers must incorporate strategies that will lead to increased academic performance. This applied quantitative study makes a comparison between two distinct instructional methods: Multiple Intelligence (MI) and Direct Instruction (DI). The current research examines how these methods affect the achievement scores in Mathematics.
Ekici Summani (2011) has worked on “The Multiple levels of Physical Education and Sports School Students”, the purpose of this research is to analyze the multiple intelligence levels of academies of physical education and sports students according to some demographic factors. To obtain data about multiple intelligence levels in the research, the multiple intelligence inventory, developed by Ozden (2003), was applied to a total of 1,199 students, of which 541 are girls and 658 are boys. For resulting evaluation of the data, the frequency in SPPS program was applied, for independent groups the t-test and one-way analysis of variance (ANOVA) was applied and to find the origin group of the differences, Scheffe-F test was applied. According to the multiple intelligence levels results between the sexes in the study, significant differences were found in the subscales of visual (p=0.000) and rhythmic intelligence (p=0.000). As for the results of the multiple intelligence levels between sections, the averages of multiple intelligences at inter-departmental levels are not statistically significant (p less than 0.05) although there occurred averages in favour of the Department of Physical Education Training in the results obtained from lower dimensions.

Goebel Kym (2012) has worked on “Using Multiple Intelligences to Bridge the Educational Poverty Gap”, Students living in poverty have needs that are not being addressed in traditional classrooms. Students from "generational poverty" process information differently (Payne 1996). Information is processed based on their living conditions and upbringing. Differentiating instruction using Howard Gardener's Multiple Intelligence theory transcends the rules that govern generational poverty and provide students with the tools necessary to succeed in the classroom. F.E. Gouws, education teacher at the University of South Africa, has employed a new outcome based education (OBE) program which implements Howard Gardener's theory of multiple intelligences to solve some of the education problems of disadvantaged youth.

Gowen, Deborah C. (2010) has worked on “The Relationship of Motivation and Multiple Intelligence Preference to Achievement from Instruction Using Web quests” Finding teaching models and strategies that benefit learners while incorporating skills students will need in the future, such as using technology, is important. This study examined the problem of whether Webquests, an inquiry-based teaching strategy where much of the information is found online, are a beneficial way to integrate technology into the curriculum for all learners. The purpose of this study was to further knowledge about the Webquest model and the use of Webquests with students of different ability levels and multiple intelligence preferences. The Attention,
Relevance, Confidence, and Satisfaction (ARCS) model of motivational design; the self-
determination theory; and multiple intelligences theory comprised the theoretical bases of this study. A concurrent triangulation design of mixed methods research was used to gather quantitative data including pretest-posttest scores, a motivation survey, and the Multiple Intelligences Development Assessment Survey (MIDAS-KIDS). Qualitative data gathered included daily learning logs, rubrics from the final Webquest project, researcher observations, and participant interviews. SPSS software was used to test for correlations between achievement, ability, multiple intelligences, and motivation.

Harriman, Vanessa (2010) has worked on “The Effects of Multiple Intelligence Teaching Strategies on Achievement in Reading and Mathematics”, Today's educators must use research-based teaching strategies that increase achievement levels of students. Howard Gardner's Theory of Multiple Intelligences is scientifically-based. The current model suggests eight different areas in which a person can demonstrate intelligence. This study compared reading and math assessments score of elementary students in classrooms using primarily traditional teaching strategies with classrooms using primarily multiple intelligence strategies mixed with traditional teaching strategies. Student assessment scores improved in both reading and math regardless of the chosen teaching strategy on most of the assessments. Some showed a significant difference but in favor of the classrooms using primarily traditional teaching strategies

Iflazoglu Saban Avten (2011) has worked on “An Evaluation of the Teaching Activities Implemented in the Elementary Science and Technology Courses in Terms of Multiple Intelligence Theory: A Sample from Adana”, The aim of this study was to evaluate to what extent class activities at the Elementary Science and Technology course address intelligence areas. The research was both a quantitative and a qualitative study. The sample of the study consisted of 102 4th grade elementary teachers, 97 5th grade elementary teachers, and 55 6th, 7th, and 8th grade science and technology teachers, including 254 teachers in total. The data in the study were collected through "The Inventory of Class Activities Done in line with the Intelligence Areas", and "the Semi-structured Interview Form". The quantitative data were analyzed by descriptive statistics such as mean, standard deviation, and one-way analysis of variance. The qualitative data were analysed by content analysis as well. It was found that teachers generally used activities addressing for all intelligence areas, they were aware of the
multiple intelligence theory, not the subject teachers but the elementary teachers and the senior teachers use teaching activities for more than one intelligence area in their classes.

Isik Dailek, Tarim Kamuran (2009) has worked on “The Effects of the Cooperative Learning Method Supported by Multiple Intelligence Theory on Turkish Elementary Students' Mathematics Achievement”. In the present experimental study, the effects of the cooperative learning method supported by multiple intelligence theory (CLMI) on elementary school fourth grade students' academic achievement and retention towards the mathematics course were investigated. The participants of the study were 150 students who were divided into two experimental (used CLMI) and two control groups (used traditional method). "Mathematics Achievement Test," "Teele Inventory for Multiple Intelligences" and "Personal Information Form" were used as the measurement instruments of the study. The findings of this research have indicated that CLMI has a more significant effect on academic achievement than the traditional method. Yet, regarding the retention scores, CLMI has not significant effect on retention.

Kaufman, James C. (2012) has worked on “Self Estimates of General Crystallized and Fluid Intelligences in an Ethnically Diverse Population”, Self-estimated intelligence is a quick way to assess people's conceptions of their own abilities. Furnham (2001) and colleagues have used this technique to make comparisons across culture and gender and different approaches to intelligence (such as "g" or Multiple Intelligences). This study seeks to build on past work in two ways. First, a large, diverse sample (N = 2309) enables the study of self-estimated intelligence across ethnicity. Second, one of the most prominent accepted intelligence theories is the Cattell-Horn-Carroll (CHC) theory. Can laypeople distinguish between general, fluid, and crystallized intelligence? This study finds evidence for a "modesty bias" in Hispanic Americans. In addition, fluid and crystallized intelligences may simply be seen as general intelligence

Kuo Ching-chi, Maker, Jane, Su Fang-Liu (2010) has worked on “Identifying Young Gifted Children and Cultivating Problem Solving Abilities and Multiple Intelligences”, The "Enrichment Program for Cultivating Problem Solving Abilities and Multiple Intelligences for Gifted Preschoolers" (PSMIGP program) was the first enrichment program for young gifted children in Taiwan. It was an extra-curricular program that was implemented over a 3-year period. The assessment and curriculum were designed by adapting the main part of the DISCOVER curriculum. The purpose of this paper was to introduce the identification model and to analyze the participants' performance in problem solving activities and in demonstrating their
special talents. To offer enrichment services for gifted young children, the researchers developed an identification model to discover more young gifted children and serve their needs in learning, regardless of the nature of their talents, disabilities, or cultural or socio-economical status. All participating young children were screened in a three-stage process that included both objective and subjective assessments, including checklists, interviews, portfolio assessment, group intelligence tests, observation in the play corner, individual intelligence tests, and structured observation activities.

Lane, India F.(2010) “Professional Competencies in Health Sciences Education: From Multiple Intelligences to the Clinic Floor”, Non-technical competencies identified as essential to the health professionals success include ethical behavior, interpersonal, self-management, leadership, business, and thinking competencies. The literature regarding such diverse topics, and the literature regarding "professional success" is extensive and wide-ranging, crossing educational, psychological, business, medical and vocational fields of study. This review is designed to introduce ways of viewing nontechnical competence from the psychology of human capacity to current perspectives, initiatives and needs in practice. After an introduction to the tensions inherent in educating individuals for both biomedical competency and "bedside" or "cageside" manner, the paper presents a brief overview of the major lines of inquiry into intelligence theory and how theories of multiple intelligences can build a foundation for conceptualizing professional and life skills.

McCellan, Joyce A. (2008) has worked on “Identifying the Multiple Intelligences of Your Students”, One way of addressing individual differences among adult learners is to identify the Multiple Intelligences of the learner. Multiple Intelligences refers to the concept developed by Howard Gardner that challenges the traditional view of intelligence and explains the presence of nine different Multiple Intelligences. The purpose of this study was to develop a valid and reliable instrument for identifying these Multiple Intelligences. Items were developed by field testing with 168 college students, and responses from 874 community college students were factor analyzed to develop a 27-item indicator to identify Multiple Intelligences preferences of adult learners.

McFarlane, Donovan A.(2011), “Multiple Intelligences: The Most Effective Platform for Global 21st Century Educational and Instructional Methodologies”, This paper examines the theory of Multiple Intelligences (MI) as the most viable and effective platform for 21st century
educational and instructional methodologies based on the understanding of the value of diversity in today's classrooms and educational institutions, the unique qualities and characteristics of individual learners, the opportunities that arise from applying the ideas of multiple intelligences, the need for flexibility and adaptation in a global society, and the increasing demand for accountability at all levels of education. Several definitions of intelligence are presented and the author examines the theories of Sternberg and Goleman as supportive of the philosophy of multiple intelligences being the most effective for 21st century educational and curricular platform.

McKethan, Robert, Rabinowitz, Erik, Kernodle, Michael (2010) has worked on “Multiple Intelligences in Virtual and Traditional Skill Instructional Learning Environments”, The purpose of this investigation was to examine (a) how Multiple Intelligence (MI) strengths correlate to learning in virtual and traditional environments and (b) the effectiveness of learning with and without an authority figure in attendance. Participants (N=69) were randomly assigned to four groups, administered the Multiple Intelligences Developmental Assessment Scales (MIDAS[TM]), were taught to fly cast, and were assessed on skill, form and accuracy. Results from this investigation imply that participants who score high in verbal/linguistic will be more likely to excel in virtual environments for tasks that require skill and accuracy, whereas when tasks require extensive form acquisition components the traditional classroom environment will most likely be more effective.

Merchan, N.J. and Mayoral Maria (2011) has worked on “Estimation of the Intelligence Quotient Using Wechsler Intelligence Scale in Children and Adolescents with Asperger syndrome” (AS) patients show heterogeneous intelligence profiles and the validity of short forms for estimating intelligence has rarely been studied in this population. We analyzed the validity of Wechsler Intelligence Scale (WIS) short forms for estimating full-scale intelligence quotient (FSIQ) and assessing intelligence profiles in 29 AS patients. Only the Information and Block Design dyad meets the study criteria.

Moberg, Eric (2009) has worked on “Intelligence Is Dynamic and Can Be Taught”, The purpose of this paper is to present evidence that intelligence is dynamic and can be taught. The author reviews empirical studies, theoretical frameworks, qualitative research, and conceptual frameworks. Author employed several databases in a wide review of academic literature. There are many competing and complementary theories of intelligence. Some reviewed below are
unitary, and some are multiple. Some older models argue that intelligence is strictly inherited, and there exist no means of increasing intelligence. While none of the modern theories of intelligence reviewed here explicitly argue that intelligence is strictly inherited, the author explicitly argues here that intelligence is dynamic, and can improve through education. The author cites 21 sources as evidence. The implications for educators are that we can teach not only ideas, concepts, subjects, and even fields, but also the ability to learn.

Naeini, Massoumeh Bemani, Pandian Ambigrapathy (2010) has worked on “On the Relationship of Multiple Intelligences with Listening Proficiency and Attitudes among Iranian TEFL University Students”, Gardner’s (1983) Multiple Intelligences Theory (MIT) has been found to have profound implications in teaching English as a foreign language (TEFL) in that it provides a way for teachers to recognize learners' individual cognitive and affective differences by providing favorable motivational conditions for learning. However, little investigation has focused on the domains of cognition and affect in a single study. Therefore, this study investigates two facets: the relationship of Multiple Intelligences (MIs) with listening among Iranian TEFL university students and the possible relationship between the type of intelligence the students fall into and their attitudes toward learning English.

Narli Serkan, Ozgen Kemal, Alkan Husenvin (2011) has worked on “In the Context of Multiple Intelligence Theory, Intelligent Data Analysis of Learning Styles was Based on Rough Set Theory”, The present study aims to identify the relationship between individuals' multiple intelligence areas and their learning styles with mathematical clarity using the concept of rough sets which is used in areas such as artificial intelligence, data reduction, discovery of dependencies, prediction of data significance, and generating decision (control) algorithms based on data sets. Therefore, first multiple intelligence areas and learning styles of 243 mathematics prospective teachers studying at a state university were identified using the "Multiple Intelligence Inventory for Educators" developed by Armstrong and the "Learning Styles Scale" developed by Kolb. Second, the data was appropriated for rough set analysis and we identified potential learning styles that a student can have based on the learning style s/he already has.

Ozgen, Kemal, Tataroglu Berna, Alken Husevin (2011) has worked on “An Examination of Multiple Intelligence Domain and Learning styles of Pre service Mathematics Teachers: Their reflection on Mathematics Education”, The present study aims to identify pre-service mathematics teachers’ multiple intelligence domains and learning style profiles, and to establish
relationships between them. Employing the survey model, the study was conducted with the participation of 243 pre-service mathematics teachers. The study used the "multiple intelligence domains inventory for educators" and "learning style inventory" as the data collection instruments. The results of data analyses demonstrated that most of the pre-service mathematics teachers preferred "converger" and "assimilator" learning styles. The same analyses also revealed that the pre-service teachers had "logical-mathematical" and "visual-spatial" as their dominant intelligence domains. The results suggest that most pre-service teachers have "moderate" and "advanced" levels of intelligence domains.

**Peariso, Jamon F (2008)** has worked on “Multiple Intelligences or Multiply Misleading: The Critic's View of the Multiple Intelligences Theory”, Howard Gardner's Multiple Intelligences (MI) theory has been widely accepted in the field of education for the past two decades. Most educators have been subjugated to the MI theory and to the many issues that its implementation in the classroom brings. This is often done without ever looking at or being presented the critic's view or research on the theory. This literature review discusses the critic's view of the Multiple Intelligences theory within the field of psychology and education.

**Razmjo, Savyed, Ayotollah, Jozaghi, Zahra (2010)** has worked on “The Representation of Multiple Intelligences Types in the Top-Notch Series: A Textbook Evaluation”, This study aims at evaluating Top-Notch series through a checklist devised by the researchers based on the elements of the Multiple Intelligences (MI) theory proposed by Gardner (1998). With the shift from teacher-centered classrooms to learner-centered one, more and more research is needed to be done in the realm of students' need analysis. One of the undeniable needs of the students to be fulfilled is for them to learn through the intelligence they are most capable at while the educational system mainly addresses students' verbal intelligence. This study has evaluated Top Notch series in terms of taking the nine intelligences into consideration through answering these two questions: 1. To what extent does Top-Notch series represent the MI features? 2. How frequently each of the eight intelligences is used in each book of the series? The results confirm that Top Notch is rich in addressing verbal intelligence followed by the visual, logical, musical, interpersonal, bodily, and intrapersonal one while to some extent poor in representing natural and existential intelligences.

**Tahriri, Abdorezza, Divsar Hoda (2011)** has worked on “EFL Learners' Self-Perceived Strategy Use across Various Intelligence Types: A Case Study”, Increasing attention paid to
learner-centered pedagogy in recent years has highlighted the examination of intelligence and language learning strategies (LLSs) among others. This study explores EFL learners' perceived use of language learning strategies across various intelligence types as reflected in Gardner's 1983 Multiple Intelligences Theory. Ninety BA Junior English majors studying at Islamic Azad University of Rasht participated in the present study. Two self-reported inventories, Multiple Intelligences Survey (Armstrong, 1993) and Strategy Inventory for Language Learning (SILL) (ESL/EFL Version) developed by Oxford (1990), were utilized to determine the participants' intelligence profile and their perceived strategy use. The findings of the study revealed that intelligence did not significantly affect the overall strategy use of the participants. All types of intelligence fell within the "medium" user of LLSs.

Uzunoz, Abdulkadir (2011) has worked on “Effect of Multiple Intelligence Theory Practice on Students Success by Bloom’s Taxonomy”, In this study, it is aimed to determine the effects of the “Multiple Intelligence Theory” on the retention and achievement of the students according to Bloom Taxonomy. This study is a research as an experimental model. Research in academic year of 2008/2009 in Foca Izmir Lesbos Reha Country High School 9 Class is conducted on students. In this school, 9th grade class has 72 students. 50% of these students were male and 50% of the female students. For testing the effects of Geography Education supported by “multiple intelligence theory and traditional geography education” on retention and achievement of students, controlled pre-test and post-test is used.

Wallace, Richard Le Roy Wayne (2010) has worked on “The Perceptions of Community College Students to Foreign Language Acquisition Grounded in Multiple Intelligence Theory”, The purpose of this qualitative study was to examine and gain a clearer understanding of the perceptions of foreign language learning of adult foreign language learners attending a South-West Missouri community college. This study was based on the Multiple Intelligence (MI) theory of Howard Gardner. It examined the perceptions of adult language learners where instruction was grounded in MI. This was an important aspect of the study because it sought to explore the perceptions of adult foreign language learners where instruction was grounded in MI and to offer insight into the factors that affect language learning, specifically in the context of incorporating MI in foreign language learning.

Yesil Rustu, Korkmaz, Ozagen (2010) has worked on “Reliability and Validity Analysis of the Multiple Intelligence Perception Scale”, this study mainly aims to develop a scale to determine
individual intelligence profiles based on self-perceptions. The study group consists of 925 students studying in various departments of the Faculty of Education at Ahi Evran University. A logical and statistical approach was adopted in scale development. Expert opinion was obtained for the content validity of the scale. Thus, the draft scale was written in the form of a 228-item five-point Likert-type rating scale. To determine its validity, (i) factor analysis, (ii) item-total correlations, and (iii) item discrimination power were calculated. In the light of the obtained data, it could be concluded that 143-item Multiple Intelligence Self-Perception Scale consisting of eight subscales is a valid and reliable instrument used to determine individual intelligence profiles.

**Implication of the reviews for the present study:**
Surveying the work done in the direction of Intelligence testing, it can be seen that every test has its speciality. Most of the tests in India are adaptations of foreign tests or conversion of some verbal tests into mother tongue. From the reviews, the investigator came to know the essential factors to be considered while planning, constructing and standardizing the test. The Investigator also understood the procedure of constructing test items and standardizing. In this scientific era no country can afford to ignore the best possible use of human potentialities of citizens for the development of the nation. Of all the abilities the field of intelligence testing has been most widely explored. The psychological tests help in making decisions about the placement of individuals for school and work, in the facilitation in the learning, in the process of counseling, in improving instructions in education, in formulating educational and social policies. They are also useful for classification of children with reference to their abilities. Now it is important to measure total intelligence of secondary school students, they are growing generation of the country. It will help teachers to guide students to choose their career also. It helps teacher students to solve their adolescents’ period problems. Therefore must needed mental testing, it causes to the development of an individual as well as whole, for the progress of the country. This study concerning to develop a tool to measure intelligence of the adolescents of Gujarat state. This tool is made for adolescents the age group of 12-16 years of age and studying in the classes 8 to 10.

**Statement of a problem**

*Construction and Standardization of a Multiple Intelligence Inventory for the Students of Secondary Schools*
Definition of the Key Words

Construction
The Merriam-Webster's online Dictionary (2011), gives the meaning as, "The arrangement and connection of words or groups of words in a sentence: syntactical arrangement"

Standardization
According to Patel, R. S. (2011), "Tests are subjected to stages of standardization and are therefore known as standardized tests."

In the above definitions, a psychological test was described as standardized measures. Therefore, it is a process of establishment of fixed procedure of administrating and scoring a test and the establishment of the norms, reliability and validity of a test. Thus, it is a process of refining a measuring instrument through scientific procedures. When a measuring instrument passes through the procedure of standardization, it becomes a standardized instrument.

Multiple Intelligence:
Multiple Intelligence means seven/eight different ways to demonstrate intellectual ability. Howard Gardner claims that all human beings have multiple intelligence. These multiple intelligences can be nurtured and strengthened or ignored and weakened.

Inventory
Good (1973) “In the field of evaluation, a test or checklist used to determine the subject's or examinee's ability, achievement, aptitude, interest or likes, generally in a limited area.”

Terry & Thomas (1977), "General term for personality tests or questionnaires design to expose personality characteristics."

In the present study the inventory means the list of the statements Related with Multiple Intelligence, to the designed to assess the Student’s Multiple Intelligence.

Secondary school:
Schools permitted to provide secondary education. (Secondary is from 8th Standard to 10th Standard).