

## SCHOOL ADMINISTRATORS' OPINIONS OF THEIR 'MULTIPLE INTELLEGEENCE AREAS' LEVELS

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### ABSTRACT

This study was conducted to determine the views of administrators, who work in the schools affiliated to the Ministry of Education, on their intelligence areas based on the multiple intelligence theory. The research population consists of the principals and assistant principals who work in the public schools (primary and secondary) in Nevşehir province between 2012 and 2013. Since the whole population was reached, there was no need to a sample to represent it. In this study, "the Multiple Intelligence Assessment Survey", which was developed by Gülşen (2012) on five-point Likert scale with '0,965' Cronbach's Alpha value, was adopted to determine the administrators' 'multiple intelligence areas'. According to the findings, there seemed no differentiation in the administrators' intelligence area in terms of gender variable. As a result of the research, it has been seen that the school administrators see their 'verbal/linguistic intelligence' as the most developed with a 55,4% participation rate and they think they have other intelligence areas at different rates. Considering these results, it is suggested for the Ministry of Education to determine the policies encompassing the activities that may help the school administrators be better equipped about multiple intelligence types.

**Key Words:** Multiple Intelligence, School, Education, Educational Administration, School Administrators.