


# Multiple intelligences among educational counselors in Jordanian schools and their relationship to gender and academic qualifications

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## Abstract

This study aimed to identify the nature of multiple intelligences among educational counselors in Jordanian schools by examining the predictive differences in multiple intelligences among educational counselors, as well as their relationships and impacts based on demographic variables, gender, and academic qualifications. The researcher developed the Multiple Intelligences Scale for Educational Counselors, which was utilized in the study, adopting a descriptive analytical methodology. The results indicated that the level of multiple intelligences among the sample members was average. No statistically significant differences were found in multiple intelligences based on gender. Additionally, there were no significant differences according to educational qualifications, except for existential intelligence, which was higher among those with a doctorate degree in multiple intelligences. Finally, a set of recommendations was proposed based on the incoming results, emphasizing the importance of conducting similar future studies and the need for continuous training, qualification, and development programs to activate multiple intelligences among the members of the study sample in the provision of educational counseling services.

**Keywords:** Academic qualifications, Educational counselors, Gender, Jordanian schools, Multiple intelligences.

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### **Contribution of this paper to the literature**

This research paper functions as a practical guide for authorities to evaluate the strengths and weaknesses of community members in relation to their multiple intelligences.

## **1. Introduction**

Multiple Intelligences (MI) typically constitute a pivotal factor in the educational field. They facilitate the provision of diverse educational and counseling activities and offer students receiving counseling opportunities to benefit from this diversity within the educational system and the counseling services provided. Counselors can primarily employ at least four types of MI when preparing educational counseling services, meaning that students have four opportunities for counseling services. Educational counselors must also address the challenges of implementing modern and innovative educational counseling approaches.

Scholars have emphasized the importance of incorporating Howard Gardner's eight intelligence types in providing educational counseling services during preparation and guidance, especially after the pilot phase. Additionally, educational counselors can employ intelligences that align with the content of the educational guidance process to support students' growth and gain insights from their feedback on the best ways to provide guidance (Armstrong, 1994). Scholars differ in their approaches to identifying the characteristics of human intelligence, which is influenced by a range of cognitive abilities that can be overt or latent. These abilities typically serve as indicators of an individual's capacity to achieve academic and scientific success (Abbas, 2007).

## **2. Research Problem**

The problem of this research lies in the ongoing debate regarding the importance of educational counselors' use of multiple intelligences in the counseling process in Jordanian schools. Therefore, the current study aims to identify the level and types of multiple intelligences possessed by educational counselors in Jordanian schools and the impact of gender and educational qualifications on their use of multiple intelligences. The significance of the current study is that educational counselors' personal characteristics, traits, and cognitive abilities significantly contribute to their professional and cognitive classification. Additionally, the types of multiple intelligences that educational counselors in Jordanian schools employ are essential for providing students with various educational counseling services, positively affecting the quality of counseling methods and therapy outcomes.

The current study derives its importance from its topic, namely, the multiple intelligences of educational counselors in Jordanian schools and their relationship to gender and academic qualification variables, as multiple intelligences have been proven to impact the quality of educational counseling services. Therefore, this empirical study serves as an attempt to provide beneficial data and results for educators in charge to identify the strengths and weaknesses of educational counselors, particularly regarding their multiple intelligences practices, so that they can use it in developing the skills of counselors and the preparation of rehabilitation and training. According to the researcher's knowledge and information, this study is also considered one of the first studies that addressed the multiple intelligences of educational counselors in Jordanian schools. The researcher also hopes that the results of this study will enrich the psychological and educational counseling literature both locally and globally.

## **3. Study Hypotheses**

The current study aimed to examine the level of multiple intelligences among educational counselors in Jordanian schools and to investigate the impact of gender and academic qualifications on their levels of multiple intelligences. Specifically, this study attempted to address the following hypotheses:

1. What are the levels of multiple intelligences among educational counselors in Jordanian schools?
2. Are there statistically significant differences in the multiple intelligences of educational counselors in Jordanian schools attributable to gender variables?
3. Are there statistically significant differences in the multiple intelligences of educational counselors in Jordanian schools attributable to the academic qualification variable (bachelor's, master's, doctorate)?

## **4. Research Objectives**

This research aimed to examine the level of multiple intelligences among educational counselors in Jordanian schools. It also sought to analyze the impact of gender and academic qualifications on the level of multiple intelligences among educational counselors in Jordanian schools and to predict multiple intelligences among educational counselors in Jordanian schools using demographic variables.

## **5. Research Terminology**

Multiple intelligences are described as multiple abilities that may manifest across several domains, including linguistic, visual, musical, naturalistic, kinesthetic, social, and interpersonal intelligence (Mahmoud, 2013). Operationally, the study sample, consisting of educational counselors in Jordanian schools, scores on the MI Scale.

Educational counselors are qualified individuals who hold a university degree in one of the branches of humanities and education (psychological and educational counseling, applied psychology). They are employed by the Ministry of Education, UNRWA, or non-governmental organizations. They provide various educational, psychological, social, and research services (Abu Hammad, 2010). Operationally, they are defined as educational counselors from the original study population in Jordanian schools who voluntarily responded to the research questionnaire. This was achieved by analyzing the results, developing an interpretation, and proposing recommendations.

Jordanian schools: All primary, intermediate, and secondary schools affiliated with the Jordanian Ministry of Education, which appoints their administrators and provides educational materials, equipment, tools, and services after construction or leasing (Rabie, 2008).

## 6. Limitations

The generalization of the results is limited to a sample of educational counselors in Jordanian schools during the second semester of the 2024/2025 academic year. The generalization of the results is also limited to the applied study tool used in the current study and its psychometric characteristics.

## 7. Literature Framework

Intelligence encompasses several types, such as social, linguistic, logical-mathematical, and emotional intelligence. Intelligence and success do not necessarily mean high grades and academic excellence, but rather extend to include artistic talents and creativity. In his groundbreaking book *Frames of Mind*, Gardner challenges the traditional concept of intelligence, which views intelligence as a single ability measured by IQ tests. He argues that intelligence encompasses multiple types. Gardner described a more intricate framework that posits that individuals possess eight or more relatively autonomous intelligences (Ahmad & Dzulkarnain, 2020; Davis, Christodoulou, Seider, & Gardner, 2011; Pearson, 2011). The identified intelligences encompass naturalistic intelligence (the ability to identify and utilize certain aspects of the environment), intrapersonal intelligence (the ability to understand oneself, own emotions, and thoughts), visual-spatial intelligence (related to spatial awareness and judgment, and the ability to visualize with the mind's eye; individuals with this type of intelligence often come up with unique and unconventional solutions to technical problems), musical intelligence (the ability to perceive rhythm, tone, sounds, and musical arrangements), linguistic intelligence (sensitivity to words and their meanings is a fundamental language capacity; individuals with strong verbal-linguistic intelligence demonstrate proficiency in both verbal understanding and expressive language), bodily-kinesthetic intelligence (related to motor skills and the ability to handle things in various ways, such as athletes and surgeons), logical-mathematical intelligence (logic, abstractions, reasoning, calculations, strategic thinking, and critical thinking are all related to this field), social intelligence (the ability to understand and interact with others easily, and to take on roles and form networks of relationships), and existential intelligence (the ability to understand the world of heavenly religions and spirituality) (Al-Surur, 2006).

Reviewing theoretical and educational literature emphasizes the importance of multiple intelligences in developing an individual's personality. This prompted the researcher to explore the extent of multiple intelligences among a sample of educational counselors in Jordanian schools. The study seeks to investigate the relationship between multiple intelligences, gender, and academic qualifications among the subjects of this research. Accordingly, multiple intelligences can play a pivotal role in developing the practical abilities and practices of educational counselors in Jordanian schools. The multiple intelligences of educational counselors in Jordanian schools and their impact on gender and academic qualifications in this current study will be measured through their responses to the items of the MI scale.

## 8. Previous Studies

Numerous studies have examined multiple intelligences among individuals working in research, education, academic, or counseling sectors, often in association with other variables. We will address them chronologically. For instance, A case study by Shearer and Luzzo (2009) explored the value of applying the theory of multiple intelligences to career counseling. It provided an overview of this theory and introduced the methods used in educational and professional planning within the framework of integrating the theory of multiple intelligences and the counseling profession. It also presented developmental assessment scales for multiple intelligences.

Saban (2009) conducted a systematic review of multiple intelligence (MI) studies (1999-2007) in Turkey, based on 25 themes. The results revealed that the majority of studies were conducted as master's (8) or doctoral dissertations (18) research papers. The study concluded that qualitative research on how multiple intelligences develop in children is needed. Additionally, it is intended that the analysis will provide experienced educators with a way to dialogue about the application of MI theory and offer some guidance to researchers, particularly those new to the field, who want to explore MI theory in schools.

Al-Najjar's (2010) study aimed to examine the level of multiple intelligences among 12 science faculty members at Umm Al-Qura University and their relationship to their creative instructional skills. Findings revealed a high level of logical-mathematical intelligence among the subjects (83.4%) and a low level of musical intelligence (45.9%). Of these, 58% possessed these skills at a very good level. Saudi Arabia, Al-Malham (2010) investigated the perceptions of (15) blind female students and (37) teachers (both sighted and blind) of multiple intelligences among blind female students in light of Gardner's theory and its relationship to their academic performance. Findings revealed statistically significant differences between female students' and teachers' perceptions of multiple intelligences among female students. Statistically significant differences were also found between the teachers' perceptions of some intelligences among their female students, attributed to the female students' academic achievement level. The results showed a statistically significant correlation between the female students' self-estimates of their multiple intelligences and their final grades in the Arabic language, and between the teachers' estimates of some intelligences and the female students' grades in the subjects related to those intelligences. Finally, Al-Dhafiri (2010) conducted a study to examine the level of multiple intelligences of secondary school principals and teachers in Kuwait and their relationship to the organizational climate in their schools from the principals' and teachers' perspective. The study sample includes 200 male and female principals and 536 male and female teachers. The results revealed a high level of intrapersonal intelligence among principals and teachers. In contrast, musical intelligence was low, and the other seven intelligences were moderate. The organizational climate prevailing in secondary schools in Kuwait was moderate, and a positive relationship with statistical significance was found between the level of multiple intelligences and the organizational climate.

Reviewing previous related studies, we note that they addressed demographic variables different from this study. To the best of the researcher's knowledge, no prior study has addressed multiple intelligences among educational counselors in Jordanian schools. This study differs from previous studies in its objectives, methodologies, procedures, study populations, and samples. Furthermore, there are some contradictions between the results of previous studies and this study regarding multiple intelligences among individuals in the research, educational, and academic sectors as dependent and independent variables. This indeed promotes further research and analytical studies in this area.

The impact of multiple intelligences on educational counselors in Jordanian schools and their relationship with gender and academic qualifications are variables that the current study addresses independently. Additionally, it chose a sample that differed from other research in terms of time, location, and human boundaries. By offering a theoretical framework complete with a wide range of data, the current study's theoretical introduction is enhanced by the fact that the participants in the study sample are also representatives of the original study community when the study tool was applied. This provides readers and specialists with a comprehensive understanding.

9. Methodology

9.1. Research Design

This research employed the descriptive-analytical approach. This scientific method can be relied upon for collecting targeted data and extending to include identifying, analyzing, and establishing relationships between variables. The results can then be easily and numerically interpreted, and generalizations regarding the research phenomenon can be reached.

9.2. Research Population and Sample

The current study population consisted of all educational counselors in Jordanian schools during the second semester of the academic year (2024/2025), while the current study sample consisted of 222 male and female counselors in Jordanian schools, and respondents to the applied study tool at all levels (government and private schools and international organizations, and in the three geographical regions: northern, central and southern Jordan, including cities, rural areas and deserts). The sample of male educational counselors in Jordanian schools consisted of 108 educational counselors, and the sample of female educational counselors in Jordanian schools consisted of 114 female educational counselors. The sample of educational counselors in Jordanian schools, according to the academic qualification category (educational counselors with a bachelor's degree) consisted of 119 educational counselors, while the sample of educational counselors in Jordanian schools, according to the academic qualification category (educational counselors with a master's degree) consisted of 73 counselors. Educationally, the sample of educational counselors in Jordanian schools according to the category of academic qualification (educational counselors with a doctorate qualification) consisted of (30) educational counselors, where they were chosen using the random stratified method, and classified according to their responses to demographic variables (social gender, academic qualification), and Table 1 shows that:

Table 1. Distribution of the study sample of educational counselors by demographic variables (Gender, academic qualifications).

Demographic variables	Number	Percentage
Gender:		
Category of male educational counselors in Jordanian schools:	108	49
Category of female educational counselors in Jordanian schools:	114	51
Total	222	100
Academic qualifications:	Number	Percentage
Educational counselors in Jordanian schools by academic qualification category (Bachelor's degree):	119	53
Educational counselors in Jordanian schools by academic qualification category (Master's):	73	33
Educational counselors in Jordanian schools by academic qualification category (Doctorate):	30	14
Total	222	100

9.3. Research Instrument

The researcher designed a Multiple Intelligences Scale to measure the level of MI among educational counselors in Jordanian schools after a systematic analysis of the theoretical literature examining multiple intelligences coined by Gardner (1993). The scale items were modified to suit the study's objectives and target population. The scale's psychometric properties were established using several procedures, including inter-rater validity. The initial version of the survey was presented to a panel of six professors specializing in educational psychology and counseling. They were asked to rate the validity and reliability of its items based on what it is intended to measure. All their recommendations were considered, and the scale was approved with an agreement rate of no less than 90%. Each item's Pearson correlation coefficient with the overall score of the scale was determined, and all items displayed statistically significant correlations at the 0.001 level. The scale's reliability was further validated through the computation of Cronbach's alpha, which produced a coefficient of 0.88, indicating a high degree of validity and reliability. This confirms the suitability of adopting the scale for the current study sample and its validity and effectiveness for scientific research purposes. Results are detailed in Table 2:

Table 2. Cronbach's alpha reliability coefficients for the multiple intelligences scale among educational counselors in Jordanian schools.

N	Multiple intelligence	Cronbach's alpha
1.	Naturalistic intelligence	0.90
2.	Musical-rhythmic intelligence	0.83
3.	Logical-Mathematical intelligence	0.91
4.	Existential intelligence	0.82
5.	Social intelligence	0.91
6.	Bodily-kinesthetic intelligence	0.84
7.	Linguistic (Verbal) intelligence	0.91
8.	Intrapersonal intelligence	0.92
9.	Visual-Spatial intelligence	0.87
Total		0.88



9.4. Research Procedures

This section describes the methodology, population, sample, instrument, variables, and statistical processing methods used in this research. The instrument was applied to a pilot sample to verify its psychometric properties, including validity and reliability. The study population and sample were then identified. The study instrument was administered during the second semester of the 2024/2025 academic year. The data were subsequently computerized, the results extracted, and recommendations presented.

9.5. Research Variables

This research assessed the impact of two independent variables: gender and academic qualifications. Gender includes two categories: male and female counselors in Jordanian schools. Academic qualifications are categorized as bachelor's, master's, and doctorate degrees. The dependent variable is the multiple intelligences of educational counselors in Jordanian schools, measured by participants' responses to the MI Scale.

10. Findings and Discussions

10.1. Findings of the First Hypothesis: What are the Levels of Multiple Intelligences Among Educational Counselors in Jordanian Schools?

Descriptive analysis (mean, standard deviations, ranks) was conducted to address this hypothesis. The results are presented in Table 3.

Table 3. Results of the descriptive analysis of the level of multiple intelligences among educational counselors in Jordanian schools.

N	Multiple intelligence	Mean	Std	Rank	Z-Score	Multiple intelligence domain level
5	Social	8.85	1.08	1	0.62	Moderate
7	Linguistic	8.68	1.45	2	0.22	Moderate
8	Intrapersonal	8.62	1.34	3	0.14	Moderate
4	Existential	8.6	1.44	4	0.08	Moderate
6	Bodily-Kinesthetic	8.58	1.43	5	0.06	Moderate
2	Musical	8.53	1.39	6	-0.11	Moderate
3	Logical-Mathematical	8.51	1.36	7	-0.13	Moderate
9	Visual-Spatial	8.49	1.29	8	-0.30	Moderate
1	Naturalistic	8.36	1.51	9	-0.51	Moderate
Overall score		8.58	0.49		0	Moderate

The overall results of the descriptive analysis in Table 3 demonstrated a moderate level of multiple intelligences among educational counselors in Jordanian schools, with a mean of 8.58 and a standard deviation of 0.49. As presented in Table 3, all nine identified intelligences were moderate, with means ranging from 8.36 to 8.85. Social intelligence was the most prevalent (mean 8.85, std 1.08) among the counselors, followed by linguistic intelligence (mean 8.68, std 1.45). Intrapersonal intelligence ranked third (mean 8.62, std 1.34). Visual-spatial intelligence was in the penultimate position (mean 8.49, std 1.29), followed by naturalistic intelligence (mean 8.36, std 1.51). Accordingly, it is noted that educational counselors in Jordanian schools possess all nine types of multiple intelligences, with average scores. Based on their responses to the approved study tool, they have an average score in each of social intelligence, linguistic intelligence, personal intelligence, existential intelligence, physical intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, and intelligence related to nature, with arithmetic averages ranging from 8.36 to 8.85. The total degree of all types of multiple intelligences among educational counselors in Jordanian schools reached 8.85.

The results presented here conclude that social intelligence and linguistic intelligence were counselors' most prevalent types of multiple intelligences, while visual-spatial intelligence and naturalistic intelligence ranked lowest. This result is partially consistent with the results of Al-Dhafiri (2010) and Al-Najjar (2010), depending on the sample, tools, and method. The high mean scores for social intelligence, linguistic intelligence, and intrapersonal intelligence among educational counselors in Jordanian schools can be attributed to their understanding of the roles these types of multiple intelligences play in providing educational counseling services and strategies to Jordanian school students. This requires educational counselors to employ tools and methods that consolidate and reinforce concepts within students, primarily relying on the counselor's personality, social skills, linguistic abilities, and interpersonal skills.

The results pertaining to existential, bodily-kinesthetic, and musical intelligences can be explained by the practical value of these types of intelligence, especially in accomplishing the applied goals of educational counseling. Bodily-kinesthetic intelligence helps interpret nonverbal and physical cues during counseling sessions; existential intelligence helps address clients' emotional challenges; and musical intelligence makes incorporating engaging, varied activities into group guidance programs with educational and developmental goals easier. All of these intelligences are essential to improving the efficacy of guidance practices.

On the other hand, there are two main reasons why the mean scores for logical-mathematical, visual-spatial, and naturalistic intelligences are so low. First, educational counselors do not view these forms of intelligence as strategically necessary to operate guidance programs in Jordanian schools effectively. Second, these intelligences have not received enough attention in educational counselors' professional development and training, whether in-service training or academic training. Their limited development and, as a result, the lower average scores observed have probably been caused by this lack of focus.

10.2. Findings of the Second Research Hypothesis: Are There Statistically Significant Gender Differences in the Multiple Intelligences of Educational Counselors in Jordanian Schools (Male and Female Counselors)?

To find the statistically significant relationship between multiple intelligences among educational counselors in Jordanian schools based on the gender variable, descriptive analysis and T-test values were computed to determine the nature of the differences between the means of the two independent groups, as indicated in Table 4.

**Table 4.** Results of descriptive analysis and T-test values for the differences in multiple intelligences among educational counselors in Jordanian schools by gender.

Multiple intelligence	Gender	N	Mean	Std	T - value (calculated)	P – value
Naturalistic	Male	108	8.41	1.343	- 0.705	0.484
	Female	114	8.61	1.211		
Musical	Male	108	8.71	1.503	0.208	0.839
	Female	114	8.65	1.397		
Logical-Mathematical	Male	108	8.59	1.388	- 0.223	0.824
	Female	114	8.65	1.286		
Existential	Male	108	8.75	1.366	- 1.06	0.297
	Female	114	8.45	1.488		
Social	Male	108	8.61	1.551	0	1
	Female	114	8.61	1.513		
Bodily-Kinesthetic	Male	108	8.29	1.53	- 0.132	0.894
	Female	114	8.33	1.494		
Linguistics	Male	108	8.33	1.235	- 0.788	0.433
	Female	114	8.51	1.296		
Intrapersonal	Male	108	8.53	1.267	0.148	0.884
	Female	114	8.49	1.419		
Visual-Spatial	Male	108	8.83	1.203	- 0.184	0.857
	Female	114	8.86	0.985		
Overall score	Male	108	8.55	0.484	- 0.140	0.885
	Female	114	8.56	0.477		

The descriptive analysis and T-test results revealed no statistically significant gender differences at the significance level ( $\alpha \leq 0.05$ ) in the multiple intelligences of educational counselors in Jordanian schools. The overall T-value was -0.140, and the P-value was 0.885. Furthermore, no statistically significant differences were found at the significance level ( $\alpha \geq 0.05$ ) across all areas of multiple intelligences, as all the calculated T-values were not statistically significant.

However, this result supports the acceptance of the hypothesis that there are no statistically significant differences at the statistical significance level ( $\alpha \leq 0.05$ ) in the multiple intelligences of educational counselors in Jordanian schools according to the gender variable. This result can be explained by the identical tasks assigned to male and female educational counselors and the fact that the gender variable does not affect their possession of multiple intelligences skills. Since both genders can acquire and perform the necessary educational counseling competencies, such as interviewing techniques, identifying challenges for student counselors, psychological assessment and diagnosis, and other counseling strategies, the functional roles played by each educational counselor are not distinct from one another. They also call for dedication to professional ethics and address the problems and values surrounding Jordanian schools' counseling and educational services sectors.

Additionally, Jordanian schools employ both social types of educational counselors, who are highly ambitious and passionate about personal growth. The results of this hypothesis do not conflict with those of other related research previously presented. This is because the research factors covered in the current study (multiple intelligences based on the gender variable) differ from those in earlier related studies. Therefore, the current study is distinct, original, and innovative.

10.3. Findings of the Third Research Hypothesis: Are There Statistically Significant Differences Affecting the Multiple Intelligences of Educational Counselors in Jordanian Schools Attributable to the Educational Qualification Variable (Bachelor’s, Master’s, and A Doctorate)?

Descriptive analysis was computed to gauge the multiple intelligences level among educational counselors in Jordanian schools by the academic qualification variable, as shown in Table 5.

**Table 5.** Results of the descriptive analysis of the multiple intelligences domains among educational counselors in Jordanian schools by the academic qualification variable.

Multiple intelligence	Qualifications	N	Mean	Std
Naturalistic	Bachelor's	119	8.64	1.33
	Master's	73	8.46	1.29
	Doctorate	30	8.37	1.25
	Total	222	8.49	1.29
Musical	Bachelor's	119	8.73	1.63
	Master's	73	8.38	1.38
	Doctorate	30	9.12	1.19
	Total	222	8.74	1.4
Logical-Mathematical	Bachelor's	119	8.56	1.51
	Master's	73	8.71	1.17
	Doctorate	30	8.79	1.38
	Total	222	8.68	1.35
Existential	Bachelor's	119	9.06	1.42
	Master's	73	8.15	1.36
	Doctorate	30	8.57	1.41
	Total	222	8.59	1.39
Social	Bachelor's	119	8.43	1.51
	Master's	73	8.65	1.54

Multiple intelligence	Qualifications	N	Mean	Std
	Doctorate	30	8.76	1.53
	Total	222	8.61	1.52
Bodily-Kinesthetic	Bachelor's	119	8.24	1.62
	Master's	73	8.41	1.33
	Doctorate	30	8.36	1.7
	Total	222	8.33	1.55
Linguistics	Bachelor's	119	8.29	1.31
	Master's	73	8.49	1.32
	Doctorate	30	8.61	1.15
	Total	222	8.46	1.26
Intrapersonal	Bachelor's	119	8.3	1.38
	Master's	73	8.74	1.46
	Doctorate	30	8.46	1.35
	Total	222	8.5	1.39
Visual-Spatial	Bachelor's	119	8.81	1.13
	Master's	73	8.82	1.15
	Doctorate	30	9.06	1.01
	Total	222	8.89	1.09
Overall score	Bachelor's	119	8.55	0.53
	Master's	73	8.53	0.49
	Doctorate	30	8.68	0.39
	Total	222	8.59	0.46

The descriptive analysis in [Table 5](#) revealed significant differences between the mean scores of participants' responses to the multiple intelligences scale attributable to the academic qualification variable. The highest total arithmetic mean, 8.68, was achieved by educational counsellors in Jordanian schools with a doctorate, while the next highest arithmetic mean, 8.55, was for those holding a bachelor's degree. Lastly, educational counsellors with master's degrees in Jordanian schools had an arithmetic mean of 8.53.

A one-way analysis of variance was used to examine the differences in multiple intelligences among educational counselors in Jordanian schools based on the educational qualification variable to determine whether the differences in the arithmetic means of these intelligences are statistically significant at the significance level ( $\alpha \geq 0.05$ ). The results of the variance analysis are presented in [Table 6](#).

**Table 6.** Results of one-way analysis of variance for differences in multiple intelligences among educational counselors in Jordanian schools by academic qualification.

Multiple intelligence	Source of variance	Sum of squares	Degree of freedom	MS	F-value	P-value
Naturalistic	Between groups	1.45	2	0.73	0.439	0.648
	Within groups	159.56	219	1.646		
	Total	161.01	221			
Musical	Between groups	8.236	2	4.119	2.019	0.139
	Within groups	197.876	219	2.05		
	Total	206.112	221			
Logical-Mathematical	Between groups	1.036	2	0.519	0.285	0.76
	Within groups	174.276	219	1.796		
	Total	175.312	221			
Existential	Between groups	18.08	2	9.044	4.765	0.012 *
	Within groups	184.2	219	1.896		
	Total	202.28	221			
Social	Between groups	1.577	2	0.786	0.333	0.718
	Within groups	228.226	219	2.356		
	Total	229.803	221			
Bodily-Kinesthetic	Between groups	0.637	2	0.319	0.139	0.872
	Within groups	223.124	219	2.4		
	Total	223.761	221			
Linguistics	Between groups	1.62	2	0.806	0.497	0.608
	Within groups	156.76	219	1.617		
	Total	158.38	221			
Intrapersonal	Between groups	4.577	2	2.285	1.288	0.383
	Within groups	172.258	219	1.779		
	Total	176.835	221			
Visual-Spatial	Between groups	0.917	2	0.457	0.378	0.687
	Within groups	117.129	219	1.206		
	Total	118.046	221			
Overall score	Between groups	0.3	2	0.15	0.609	0.547
	Within groups	22.346	219	0.24		
	Total	22.646	221			

The results in Table 6 demonstrate statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the multiple intelligences of educational counselors in Jordanian schools attributable to academic qualification. The calculated F-value is 0.609, and the statistical significance level is 0.547 for the total score. Furthermore, no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) were found in most areas of multiple intelligences of educational counselors due to academic qualification, as the calculated F-values were not statistically significant. Accordingly, the hypothesis is accepted at a statistical significance level ( $\alpha \leq 0.05$ ) regarding the multiple intelligences of educational counselors due to the academic qualification variable. However, significant differences were observed in existential intelligence. The Scheffé post hoc test was used to determine the significance of these discrepancies. Results are presented in Table 7.

**Table 7.** Results of the Scheffé post-hoc test of multiple intelligences among educational counselors in Jordanian schools by academic qualification.

Academic qualifications	Mean	Bachelor's	Doctorate	Master's
		9.09	8.54	8.12
Bachelor's	9.09	–	0.52	1.04 *
Master's	8.54	–	–	0.43
Doctorate	8.12	–	–	–

The Scheffé post hoc test results demonstrate an effect of academic qualifications on the differences among educational counselors in Jordanian schools, favoring counselors holding a bachelor’s degree compared to educational counselors with only a master’s degree. This could be explained by the improved scientific, practical, and applied skills they have acquired through their advanced academic education, which also helps them become more aware of their hidden intellectual potential.

Additionally, the findings showed notable variations in existential intelligence, especially among doctorate-holding counselors. This is explained by the demanding academic and professional work necessary to earn a doctorate, which probably increased their drive for personal growth and intellectual engagement. These counselors showed heightened propensities for investigation, introspection, and existential analysis skills necessary for negotiating complicated human situations in the counseling process. They probably developed more sophisticated communication skills due to their advanced educational experiences, which helped them successfully interact with people, concepts, and belief systems.

It is crucial to remember that, primarily because of differences in the variables examined, the results of this hypothesis neither entirely support nor refute those of earlier research. The study's focus on educational qualification as a differentiating element makes its contributions more current, specific, and unique, even though previous research may have addressed different aspects of multiple intelligences.

11. Recommendations

Based on the findings of the current study and its predecessors, as well as the pertinent literature and earlier research reviewed in this study, the researcher suggests the following set of practical measures:

- 1. Conduct comparable research in the future on educational counselors in Jordanian schools, considering a range of social, cultural, religious, and ethnic backgrounds.
- 2. Conduct academic and practical training and encourage counselors to engage in professional development on utilizing their multiple intelligences when providing educational counseling services to Jordanian school students.
- 3. Conducting specialized training sessions and workshops for educational counselors in Jordanian schools and various groups on multiple intelligences, especially those with low arithmetic averages, such as musical, visual-spatial, and naturalistic intelligences.
- 4. Conduct further studies measuring the multiple intelligences of educational counselors working in Jordanian schools and compare them with their counterparts at other regional and international levels.

12. Conclusion

In conclusion, this study, with its results, showed that the level of multiple intelligences among educational counselors in Jordanian schools is average. This study also revealed predictive differences in multiple intelligences among educational counselors in Jordanian schools according to the demographic variables of the research (gender and academic qualification). The importance of this study also lies in the fact that it is an applied procedural attempt to identify the strengths and weaknesses of educational counselors in Jordanian schools in relation to their multiple intelligences, and the reflection of this on the reality of providing counseling services and their effectiveness in the educational and teaching process. Ultimately, the researcher recommends, based on the results received, conducting future research studies on educational counselors in Jordanian schools who have different economic, cultural, social, religious, and ethnic characteristics, and also emphasizing the rehabilitative and developmental role and continuous training of educational counselors in Jordanian schools.

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