

## The Impact of Multiple Intelligences on Vocational Interests: A Case Study of Palestinian Students

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### Abstract

The study aimed to investigate the impact of multiple intelligences on vocational interests among Palestinian students. The study approached the literature as a multi-dimensional phenomenon, which addressed both theoretical and applied research. The study, considered to be the first and leading of its kind, to the author knowledge, revealed that multiple intelligences and vocational interests, through empirical surveys was relatively limited in the Palestinian occupied society where unemployment rate is considered a risk factor.

The study adopted the quantitative and qualitative research approach using the sampling survey method. The questionnaire is appropriate for the exploratory nature of the research. Multiple intelligence was evaluated using a 40-item index scale developed by Chislett and Chapman (2005) based on Howard Gardner's MI Model, however vocational interests was evaluated using a 42-item index scale based on Holland's (1997) RIASEC model. It was administrated to one thousand and thirty-six secondary school students (411 males and 625 females) at Southern Hebron Governorate. The sample was selected based on gender and stream. The sample size was calculated using the sampling web, <http://www.surveysystem.com/sscalc.htm>, sample size calculator, with a margin error of 0.05. The target population consisted of secondary school students in the southern Hebron district during the 2015/2016 academic year, which included thirty five thousand three hundred and twenty students (14045 males to 21275 females). The data was statistically analyzed using Statistical Package for Social Sciences (SPSS).

The findings revealed that Palestinian students had a moderate level of multiple intelligences and vocational interests. The mean scores and standard deviation were (M 3.42 SD 0.43; M 3.46 SD 0.51) respectively. The findings revealed a positive correlation between multiple intelligences and vocational interests among Palestinian students. It was found that when multiple intelligences increases, vocational interests increases and vice versa.

The results demonstrated significant statistical differences in the multiple intelligences and vocational interests scores among the students according to their gender, stream, family birth rank, and parents' educational level. Academic achievement emerged as a significant predictor of multiple intelligences and vocational interests.

In light of the current study and its discussions, the following is recommended: Strengthen the principles of multiple intelligences among the teachers; through training courses, and update their knowledge in such important topic, which affects positively their student academic performance. Address the Palestinian curriculum with multiple intelligences' concept as an important component in academic performance. There is a need to address the Palestinian curriculum with vocational interest's concept as an important component in academic performance. A need to establish an advanced psycho-educational advising unit at the Palestinian schools to offer advice, developmental, and remedial services focusing on the multiple intelligences and vocational interest. Implication of training school counselors in vocational and academic counseling. Raise students' and parents' awareness of the importance of developing vocational interest and decision-making by hosting seminars and workshops; invite specialists; arrange morning school programs; and implement vocational days at schools. Further studies to establish a clearer understanding of the multiple intelligences and vocational interests among Palestinian students is recommended. The implications of the findings for practice are also highlighted.

**Keywords:** Multiple intelligences, vocational interests, Palestine, career, academic achievement, students.

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