

Examination of the Relationship between Classroom Teachers' Multiple Intelligence Areas and Their Students' Academic Achievements

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ABSTRACT The purpose of this research is to determine the relationship between multiple intelligence areas of 4th and 5th grade teachers and the grade point averages of their students in Turkish, mathematics, science and technology and social studies courses. The research sample consists of 81 classroom teachers who worked in primary schools in the central districts of Diyarbakir during the 2011-2012 academic year. In this research, single and relational survey models were used. In the analysis of the data obtained from this study, Descriptive Statistics, Independent Sample t-test and Pearson Product Moment Correlation Coefficient were used. The findings of the study, suggest that there was no statistically significant difference between the classroom teachers' average scores of verbal-linguistic, visual-spatial, naturalistic, musical, logical-mathematical, intrapersonal, interpersonal and bodily-kinesthetic intelligence areas in terms of the "gender" and "grade level" variables.