

Analyzing the Intelligences Profiles of Law Students: Did the Students Select the Right Specialization?

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Abstract

This research studies the multiple intelligences profiles among Law students at Dhofar University (DU) and investigates the differences in students' multiple intelligences according to gender. The study identifies the dominant intelligences of Law students and matches them with their specialization. This research was conducted in the fall of the 2017-2018. A scale of Multiple Intelligences developed by the researchers was applied on (53) students. Mean, standard deviation and MANOVA test were used for statistical analysis. The study reveals that the intrapersonal intelligence has the highest score and always ranks the first. The study also found that the law students have selected the right specialization.

Keywords: Multiple Intelligences, Gender, Fields of Specialization, Law students.

Multiple Intelligences theory is a new theory of human intellectual competences which challenges the classical view of intelligence. Based on IQ Test, intelligence is a single capacity and the main question here is "How smart are you". Based on the individual's score on IQ test, one is either 'smart' or 'stupid'. Gardner claims that IQ test, has "predictive power for success in schooling, but has relatively little predictive power outside the school context (Gardner, 2011).

Gardner (1983, p.81) defines "intelligence as the ability to solve problems or to create fashion products that are valued within one or more cultural settings"

Multiple Intelligences theory (MI) defines the intelligence based on three components: (1) Intelligence is a set of skills that can be used to solve problems or overcome difficulties (2) Intelligence is considered if there is an achievement of a product valued by the culture (3) Intelligence is considered when reaching a creative solution leads to new knowledge. (Gardner, 1983).

Up to date, Gardner has identified nine intelligences:

1. Logical-Mathematical Intelligence
2. Linguistic Intelligence
3. Spatial Intelligence
4. The Personal Intelligences
5. Musical Intelligence
6. Bodily-Kinesthetic Intelligence
7. Natural Intelligence
8. Spiritual Intelligence
9. Existential Intelligence

Following is the definition of each intelligence (Gardner, 1983, 1993, 1995, 1999).

Linguistic Intelligence

involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.

This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

Logical-Mathematical Intelligence

consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

Musical Intelligence

involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms.

Bodily-Kinesthetic Intelligence

entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.

Spatial Intelligence

involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal Intelligence

is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

Intrapersonal Intelligence

entails the capacity to understand oneself, and appreciate one's feelings, fears and motivations.

Naturalist Intelligence: refers to individuals who have greater sensitivity to nature. They are good at taming and interacting with animals.

Existential intelligence

the intelligence of understanding in a large context or big picture. It is the capacity to tackle deep questions about human existence, such as the meaning of life, why we die, what my role is in the world.

1.1 Statement of the Problem

If every learner understands his uniqueness in the classroom, he will increase his opportunities for learning and his ability in aligning his potentials to specific tasks. 'Multiple intelligences' is one aspect of a learner's uniqueness. Actually, MI theory assumes that if there are programs that demonstrate the skills of real life in the eight intelligences for individuals from an early age then the individuals will have clear and more reliable bases to select the future career. (Armstrong, 2009). The study will examine the differences in multiple intelligences of Law students at DU.

1.2 Research Questions:

1. What are the multiple intelligences profiles of Law students?
2. What are the multiple intelligences profiles Law students according to the gender?
3. Are the students accommodated in the appropriate specialization?

1.2 Research Hypotheses

From the second question, one hypothesis emerged:

1. There are no statistically significant differences at ($\alpha = 0.05$) in the multiple intelligences of the Law students attributed to gender.

1.4 Significance of the Study:

Currently, the theory of Multiple Intelligences is considered as an effective tool in determining the diversity of the learners all over the world. This study highlights the relationship between multiple intelligences profiles and field of specialization. This issue is very important for higher education students and it could be crucial for students before selecting a college or field of specialization.

To the knowledge of the researchers, this is the first study that explores the multiple intelligences profiles of Law students in Dhofar provenance in the Sultanate of Oman. It is hoped that this study will represent an indicator for the business study to know if they are accommodated in the right specialization or not. Enlightening the students in the high school or first-year students about the theory of multiple intelligences will help the student to choose the appropriate college and the specialty which matches his or her intelligences profile. If the multiple intelligences scale is administered at the end of the high school or in the first year of the university, then the students will be more aware of their capabilities, skills, and intelligences and hence the chance of completing the university will be very high and consequently, the drop-out rate will be lower.

1.5 Study Limitations

- A sample of males and females of Law students in Dhofar University.
- The validity and reliability of the instrument that is used in the study.

2. Theoretical Literature and Related Studies:

2.1 Multiple Intelligences:

Since it was published in 1983, MI theory challenged the traditional perception of intelligence which was basically recognizing one or two types of intelligences. MI theory emphasizes and promotes the idea of diversity and highlights the several ways way of employing these intelligences to developing the society and its advancement. (Kallenbach, 2006; Gardner, 2011).

There are some important key points to explain the essence of MI theory: (1) Despite the fact that every one of us possess the eight intelligences, we are all different because the strength of each intelligence varies and that's why everyone has a different intelligences profile (2) The intelligences could work together smoothly or each intelligence works independently (3) Education can be improved if the materials and learning activities are designed based on the intelligences profile of the students. Gardner announced his theory starting with seven intelligences. Later he added two more intelligences (Gardner, 1999)

This theory has been the framework of the study. This research explores the multiple intelligence profiles of the students. It considers eight intelligences and excludes existential intelligence because accordingly, many educators still hesitate to accept it as intelligence in the classroom.

2.2 Previous related studies:

Kandeel (2016) conducted a study to find out the patterns of multiple intelligences of students and how it is related to the academic achievement in Mathematics course at King Saud. The results ranked the multiple intelligences of the study sample as self, social, bodily, logical, verbal, visual, musical and natural intelligence. Fardad, Koosha, and Shafiee (2015) explored the relationship between (MI) scores of EFL students according to their gender and their vocabulary knowledge. The sample of the study consisted of 88 students (24 males and 64 females) from Khorasgan Azad University. The results show that there is no significant correlation between MI scores and their vocabulary knowledge. The study also revealed that there is no no significant difference between males and females concerning different types of intelligences

Mustafa, Abu Jado, and Onoz (2014) conducted a research to explore the multiple intelligences type of Jordanian students at Yarmouk University. The researchers used the Multiple Intelligences Test (MIT) prepared by Onoz (2009). (759) students from Yarmouk University participated in the study. The results revealed that the linguistic intelligence came first, while the spatial intelligence was last.

Al-Faoury, Khataybeh, and Al-Sheikh (2011) studied the intelligences types of the Jordanian students in different public and private universities. To collect data, the researchers used a survey which was administered to (1436) students. The results showed that females excelled in linguistic and interpersonal intelligence. The results also showed that there were significant differences in the logical intelligences in favor of the governmental universities. Regarding the average factor, the study didn't find any significant differences in the multiple intelligences could be attributed to the average.

Al-Aslani (2010) conducted a study to explore the impact of using a remedial strategy based on MI theory on improving the achievement in the geometry of slow learners. Attitudes towards geometry also have been investigated. The results showed that the remedial strategy has a positive effect and the performance of the experimental group is better than the performance of control group.

Ahmad (2010) explored the impact of a program designed according to MI theory on improving the academic achievement and developing the creative thinking of students in secondary commercial school. The number of participants was (120) female students. The sample was divided into (40) students representing the control group, and (80) students represented the experimental group. The results showed that the program has a positive effect and the performance of the experimental group is better than the performance of the control group.

Alumran (2006) explored the multiple intelligences of the students at University of Bahrain and investigated the difference in multiple intelligences with respect to gender and the field of specialization. The researcher developed a multiple intelligences test to find out the intelligences profiles. The participants were (238) students from (13) different specializations. Using MANOVA, results found that dominant intelligences were social intelligence and Personal intelligence.

3. Methodology

3.1 The study sample:

the total number of Law Students in DU in Fall of 2017-2018 was (738). The population of this study was composed of (53) which represents around (7.2) %. The students were from the first year Bachelor morning programs and they were selected randomly.

Table (1) shows the distribution of the study sample

Table 1: Distribution of sample

	Category	Number	Percent %
Gender	Males	39	73.6
	Females	14	26.4
	Total	53	100.0

3.2 Study Instruments and test scoring: Multiple Intelligences Scale

After reviewing the literature and studying some inventories related to MI theory, the researchers developed a scale to measure the MI profile of the students. The scale developed mainly by taking advantage of Mackenzie (1999), Armstrong (2009) and Abdulkarim & Al Jadiry (2012). Five Likert scale has been used: always apply, apply, apply sometimes, do not apply, and never apply. The maximum weight is (5) and it is given to the response always apply while the minimum is given (1) to the response never apply. The MI scale is written in both languages English and Arabic.

3.3 Tool validity

To confirm the validity, the scale has examined first by seven professors (The specializations of professors are: Psychology, Measurement, and Evaluation, Curricula and instruction) The comments and suggestions of the referees have been studied and the final version of the scale has developed in both languages: Arabic and English then sent to English language teacher and Arabic language teacher for final revision.

3.4 Tool Reliability:

Regarding the reliability, the researchers applied the scale on an exploratory sample of 23 students. The reliability coefficient is calculated by using Cronbach Alpha. Table (2) explains the values coefficients for each intelligence.

Table 2: Cronbach Alpha coefficients for each intelligence

No.	Intelligence	Number of Items	Value of Cronbach alpha coefficient
1	Linguistic Intelligence	8	0.84
2	Logical-Mathematical Intelligence	8	0.92
3	Spatial Intelligence	8	0.75
4	Kinesthetic Intelligence	8	0.89
5	Musical Intelligence	8	0.93
6	Interpersonal Intelligence	8	0.74
7	Intrapersonal Intelligence	8	0.90
8	Naturalist Intelligence:	8	0.83

3.3 Study Procedures:

The following procedure was implemented

1. preparing the MI scale after reviewing the theoretical literature.
2. getting the consents from the research department to conduct the study.
3. calculating validity and reliability of the scale.
4. selecting the sample from undergraduate Law students in Dhofar University (DU) (First year morning program).
5. administering the scale on the study sample.
7. the statistical analyzing processing.

3.4 Study Variables:

1. Independent variables:

- 1) Gender (Males, females)

2. Dependent variable: The intelligences of students

3.5 Data Analysis:

(SPSS) program has been used to calculate the means and standard deviation. MANOVA Test was also used to find out if the differences in multiple intelligences profiles were significant or not.

4. Results and discussion:

4.1: Findings and discussions of the first question:

The first question was: What are the multiple intelligences profiles of Law students? Means and standard deviation of the sample scores were calculated. Table (3) shows the results.

Table 3: multiple intelligences profiles of the sample

Type of Intelligence	Mean	STDEV	Rank
Linguistic	29.55	3.71	2 nd
Logical	28.02	4.73	3 rd
Spatial	26.26	5.06	7 th
Kinesthetic	27.68	4.67	4 th
Musical	22.7	6.22	8 th
Interpersonal	27.66	4.97	5 th
Intrapersonal	31.19	4.03	1 st
Naturalist	27.17	4.59	6 th

* The Maximum score of each ability is (40).

Table (3) shows that intrapersonal intelligence ranks first with a mean of (31.19) and STDEV of (4.03) while Linguistic intelligence lies at the second rank with a mean score of (29.55) and STDEV of (3.71). The interesting point here is the Logical Intelligence which comes at the third rank with a mean of (28.02) and STDEV of (4.73). The musical intelligence occupies the last rank with a mean of (25.06) and STDEV of (5.44).

The result of having the intrapersonal intelligence in the first rank can be attributed to the fact that the sample of the study belongs to the late adolescence stage. Based on the theory of Developmental Psychology of Erikson (1959), the sample of the study lies between stage number (5): Adolescence stage and stage number (6): Young Adult. During stage (5), adolescents major concern is finding their self and determining their personal identity. They tried to explore the personal values and they start the first trial to set their future goals. In this period, they begin to construct their identity. In stage (6) the people begin to share their self-more intimately with others. They explore relationships leading toward longer-term commitments with someone other than a family member (McLeod,2017).

The results of the current study are in harmony with the results of the studies of Al- Faouri, Khataybeh, & Al-Sheikh (2011) and Kandeel (2016) where in all previous studies the intrapersonal intelligence ranks first. Regarding the musical intelligence, the students of this study give themselves the lowest score which also is in a full agreement with Al- Faouri, Khataybeh, & Al-Sheikh (2011) where the musical intelligence ranks the last.

In Alumran (2006), the musical intelligence ranks seventh out of nine intelligences (The existential intelligence has been also considered). In the study of Mustafa, Abu Jado, & Onoz (2014), the musical intelligence ranks fourth which represents a clear difference from other studies.

4.2: Findings and discussions of the second question:

The second question was: What are the multiple intelligences profiles Law students according to the gender? Table (4) shows means, standard deviation, and the rank of males and females while figure (1) shows a column chart of the results.

Table (4): multiple intelligences profiles of males and females of Law students

Type of Intelligence	Males			Females		
	Mean	STDEV	Rank	Mean	STDEV	Rank
Linguistic	29.1	3.59	2 nd	30.79	3.91	2 nd
Logical	27.74	4.72	3 rd	28.79	4.84	5 th
Spatial	24.92	4.81	7 th	30	3.78	3 rd
Kinesthetic	27.08	4.43	6 th	29.36	5.06	4 th
Musical	21.69	6.25	8 th	25.5	5.37	8 th
Interpersonal	27.72	4.73	4 th	27.5	5.76	6 th
Intrapersonal	30.9	3.78	1 st	32	4.72	1 st
Naturalist	27.41	4.77	5 th	26.5	4.11	7 th

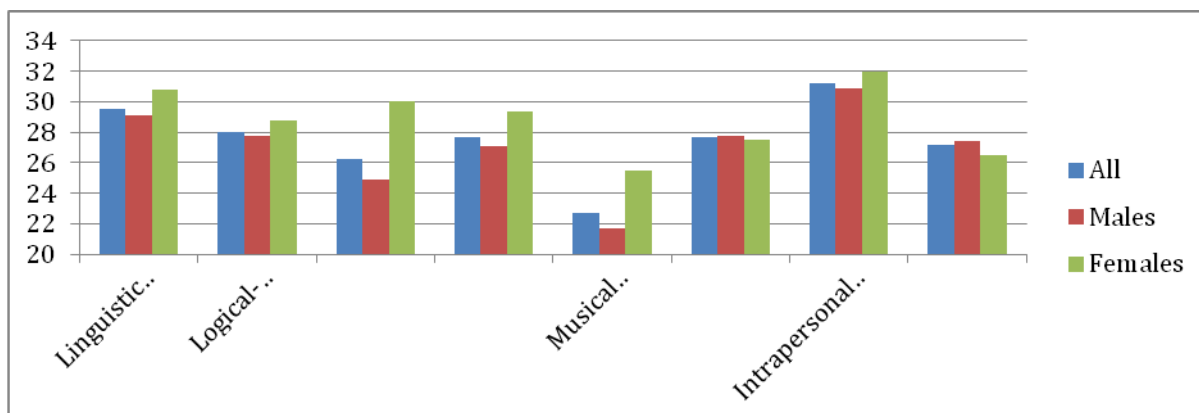


Figure (2): a column chart of males, females, and all sample results.

According to the table (4), the males' intelligences ranked as follows: Intrapersonal, Linguistic, Logical, Interpersonal, Naturalist, Kinesthetic, Spatial, and finally the Musical intelligence. Regarding the females sample, the rank was as follows: Intrapersonal, Linguistic, Spatial, Kinesthetic, Logical, Interpersonal, Naturalist, and finally the Musical intelligence. In general, there is a full agreement in the first, second, and last ranks between males and females.

Table (4) shows that females estimated their intelligences higher than males in all intelligences except in Interpersonal, and Naturalist intelligences. The result is in disagreement with the result of Chan (2003) and also with Szymanowicz & Furnham (2013) study, which reported that males consistently tend to rate their intelligence, especially mathematical intelligences higher than females.

From the second question, one hypothesis emerged

There are no statistically significant differences at ($\alpha = 0.05$) in the multiple intelligences of the Law students attributed to gender.

One-way MANOVA tests of the differences between the means of sample score on the eight intelligences has been administered to find out if there are statistically significant differences in each intelligence according to gender variable. Table (6) shows the results.

Table (6): Multivariate Tests according to gender variable

Effect	Value	F	Hypothesis df	Error df	Sig.	
Gender	Wilks' Lambda	.618	3.406	8.000	44.000	.004

Table (6) shows that there are statistically significant differences in intelligences based on gender, $F(8, 44) = 3.406$, $p = 0.004$; Wilk's $\Lambda = 0.618$, $\text{partial } \eta^2 = 0.382$. To determine how the intelligences variable differs for the gender variable, we need to look at the Tests of Between-Subjects Effects table (9): Tests of (Between-Subjects Effects) confirms the same result. table (7) shows the details

Table (7): Tests of Between-Subjects Effects

Source of Variance	Dependent Variable	Sum of Squares	Degree of Freedom	Means of Squares	F Values	Statistical Significance
Gender	Linguistic Intelligence	29.185	1	29.185	2.164	.147
	Logical-Mathematical Intelligence	11.188	1	11.188	.496	.484
	Spatial Intelligence	265.533	1	265.533	12.718	.001*
	Kinesthetic Intelligence	53.564	1	53.564	2.529	.118
	Musical Intelligence	149.362	1	149.362	4.096	.048*
	Interpersonal Intelligence	.489	1	.489	.019	.890
	Intrapersonal Intelligence	12.523	1	12.523	.768	.385
	Naturalist Intelligence:	8.536	1	8.536	.401	.529

* Significant at ($\alpha = 0.05$)

The table above shows that there is a statistically significant difference in Spatial Intelligence and Musical Intelligence. Referring to table (4), we find the differences in both intelligences are to the benefit of females. The result of the study is in disagreement with the studies of Furnham & Ward, (2001), Furnham, Tang, Lester, O'Connor, & Montgomery, (2002); Weiss, Kemmler, Deisenhammer, Fleischhacker, & Delazer, (2003) which explain that there are statistically significant differences between males and females in all intelligences in favor of males, but, it is in partial agreement with Farunham & Akande (2004) which shows that the females perform better than males in all intelligences.

4.3: Findings and discussions of the third question:

The third question was: Are the students accommodated in the appropriate specialization?

To answer this question, we need to search for the main characteristics of good lawyers. Joyner (2018) reported that some of the main personal qualities needed to be a Lawyer including communication skills, sound judgment, interpersonal skills, and analytical skills. ("Top 10 Qualities of a Great Lawyer," 2018) highlighted the importance of many qualities to be great a lawyer such as Analytical Skills, Interpersonal Skills, Logical Thinking Ability, Public Speaking Skills, and Writing Skills. Mermell (2017) explained some of the qualities that make a great law student. Being analytical and having excellent communication skills are among the main qualities required to a great law student.

This means that legal education students should be strong in specific intelligences to match the previous qualities. For writing skills and communication skills; verbal or written, students should acquire high linguistic intelligence. Linguistic intelligence is defined as individual's ability to display a facility with words and languages. They are typically good at reading, writing, and telling stories. (Gardener, 1983, 1993, 1995, 1999). Law students who are outstanding in linguistic skills can excel in the writing of briefs, the phrasing of convincing arguments, and the recall of facts from hundreds of cases.

For sound judgment, analytical skills, and logical thinking ability the students should be strong in mathematical-logical intelligence. Mathematical-Logical Intelligence refers to individuals who naturally excel in mathematics, computer programming, and other logical reasoning. (Gardener, 1983, 1993, 1995, 1999).

Lawyers use logical-mathematical intelligence when they construct legal or factual arguments and analyze or strategize about legal situations. Courts and other legal institutions use logic to legitimize and guide their exercise of authority. Interpersonal skills are very important in legal education. To acquire interpersonal skills, the student should develop his interpersonal intelligence. Interpersonal intelligence is defined as The ability to communicate effectively and empathize easily with others. People with strong Interpersonal Intelligence are usually extroverts and are characterized by their sensitivity to others' moods, feeling, and motivation (Gardener, 1983, 1993, 1995, 1999). A lawyer uses interpersonal intelligence to interact with clients, judges, adversaries, witnesses, experts, and law enforcement.

As explained previously, a good lawyer should be strong in linguistic intelligence, logical-mathematical intelligence, and interpersonal intelligence. Referring to Table (3) which summarizes the intelligence profile of the whole sample, we find that linguistic intelligence comes in the second rank, logical-mathematical intelligence ranks third while interpersonal intelligence lies at the fifth rank.

Table (4) explains that in the male profile, linguistic intelligence comes in the second rank, logical-mathematical intelligence ranks third and interpersonal intelligence lies at the fourth rank. For female profile, linguistic intelligence comes in the second rank, logical-mathematical intelligence ranks fifth and interpersonal intelligence ranks sixth. The above result reports that the intelligence profile of the males is matching the qualities required by the good lawyer better than the profile of the females.

In general, the answer to the third question (Are the students accommodated in the appropriate specialization?) is yes. The law students selected the appropriate specialization because they are strong in the intelligences required to make a good lawyer.

5. Conclusions and Recommendations

The result of the study shows that intrapersonal intelligence has the highest score and ranks first always. The other intelligences have the following order: Linguistic, Logical, Kinesthetic, Interpersonal, Naturalist, Spatial, and musical intelligences, respectively. The result of the study reveals that law students are accommodated in the appropriate specialization because they are strong in the intelligences required to be a good lawyer.

In the light of the results of this study the researchers recommend the following.

1. The professors of Omani universities are advised to adjust their syllabi and teaching Styles based on the dominant multiple intelligences among their students.
2. Advisors of students are invited to use multiple intelligences scale to direct their students to the specialization that is appropriate for their intelligence profiles.
3. College of Law is invited to design activities for its students to enhance the interpersonal intelligence and develop more the linguistic intelligence and logical-mathematical intelligence.

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