

Analyzing the Reality of the Education Process at Najran University in Light of the Theory of Multiple Intelligences among Faculty Members

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ABSTRACT:

The current study aimed to identify the reality of the education process at the University of Najran in light of the theory of multiple intelligences among faculty members by analyzing aspects of the education process according to the theory of multiple intelligences, and a questionnaire was used to assess aspects of the education process. The study sample consisted of (480) faculty members, and the results of the study showed that the faculty members evaluation of the reality of the learning process at Najran University was moderate, and the results showed that there were no statistically significant differences in the reality of the educational process at the University of Najran in light of the theory of multiple intelligences according to the gender variable. The results also found that there were statistically significant differences in the reality of the educational process at the University of Najran in light of the theory of multiple intelligences according to the variable of the type of college in favor of the practical colleges, and a vision for the development of the education process at Najran University was also developed in light of the theory of multiple intelligences. The study recommended the need to take into account the individual differences between students in their multiple intelligences, and the necessity to encourage students to discover their multiple intelligences, which helps the teacher to define appropriate teaching methods and strategies and educational activities, and to adopt new evaluation methods based on assessing the multiple aspects of intelligence.

Keywords: Multiple intelligences, education process, Faculty member (teacher) , learner evaluation and follow-up, classroom management, educational curriculum.

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INTRODUCTION:

The educational process is of interest to any educational institution that seeks to graduate students with competence in one of the available cognitive disciplines, so analyzing and evaluating the reality of the educational process has become a necessity for its improvement. The theory of multiple intelligences has taken upon itself the task of developing the educational process in various aspects and axes of that process, whether with regard to the teacher (faculty member), the learner, the educational curriculum, classroom

management, evaluation and follow-up, and that is through the necessity to take into account the diversity and difference between learners in their abilities. And various intelligences, given that this theory has indicated the existence of different types of intelligences that learners enjoy, requiring special methods and methods for the development of these different types of intelligences, and to satisfy the needs of students.

Also, the theory of multiple intelligences has made a qualitative leap in the field of educational practices and teaching, through its

interest in developing all axes of the learning process in light of the assumptions of this theory. As it contributed to changing the perception of those axes that are represented by the teacher (a member of the faculty), as it gained him awareness of the need to take into account the differences between students in the degree of their enjoyment of different types of intelligences that require special methods to develop them in line with the nature of those intelligences (Uzen, 2002)

As for what is related to the learner, it has earned him an understanding of himself and his abilities and special intelligences that he must work on and develop in order to become more able to acquire knowledge that serves and satisfies his needs, and is commensurate with his abilities and intelligence, as for the educational curriculum. The theory of multiple intelligences indicated that it is flexible, appropriate for students' abilities, and its inclusion in various educational activities that work to develop students' various intelligences, with the need for diversity in teaching strategies to suit the different personality styles of students, given that each type of these intelligences has a special teaching method and style.

In the field of classroom management, the theory of multiple intelligences has indicated the need to change the perception of classroom management so that it is not limited to controlling the system or maintaining the behavior of students in the classroom, but the teacher's preservation of running everything safely to ensure the ability to effectively teach and optimize the potential and

capabilities of students. And the development of their multiple intelligences so that it is not limited to the development of linguistic or logical-mathematical intelligence, but also includes other neglected intelligences within the classroom, such as social, musical, physical, spatial, natural and personal intelligence, which guarantees us an increase in the effectiveness of performance in the classroom (Fathi, Nassef, and Hashem, 2002 AD)

As for evaluation and follow-up, evaluation is considered one of the most influential links in the educational system. Any development in evaluation methods includes, in its essence, an evolution of the whole system. Hence, the theory of multiple intelligences indicated the necessity of diversifying evaluation methods to ensure targeting and developing the multiple aspects of students' intelligences to include all types of students' multiple intelligences, and not only on developing linguistic or logical-mathematical intelligence, but extending to include other neglected intelligences in the classroom such as social and musical intelligence, the physical, the spatial, the natural, and the personal (Sheikh, 2009).

Among the previous studies that dealt with the educational importance of the theory of multiple intelligences, such as the study of Afana (2008), Hussein (2005), Ozin (2002), Leslie, (1998), Gardner, (1999), Al-Sorour (2000), where the results of these studies showed that Traditional educational and educational practices before the emergence of the theory of multiple intelligences

were and still use one method that addresses one type of intelligence, and the theory of multiple intelligences sees the possibility of developing and enriching learners' abilities in all areas of excellence and creativity, given that intelligence is not a single type, but rather different and multiple types that include different fields. The theory of multiple intelligences also focuses on the educational content based on diversity and emphasizes the difference that must be taken into account when presenting educational programs, whether in the diversity of teaching strategies, evaluation methods, and the method of dealing with students according to the different styles of their personalities and intelligence in a manner that meets their needs and develops their capabilities.

It is worth noting that the educational system of the Ministry of Higher Education in the Kingdom of Saudi Arabia urgently needs to emphasize the importance of developing the axes of the educational process in order for it to be a constructive development and change tool to face any future challenges, especially since the results of previous studies indicated that higher education institutions focus only on theoretical aspects. And lacks practical applications of the materials recorded by students, in addition to the fact that most of the teaching methods and strategies followed are below the required level in terms of their reliance on rote memorization, memorization and the ability to recall information, and their lack of addressing higher mental abilities, and only addressing the faculties of the left side of the brain

such as analytical, linguistic and logical thinking, mathematical thinking, while the functions of the right side of the brain are in constant decline, such as visual-spatial thinking and creative, spatial and social thinking. This requires the need to activate the functions of the right side of the brain alongside the functions of the left side, and work on adopting and employing the hypotheses of the theory of multiple intelligences that focus on developing these functions of all kinds, given that intelligence is not one type but rather different types (Al-Oweidi, 2012).

The Problem of the study:

In light of the above, the current study will try to identify the reality of the educational process, its elements and its various aspects, the teacher (faculty member), the learner, the educational curriculum, class management, and evaluation methods) at the University of Najran in light of the theory of multiple intelligences by answering the study questions, which will be represented in the following:

- 1 - What is the reality of the learning process at Najran University?
- 2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of the estimates of the reality of the educational process at the University of Najran in light of the theory of multiple intelligences from the viewpoint of the faculty members according to the gender variable (male / female)?
- 3- Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the estimates of the

reality of the educational process at the University of Najran in light of the theory of multiple intelligences from the viewpoint of the faculty members according to the variable of the type of college (scientific / theoretical)?

4- How can the educational process be developed at Najran University according to the theory of multiple intelligences, and in light of the results of the current study?

Aims of the study:

The current study aims to:

1- Knowing the reality of the educational process at Najran University in light of the theory of multiple intelligences.

2 - Knowing the effect of each of the variables of the sex of the faculty member, the type of faculty, and the academic degree on the reality of the educational process at Najran University in light of the theory of multiple intelligences from the viewpoint of the faculty members.

3- Improving and developing the reality of the educational process at Najran University in light of the theory of multiple intelligences, and in light of the results of the study.

The importance of the study:

The aim of the learning and teaching process is to provide learners with practical skills to employ what has been learned in real situations of what has been learned, and to equip them with research, investigation, discovery, scientific research and problem-solving skills. Therefore, those in charge of the learning and teaching process must achieve comprehensive and balanced

growth among the learners in light of the elements of the curriculum and according to the learners' capabilities and various intelligences in order to match the students' tendencies in various fields and unleash their latent energies, a vision for the development of the educational process at Najran University according to the theory of multiple intelligences, and in light of the results of the current study.

The limits of the study:

• Spatial limits: Najran University

Time limits: applying the study tool to a random sample of faculty members for the 2019/2020 academic year.

Terms of study:

• A faculty member: He is the university teacher who practices the teaching process at the university.

• The educational process: is all the procedures and practices practiced by the educational system with the aim of developing the personality of the learner from all its elements, which interact and integrate with each other to achieve the desired goal.

Multiple Intelligences: These are relatively independent mental abilities of all individuals, and include: linguistic intelligence, logical-mathematical intelligence, personal intelligence, social intelligence, body-kinesthetic intelligence, musical intelligence, visual intelligence, and environmental intelligence

Theoretical framework and previous studies:

In its theoretical framework, the current study will deal with two main concepts, namely the concept of multiple intelligences, and the concept of the educational process, in addition to reviewing the various previous studies that dealt with the educational process with its various elements, starting from the teacher and the learner, the educational curriculum, class management, evaluation and follow-up in light of the development of multiple intelligences among students.

The theory of multiple intelligences:

Some behavioral scientists assume that intelligence is essentially a single general ability; while others try to prove that it depends on many separate abilities. Davidoff (1988), as Gardner (1983) objected to the idea that intelligence is a general mental ability.

An evolution in the concept of intelligence occurred in the first decade of the twenty-first century, as the concept of intelligence expanded. Intelligence is no longer a unilateral ability that is related only to academic achievement represented in achieving superiority in linguistic intelligence, but has turned to interest in other types of intelligences such as emotional, social, physical, musical, subjective, spatial, natural, spiritual, digital, existential, cultural intelligence, scientific intelligence, creative, and analytical intelligence. The change has also occurred in the stereotypical (categorical) view of intelligence (judging a person as being intelligent or unintelligent) to the diagnostic view through which students' abilities are recognized, and whose degree of ownership

varies within the student himself, and between him and His companions in an attempt to develop and develop it (Taha, 2006).

The theory of multiple intelligences is one of the educational theories with an effective impact in the field of education, thanks to the scientist Howard Garden (1983) defining the parameters of this theory, where he showed in his book *Frameworks of Mind* that there are multiple types of intelligence and not one type, and that each type of them It occupies a certain space in the human brain, providing evidence and evidence for this, which has become difficult in the educational and educational field to ignore the existence of these multiple types of intelligence, which opened the way for the necessity of diversifying education strategies, teaching activities, and evaluation methods in proportion to these multiple types of intelligence and satisfying Student needs.

Gardner also identified seven types of intelligence in the first form of the theory in the year (1983), then added a new type, "natural intelligence" in his review of the theory for the year (1999), thus becoming the eight types of intelligence, (linguistic, logical, mathematical, personal, social, and physical Kinetic, musician, visual, environmental) (Taha, 2006).

Knowing about the multiple types of intelligences and the degree of student enjoyment and possession of these types is the first step in providing good and appropriate learning for the student, as the theory of multiple intelligences has proposed several ideas that can be employed and

used in the field of education and learning in general, and teaching in particular. It is represented that every person has the eight intelligences, so the student possesses all the intelligences, but to varying degrees, and each type of intelligences has a special method of teaching, interests and special tools that he wishes to use that are determined in light of the nature of the academic content of the subject, and students prefer to learn according to their intelligence, so each student has representations that are appropriate for the type His own wits. The student's distinctive intelligence can also be used and employed in strengthening other types of intelligences. The students who are currently excelling are those whose intelligence coincides with current teaching methods.

The appropriate method of teaching is the one that fits the student's intelligence. Therefore, employing the theory of multiple intelligences in the field of teaching does not necessarily mean providing A single lesson in multiple ways, or trying to develop all kinds of intelligences through one academic content. Because each type of these intelligences responds to a specific content, these intelligences are present in the human mind and appear in response to the multiplicity of content, and a good teacher chooses the appropriate content, teaching methods and educational activities that are appropriate and appropriate, whether for the intelligence or the nature of the educational content, so we must also adopt according to this theory not only Modern teaching techniques and methods, but also the adoption of

new evaluation methods based on evaluating the multiple aspects of intelligence, so that it is not limited to the verbal linguistic or logical-mathematical side, but extends to include the rest of the various aspects of intelligence.

Educational process:

The educational process includes many of the basic axes that must be taken care of, and work to develop them in order to help in the quality of learning outcomes and the efficiency of graduates in light of the existence of a clear strategy goals and procedures necessary to achieve those goals, taking into account all the axes of the educational process starting with the teacher and passing through the learner and the educational curriculum and classroom management And ending with the evaluation and follow-up, in which diversity and difference must be taken into account in order to achieve the objectives of the educational process, and to satisfy the needs of students and the labor market.

The theory of multiple intelligences, including the qualitative leap it has brought about in the educational and educational field, stresses the importance of the existence of diversity and difference that includes all axes of the educational process, given that students have different types of intelligences, which requires following various educational approaches to achieve good communication with all students, and meet their needs. In this regard, Ghazaleh's study (2005) recommended the necessity of diversifying educational activities inside and outside the classroom commensurate with the students

'multiple intelligences so that students can benefit from those activities that are compatible and fit their intelligence. The study of Al-Manea (2005) showed a clear lack of professional development. The faculty members in us are concerned with modern teaching strategies, especially those who belong to non-educational colleges in some higher education institutions.

The educational process consists of several basic aspects, namely:

- A member of the faculty (teacher): is considered the basis of the educational process, and is one of the most influential factors on the quality of the educational process. As the quality and efficiency of education can only be achieved by the presence of a qualified teacher who is able to perform his role effectively, and he is able to know the weaknesses and strengths of his students, which helps him to direct them soundly and provide them with the ability to think logically, and the educational qualities of the teacher must be available. In order for him to fulfill his roles appropriately, including: scientific mastery, understanding students' tendencies, aptitudes and intelligence, and taking into account individual differences among students (Hussein, 2005)

The learner (the student): The learner is exposed during his psychological, physical and mental development to many stages through which he acquires a quantity of knowledge influenced by cultural, psychological, social and educational factors, which makes the intervention process to modify and reinforce these factors is

necessary. Its main document deals with the most important competencies that a future learner must possess, the most important of which are: preserving the religious, national, patriotic and cultural identity, having the skills of civilizational and cultural communication, critical thinking and dialogue with others, the ability to use modern technologies, having a team spirit, initiative, creativity, and cooperation, The ability to self-learn, the ability to make decisions, solve problems and plan for the future, as well as the ability to research and analyze information, and to invest time effectively (Goodnough, 2001).

- The educational curriculum: the curriculum is considered as the mediator between learners and the achievement of educational goals, as it expresses the total of experiences that are provided to learners, with the aim of achieving educational goals and achieving their comprehensive growth. . Diversity in teaching strategies and evaluation methods in proportion to the nature of students and their intelligence, and the promotion of their own learning, taking into account individual differences between learners, achieving integration between theoretical and applied aspects, and developing the learner's personality in all aspects.

- Classroom management: It is described as a set of practices and procedures that are followed by the teacher in the classroom, and that help achieve the desired educational goals, in addition to its responsibilities in providing and preparing the equipment and facilities necessary for the educational process (Napoli and Raymond. 2004).

Evaluation and follow-up: The evaluation of student learning is one of the most important elements of the learning and teaching process, and it is most related to the educational development that many educational systems seek with their different philosophies, as it is the means that enables those in charge of the learning and teaching process to judge its effectiveness, and its suitability to students' levels and abilities. The educational goals were theoretically referring to the creation of desirable changes in the behavioral patterns of students from acquiring the desired learning, so the evaluation aims in practice to determine the degree and quantity of changes that actually occur in their educational performance, in addition to the educational evaluation with its modern philosophy now includes alternative evaluation strategies (Kabil and Bani Abduh, 2017 (Jurate, 2007)) (Tomlinson, 2001) (Dunrong, 2009) as well as the necessity for diversity in the use of modern evaluation methods (Odeh, 2005).

Previous studies:

There are many previous studies that aimed to identify the effectiveness of teaching using teaching strategies according to the theory of multiple intelligences in developing academic achievement and creative thinking skills compared to traditional teaching strategies. In Light of the theory of multiple intelligences, the results of the study showed that aspects of the educational process can be developed in light of the theory of multiple intelligences, which include the teacher, the learner, the educational curriculum, classroom management, evaluation and follow-up. The study

recommended the necessity of diversity in educational activities, and the use of different teaching methods and strategies to suit the students' multiple intelligences.

The study of Aujan (2015) showed that there are statistically significant differences in the level of academic achievement and creative thinking skills towards the members of the experimental group who were taught using instructional strategies according to the theory of multiple intelligences compared to the control group members that received instruction using traditional methods that depend on memorization and indoctrination.

The study of Al-Saeedi et al, (2015) also showed that there are differences in the levels of students' enjoyment of multiple intelligences, which indicates that each student has a profile of intelligences that distinguishes him from others, in which the degree of his possession of those multiple intelligences varies. The results of the study also indicated that there is a positive correlation between The various types of intelligences students have and all of their academic achievement, and their attitudes towards the study subjects they study.

Muheisen (2015) also conducted a study aimed at identifying learning patterns and thinking dependent on the two hemispheres of the brain (the left and right) in light of the theory of multiple intelligences. The results of the study indicated that the learning style of the left hemisphere prevailed by (44.6%), while the percentage of the right hemisphere came. (23.2%),

which indicates that the prevailing pattern in education depends more on the development of students' verbal (linguistic) ability, and their mathematical (logical) ability at the expense of non-verbal and creative abilities, presenting initiatives and thinking outside the box. The results of the study also indicated that the type the predominant intelligence was personal intelligence, which came first, followed by social, existential, physical, logical, mathematical, linguistic, spatial, natural order, and finally musical intelligence.

The above is consistent and confirms the truth of what studies that were based on the theory of the spherical hemispheres of the brain by the scientist Rogers indicated that the prevailing thinking patterns of students in schools and universities focus on the development of functions of the left hemisphere such as analytical, linguistic and logical thinking (mathematical), while the functions of the right hemisphere of the brain In constant decline, such as visual, spatial, creative, social and artistic (musical) thinking.

In this regard, Nofal (2007) conducted a study to investigate the supposed correlation between the type of brain control and the choice of students for their academic specializations. The results of the study showed the prevalence of left brain control among students of the study sample. The study also indicated a positive correlation between the type of brain control and the type of academic specialization. Accordingly, the study recommended the necessity of activating the functions of the right hemisphere of the brain by

adopting the theory of multiple intelligences to help learners activate all kinds of intelligences they have so that they are not limited to only linguistic intelligence and logical (mathematical) intelligence.

Ezz El-Din (2014) conducted a study aimed at identifying the extent of the reflection of multiple intelligences in educational activities, and methods of evaluation and follow-up. The study found that the extent of the multiple intelligences being reflected in varying proportions in educational activities and methods of evaluation and follow-up. The activities of each of the intelligences: the mathematical, the physical and the spatial were reported with high rates, while the activities of each of the intelligences: the linguistic, the natural, and the personal were mentioned in lower rates. Activities of social and musical intelligences were less than (1%), and with regard to evaluation and follow-up methods, addressing linguistic intelligence was at the highest rate, followed by mathematical intelligence, then spatial intelligence, and no other type of intelligences addressed by the established evaluation methods was mentioned. This showed that the current educational system is limited to addressing linguistic and logical intelligence in the sense of focusing on verbal and logical abilities only (the queens of the left hemisphere).

And (Tomlinson, 2001) conducted a study aimed at following up the effect of using multiple interactive educational media on active learning and multiple intelligences as an input to improving academic achievement and developing

skill performance. The results of the study showed a positive relationship between targeting multiple intelligences thanks to the use of active learning activities and educational media, multiplicity, development of academic specialization and students' skills performance.

In the same direction, a study conducted by Owais (2006) also emphasized the importance of the technological approach in teaching, and its positive impact on the development of some students' multiple intelligences. And then increase their knowledge and academic level, and develop their skillful performance. The study recommended that students should be encouraged to discover their multiple intelligences, which would help the teacher determine appropriate teaching methods and strategies to teach them.

The study of Al-Awadi (2012), which aimed to determine the teaching strategies based on the theory of multiple intelligences appropriate to student learning styles, showed that students' use of learning methods according to the indicators of motor-physical intelligence obtained the highest average compared to other types of multiple intelligences. The study recommended the necessity of organizing training courses for faculty members for university professors to

practice teaching strategies based on multiple intelligences.

Abdul-Khaleq (2007) conducted a study that indicated the need to pay attention to the development of multiple intelligences, through training centers under the supervision of the Ministry of Education aimed at training teachers on how to use different teaching strategies to develop students' multiple intelligences.

Procedures of the study:

Study population: The study population was destroyed from all members of the faculty at Najran University for the academic year 2019/2020, and their number is (1475) members. They were chosen to achieve the goal of the study aimed at recognizing the reality of the educational process and its various elements and aspects (teacher - learner - educational curriculum, teaching strategies, and evaluation and follow-up methods) at the University of Najran in light of the theory of multiple intelligences

Study sample: The study sample consisted of (480) faculty members with a percentage of (33%) of the study population, of who (292) were males and (188) were females. The following table (1) represents the distribution of the members of the study sample, according to the variables.

Table (1): Frequencies and percentages of dimensions according to the study variables

Variable	Items	Frequencies	%
Gender	Male	292	60.8
	Female	188	39.2
faculty	Practical	211	44
	Theoretical	269	56
	Total	480	100

Study instrument:

To achieve the goal of the study, the two researchers referred to the theoretical literature and previous studies related to the subject of the study, then they designed a questionnaire that consisted in its final form of (50) items according to Likert's five-point scale, and the paragraphs were distributed into five areas (faculty member, student, evaluation and follow-up, class management, Educational curriculum).

Validate the study instrument:

- The validity of the referees: To verify the validity of the tool, a questionnaire was constructed aimed at assessing and analyzing aspects of the educational process in light of the

theory of multiple intelligences and by referring to the educational literature and previous studies related to the subject of the study. A questionnaire was designed and presented to (10) arbitrators to verify the relevance of the paragraphs to the subject of the study and its safety the language are free from errors and the paragraphs link with its dimensions.

- Validity of consistency: To verify the validity of consistency, the study tool was applied to an exploratory sample from outside the study sample consisting of (30) faculty members. Pearson correlation coefficient was calculated between the field and the total score of the tool. Table (2) shows that

Table (2): Pearson correlation coefficient between the fields of the scale of analyzing aspects of the educational process in light of the theory of intelligences and the overall degree of the scale

No	Field	Domain correlation with overall score
1	Faculty member	.728**
2	Student	.728**
3	Evaluation and follow-up	.779**
4	Classroom management	.845**
5	The educational curriculum	.788**

Significant at (0.01)

Table (2) showed that the Pearson correlation coefficients between the domain and the total score are statistically significant, either at the level (0.01), which indicates the validity of consistency. Also, the Pearson correlation coefficients between the paragraphs and the domains to which the paragraphs belong are statistically significant, either at the level of

significance (0.01) or (0.05), which indicates the validity of consistency.

Reliability: To verify the reliability of the study tool, it was applied to an exploratory sample from outside the study sample consisting of (30) teachers. The reliability of the internal homogeneity was calculated through Cronbach Alpha. Table (3) shows that:

Table (3): Reliability of internal homogeneity through Cronbach Alpha

No	Field	Cronbach Alpha
1	Faculty member	0.85
2	Student	0.88
3	Evaluation and follow-up	0.87
4	Classroom management	0.83
5	The educational curriculum	0.89
	Total	0.93

Table (3) showed that the reliability coefficients on the domains ranged from (0.83 - 0.89), and for the tool as a whole (0.93), which are appropriate values indicating that the study tool has stability.

Statistical treatment: The arithmetic averages and standard deviations were extracted to answer the first question, what is the reality of the learning process at the University of Najran? ", And to determine the degree, the arithmetic averages were classified according to the gradation: (1 - 1.80) a very weak score, greater than (1.80 - 2.60) a weak score, Greater than (2.60 - 3.40) an intermediate degree, greater than (3.40 - 4.20) a large degree, greater than (4.20 - 5.00) a very large degree, and the arithmetic averages and standard deviations were extracted and (T) test to answer the second and third questions to know the reality of the learning process At the University of Najran, according to the variables of gender and the type of college, and a perception was made to

develop the educational process at Najran University in light of the theory of multiple intelligences according to the results of the study to answer the fourth question.

The Study method: The descriptive method as well as the analytical method was used to answer the study questions.

Results:

Presentation of the results related to the first question: What is the reality of the learning process at Najran University in light of the theory of multiple intelligences from the viewpoint of faculty members?

The arithmetic averages and standard deviations were extracted for all areas of the questionnaire, which measure the reality of the learning process at the University of Najran in light of the theory of multiple intelligences from the viewpoint of the faculty members. Table (4) shows that:

Table (4): The arithmetic means and standard deviations, the reality of the educational process at the University of Najran

No	Field	Mean	S.D	μ
1	Faculty member	3.51	.821	large
2	Student	3.14	.697	Medium
3	Evaluation and follow-up	3.47	.878	large

4	Classroom management	3.39	.817	Medium
5	The educational curriculum	3.24	.826	Medium
	.760	3.35	.760	Medium

Table (4) showed that the total score of the faculty members' evaluation of the reality of the learning process at Najran University was average with an arithmetic mean (3.35) and a standard deviation (0.760). With regard to arranging the realities of the educational process at the University of Najran in light of the theory of multiple intelligences from the point of view of the faculty members, the field of the faculty member (teacher) came first with an arithmetic mean (3.51) and a standard deviation (0.821) and a large degree, while the field of evaluation and follow-up happened. It ranked second with an average (3.47) and a standard deviation (0.878) and with a large degree, while the field of "classroom management" ranked third with an arithmetic mean (3.39) and a standard deviation (0.817) with a medium degree. The field of "educational curriculum" ranked fourth with an arithmetic mean (3.24) with a standard deviation (0.826) and with a medium degree. As for the "student" field, it ranked last with an arithmetic mean (3.14), a standard deviation (0.697), and with a medium degree.

In general, the results of this study agree with the results of many previous studies, and among these studies a study conducted by Nasr and Ahmed (2016 AD), Kabil and Bani Abduh, (2017), Muhaisin (2015) and Izz al-Din (2014 AD), Awajan (2015 AD). The results of the study

showed that areas of the educational process can be developed in light of the theory of multiple intelligences, which include the teacher, the learner, the educational curriculum, classroom management, evaluation and follow-up.

There is no doubt that analyzing and evaluating the reality of the educational process has become necessary to improve that process, and the theory of multiple intelligences has taken upon itself the task of developing the educational process in the various fields and axes of that process, whether with regard to the teacher, the learner, the educational curriculum, class management, evaluation and follow-up. The field of the faculty member (the teacher) came in that educational process at Najran University and as indicated by the results in Table (4) in the first place through his observance of the principle of individual differences, diversity and difference between learners in their various abilities and intelligence. She indicated that there are different types of intelligences that learners enjoy, requiring special methods and methods to develop these different types of intelligences, as the results of the first question indicate that the faculty members at Najran University are keen to provide scientific content that matches the students' intelligences, and they use modern and varied strategies and media. Various educational activities commensurate with their intelligence, and they

possess sufficient skills to achieve good communication with the different styles of students' personality, with their eagerness to provide various activities that help develop students' multiple intelligences, and provide opportunities for students to participate in holding discussions during teaching, and to expose students to various experiences to develop their diverse intelligences. In addition to helping students present creative initiatives and providing them with thinking skills, which indicates the quality and efficiency of the educational process at Najran University, given that this quality can only be achieved in the presence of a qualified teacher who is able to perform his role effectively, and is aware of the need to take into account the diversity and difference in capabilities And students' intelligence, and knowledge of their strengths and weaknesses, which helps him direct them soundly to ensure the graduation of students with competence in one of the cognitive disciplines available within the university

Presentation of the results of the second question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the estimates of the educational process at the University of Najran in light of the theory of multiple intelligences from the viewpoint of the faculty members according to the gender variable?

The arithmetic averages and standard deviations were extracted for the reality of the educational process at Najran University in light of the theory of multiple intelligences according to the gender variable and to demonstrate the significance of the differences between the arithmetic averages, a test (T) was used and Table (5) shows that:

Field	Gender	Number	Mean	S.D	T	D.F	Sig
Faculty member Student	Male	292	3.43	.797	2.617	478	.009
	Female	188	3.63	.845			
Evaluation and follow-up Classroom management	Male	292	3.12	.711	.554	478	.580
	Female	188	3.16	.675			
The educational curriculum Faculty member	Male	292	3.40	.855	2.229	478	.026
	Female	188	3.58	.904			
Student Evaluation and follow-up	Male	292	3.32	.802	2.388	478	.017
	Female	188	3.50	.831			

Classroom management	Male	292	3.22	.840	.725	478	.469
	Female	188	3.28	.805			
Total	Male	292	3.30	.762	1.850	478	.065
	Female	188	3.43	.751			

Table (5): The arithmetic means, standard deviations, and a test to demonstrate the significance of the differences between the arithmetic averages of the reality of the educational process at the University of Najran in light of the theory of multiple intelligences according to the gender variable

Table (5) showed that there were no statistically significant differences at the level of (0.05) significance on the total degree of the reality of the educational process at the University of Najran in light of the theory of multiple intelligences according to the variable of sex, as well as the absence of differences in the second field of the student and the fifth of the educational curriculum, while differences appeared statistically significant at The level of significance is (0.05) for the first area of the faculty member, the third for evaluation and follow-up, and the fourth for class management, and the differences were in favor of females.

The results were in agreement with a study conducted by Nasr and Ahmed (2016 AD), which indicated that there were no statistically significant differences in all areas of the reality of the educational process (faculty member, student, educational curriculum, evaluation and follow-up, and class management) according to the gender variable while the results differed with respect to

the domains, (faculty member, evaluation and follow-up, and classroom management) which came in favor of females according to the results of the second hypothesis of the current study.

Presentation of the results of the third question: Are there statistically significant differences at the level of significance (0.05) between the averages of the estimates of the reality of the educational process at the University of Najran in light of the theory of multiple intelligences from the viewpoint of the faculty members according to the faculty variable (process / theory)?

The arithmetic averages and standard deviations were extracted for the reality of the educational process at Najran University in light of the theory of multiple intelligences according to the faculty variable and to demonstrate the significance of the differences between the arithmetic averages, a test (T) was used and Table (6) shows that:

Table (6): Arithmetic means, standard deviations, and a test to demonstrate the significance of the differences between arithmetic averages for the reality of the educational process at the University of Najran in light of the theory of multiple intelligences according to the faculty variable

Field	Faculty	Number	Mean	S.D	T	D.F	Sig
Faculty member Student	Practical	211	3.73	.692	5.455	478	.000
	Theoretical	269	3.33	.872			
Evaluation and follow-up Classroom management	Practical	211	3.27	.640	3.713	478	.000
	Theoretical	269	3.03	.722			
The educational curriculum Faculty member	Practical	211	3.67	.771	4.434	478	.000
	Theoretical	269	3.32	.926			
Student Evaluation and follow-up	Practical	211	3.55	.706	3.912	478	.000
	Theoretical	269	3.26	.875			
Classroom management	Practical	211	3.42	.778	4.149	478	.000
	Theoretical	269	3.11	.838			
Total	Practical	211	3.53	.666	4.633	478	.000
	Theoretical	269	3.21	.800			

Table (6) indicated the existence of statistically significant differences at the level of significance (0.05) on the total score and in all areas of the reality of the educational process at Najran University in light of the theory of multiple intelligences according to the variable of the type of college and the differences was in favor of practical colleges.

The results of this hypothesis differed completely with the results of a study conducted by Nasr and Ahmed (2016), which indicated that there are statistically significant differences in three areas of the reality of the educational process (faculty member, student, evaluation and follow-up) in favor of literary disciplines, while the results of the current study indicated that Differences in favor of scientific specialties. The results also differed with respect to two fields (educational curriculum and classroom management), where differences came in favor of

scientific specialties according to the results of the current study, while the results of the previous study indicated that there were no differences between the different disciplines, whether scientific or literary.

Results of the fourth question: How can the educational process be developed at Najran University in light of the theory of multiple intelligences?

In light of the previous results of the current study, we can answer this fourth question by reviewing the relationship between the theory of multiple intelligences and developing the reality of the educational process with its various elements (faculty member, learner, educational curriculum, evaluation and follow-up, classroom management) in light of the benefit of what this theory brought From ideas and knowledge that stress the need to take into account the difference

and diversity of students in their multiple intelligences, as follows:

There is no doubt that analyzing and evaluating the reality of the educational process has become necessary to improve that process. The theory of multiple intelligences has taken upon itself the task of developing the educational process in various fields and axes of that process, whether with regard to the teacher, the learner, the educational curriculum, classroom management, evaluation and follow-up

- Firstly, a faculty member: “The field of the faculty member” came in the educational process at Najran University - as the results indicated in the first place, through his observance of the principle of individual differences, diversity and difference between learners in their various abilities and intelligence, given that this theory has She indicated that there are different types of intelligences that learners enjoy, requiring special methods and methods to develop these different types of intelligences, and to satisfy students 'needs, as the results of the first hypothesis indicate that the faculty members at Najran University are keen to provide scientific content that matches the students' intelligences, and they use Modern and diverse strategies, and different educational media in teaching commensurate with their intelligence, and possessing sufficient skills to achieve good communication with the different styles of students 'personality, with their keenness to provide various activities that help to develop students' multiple intelligences, while providing opportunities for students to participate in

discussions during teaching, Exposing students to diverse experiences to develop their diverse intelligences, in addition to helping students present creative initiatives and providing them with thinking skills outside the box, which indicates To the quality and efficiency of the educational process at the University of Najran, considering that this quality can only be achieved in the presence of a qualified teacher who is able to perform his role effectively, and who is aware of the need to take into account the diversity and difference in the abilities and intelligence of students, and to know the weaknesses and strengths of his students, which helps him guide them Proper guidance to ensure the graduation of students with competence in one of the cognitive disciplines available within the university.

- Secondly, evaluation and follow-up. The “field of evaluation and follow-up” came in the educational process at the University of Najran - as the results indicated, and in second place, through the keenness of the faculty members at Najran University to use various evaluation methods (projects, assignments, class activities, and short tests that address Multiple intelligences for students, and not only is it satisfied with using paper and pencil tests in the process of evaluating students, but rather uses other evaluation methods, taking into account the students' activities in the course and their active participation in addition to their results in the tests when evaluating them, in addition to the keenness of a member of the body to quickly inform students and those concerned with the results of the test He is also keen on the

credibility of his assessments so that they are consistent with the real level of students, and listen to students' complaints regarding their results, while giving students sufficient time to discuss their results in the test in light of his full awareness of not using the calendar as a means of punishment or blackmail for students, but rather as a means to familiarize students with their strengths. They enjoy to strengthen them, as well as to know their weaknesses to correct and correct them.

- Third, classroom management: The "classroom management field" came in the educational process at Najran University - and as the results indicated in third place, by encouraging students to participate in class management, practice various classroom activities, and offer useful opinions about classroom activity and the course of the lecture in light of the existence of declared rules for maintaining order in the classroom, and this is done through the existence of declared rules for maintaining order in the classroom, in the presence of an appropriate classroom environment that helps verbal and non-verbal communication with students, and also helps to develop students' intelligences so that the role of the faculty member is not limited only. To develop linguistic or mathematical intelligence, it helps to develop students' intelligences so that the role of the faculty member is not limited only to developing linguistic or mathematical intelligence, but rather extends its role to include the development of various other types of students' intelligence (musical intelligence, motor-physical

intelligence, interactive intelligence - Social intelligence, spiritual intelligence, self-intelligence, spatial intelligence) with good communication with the students' different personality styles (auditory - visual - sensory). Finally, encouraging students and motivating them to develop their abilities and skills in light of their multiple intelligences, and for self-reliance in the acquisition of knowledge.

Fourthly, the educational curriculum: "The field of educational curriculum" came in the educational process at Najran University - and as the results indicated in fourth place, as it includes a variety of teaching content commensurate with the multiple intelligences that the students enjoy, and that it also includes various educational activities that help to develop students' intelligence. The scientific curriculum takes into account the individual differences between students in the degree to which they have multiple intelligences, and the need for the educational curriculum to meet the needs of students, and develop their abilities and skills by exposing students to various educational experiences inside and outside the classroom, while providing opportunities for students to develop and practice their hobbies suitable for the multiple intelligences that you possess. With the necessity that the educational goals of the curriculum address the multiple intelligences of students.

Fifthly, the learner: And as the results indicated, it came in the fifth place, which forces us to pay attention to its development by activating the positive role of students in the

acquisition of knowledge, and their sense of personal and public responsibility in providing what is useful for themselves, others and the society to which they belong, and encouraging them to present Creative initiatives, put forth new ideas, and participate in different activities that suit their different intelligences (sports - social - cultural ... etc.), and provide opportunities to develop his manual skills in the field of their specializations, good communication and listening to the opinions of their colleagues in the classroom, and providing community services, With the ability to employ what they have learned or acquired from knowledge, and good deal with numbers, and develop their technical and musical skills. And it agrees with the study of Abd al-Khaleq (2007), Al-Awadi (2012), Owais (2006), and Izz al-Din (2014).

Recommendations:

In light of the results of this study, the following recommendations can be made:

- The necessity to encourage students to discover their multiple intelligences, which helps the teacher to define teaching methods and strategies as well as appropriate educational activities to teach them.
- The necessity to continue the diversity in educational activities, teaching methods and strategies, as well as the various educational activities inside or outside the classroom, in proportion to the students' multiple intelligences.
- The necessity to take advantage of the capabilities of computers, multiple educational media and Internet services in providing educational and enrichment activities for the

development of multiple intelligences for university education students

- The necessity of adopting new evaluation methods based on evaluating the multiple aspects of intelligence, so that it is not limited to the verbal linguistic side or the logical mathematical aspect, but extends to include the rest of the various types of intelligence in light of the existence of a clear evaluation mechanism commensurate with the multiple intelligences of students.

- Work on the necessity to activate the functions of the right hemisphere of the brain by adopting the theory of multiple intelligences to help learners activate all kinds of intelligences they have so that it is not limited to linguistic intelligence and logical (mathematical) intelligence, so that we ensure that graduates acquire the skills of the twenty-first century.

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