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Difficulties Encountered by Classroom Teachers in Applications of Multiple Intelligence Theory



Bünyamin HERDEM

Teacher of Ministry of National
Education- Sivas Science and
Art Center–Sivas–Türkiye-
bunyaminherdem@hotmail.com



Assist.Prof. Dr. Kaan GÜNEY

Sivas Cumhuriyet University,
Faculty of Education-Sivas-Türkiye-
guney.kaan@gmail.com

ABSTRACT

The aim of this study is to determine the challenges that primary school teachers encounter while planning, implementing and evaluating the practices they carry out within the scope of MIT (Multiple Intelligence Theory). The research is a descriptive study and it was carried out using the survey model. The data required for the study were collected using a personal information form and interview form, which was used in another study and finalized with expert opinions. The sample of the study consists of 70 primary school teachers working in Sivas. Interview data were analyzed using the descriptive analysis method. According to the results of the research, it was determined what the teaching methods and techniques mostly used by the primary teachers participating in the study are in the lessons, and whether these methods and techniques are suitable for MIT practices. The sources from which

teachers access MIT knowledge were determined. While teachers who have joined the education community in the last decade mostly accessed their current knowledge from universities, it has been observed that teachers with higher education in previous years have accessed this information through their own efforts. It has been revealed that the Ministry of Education has seminar / course deficiencies in this regard. It has been determined that there are many challenges that teachers encounter in MIT practices. The most important of these challenges are material deficiencies, insufficiency of the education program, inadequacy of the physical conditions of schools and classrooms. In the last part, what can be done to eliminate these challenges was discussed and solution suggestions were made.

KEYWORDS

Multiple intelligences theory, primary school teachers, teaching methods and techniques, Educational program.