Abstract

The independence of multiple intelligences (MI) of Gardner’s theory has been debated since its conception. This article examines whether the one-factor structure of the MI theory tested in previous studies is invariant for low and high ability students. Two hundred ninety-four children (aged 5 to 7) participated in this study. A set of Gardner's Multiple Intelligence assessment tasks based on the Spectrum Project was used. To analyze the invariance of a general dimension of intelligence, the different models of behaviours were studied in samples of participants with different performance on the Spectrum Project tasks with Multi-Group Confirmatory Factor Analysis (MGCFA). Results suggest an absence of structural invariance in Gardner’s tasks. Exploratory analyses suggest a three factor structure for individuals with higher performance levels and a two-factor structure for individuals with lower performance levels.

Keywords

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