

Abstract

The primary goal of this dissertation was to develop a valid and reliable measure to assess multiple intelligences among youth in Punjab, Pakistan. Secondly, the current study also explored the item quality indices and hypothesis testing, such as differences on the newly developed scale. Additionally, percentile norms were assessed for better clarity in score interpretation. A mixed-method approach was implemented to assess the newly developed scale using qualitative and quantitative methods. The dissertation comprised three different studies. Purposive sampling technique was used to collect data in all three studies, and data were collected in the form of questionnaires. The participants were students of BS (Hons) in various fields such as social sciences, life science, or commerce. In study one, thematic analysis was conducted, and eight major themes were identified: mathematical-logical, intrapersonal, musical, interpersonal, kinesthetic-bodily, naturalistic, verbal, and organization. For study one BS (Hons) students ($N = 12$, men = 6, women = 6), aged between 18 to 24 years, were interviewed. The second study was conducted in three phases. In phase one, the conceptualization and structure of multiple intelligences were examined using exploratory factor analysis (EFA) technique. The exploratory factor analysis identified eight independent factors. And labeled according to Gardner's theory and common items theme. The EFA sample consisted of $N = 1028$ BS (Hons) students (men = 422, women = 606) with an age range of 18 to 24 years ($M = 20.29$, $SD = 1.71$). Moreover, item quality indices (IQI), validity scale, and psychometric properties were assessed at this stage of scale development. In phase two, confirmatory factor analysis (CFA) of the newly developed Multiple Intelligences Scale for Youth (MISY) was assessed using multi-group modeling. Findings of phase II suggested that MISY was a psychometrically sound and valid instrument. For phase two, the sample size was $N = 600$ (300 males and 300 females students) with an age range between 18 to 24 years ($M = 20.22$, $SD = 1.64$). In phase three, the sample size was $N = 140$ BS students with an age range between 18 to 24 years ($M = 21.20$, $SD = 2.13$). Findings of phase three suggested satisfactory convergent and discriminant validity of MISY. In study three, significant mean differences were found on field groups with respect to mathematicallogical, musical, naturalistic, verbal, and organization domains of multiple intelligences. Study three also explored the percentile norms to identify individual differences using the newly developed MISY. The current study has important implications in educational settings, and specific teaching strategies could be implemented to enhance multiple intelligence skills.

Keywords. Multiple intelligences, youth, development, validity, psychometrics, norms