The present study was undertaken on preschool teachers and preschool children of 3-4 years, with the objective of studying the effect of teachers’ training on multiple intelligences of preschool children. Sample size of teachers was 100, in which 46 teachers were in the experimental group and 54 were in the control group. Teachers observed 364 children using a rating scale and the researcher observed 460 children using a time sampling method. A pre-post intervention trial along with a control group has been undertaken. Pre test was followed by three workshops and posttest in the experimental group while questionnaire and rating scale were administered without any intervention in control group.

A self-structured questionnaire, rating scale and observation schedule were employed with high reliability and construct validity to gather information about the knowledge level, preferences of teachers of the multiple intelligence theory and multiple intelligences of children respectively.

The findings portrayed that teachers in the experimental group revealed significant changes from pre to post as compare to control group for all intelligences. For the MI preferences of teachers in the treatment group, significant differences existed only for bodily-kinesthetic and naturalistic intelligences. Total level of knowledge comprised of knowledge of multiple intelligences and multiple intelligences activities. Variables like age, educational qualification, work experience, marital status, and religion did not have a significant effect on the total level of knowledge of teachers and MI preferences; yet these variables had effect on few of the intelligences and activities.

Observation of preschool children revealed that children employed bodily kinesthetic intelligence the most and naturalistic intelligence was least employed. Children in the experimental group outperformed those in the control group. With regard to gender differences, females found to be more intelligent than males except bodily kinesthetic and naturalistic intelligence. Female children differed significantly with male children on linguistic, musical and interpersonal intelligences, exhibiting higher intelligences. Over all, it is concluded that an intervention programme for teachers had an effect on the multiple intelligences of preschool children.