This study was undertaken to investigate the relationship between multiple intelligence and learning style of students at secondary level in Pakistan. Using the population of Federal Government Girls secondary Schools Islamabad, The sample was selected from 17 schools in Islamabad and after getting the permission from the federal directorate 6 schools were selected for this study. Therefore one school was selected for pilot study and other six schools were selected for the main study.

A learning style questionnaire, and multiple intelligence scale, was administered in sample schools. Learning style instrument, assessed individual's learning styles in three areas (visual, aural, kinesthetic). A second instrument, the Multiple Intelligence Development Assessment Scales, provided information regarding different intelligence categories, not generally available from standard intelligence and most aptitude tests. Statistical package for social science (SPSS-X) software was used to analyze the data in this study, Statistical technique (Pearson coefficient correlation and simple ANOVA) were used to examine the data. A one-way ANOVA was used to test the differences in multiple intelligence categories based on demographic information.

Results revealed that the student's strongest preference was for tactile and aural learning style and there was significant relationship between multiple intelligence categories of secondary school students' with the above two learning styles. The data indicated that there were no statistically significant differences in multiple intelligence based on demographic information.