

Profiles of Students' Study Processes and Dominant Intelligences in the Faculty of Sport Sciences

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Abstract

The main purpose of this study was to identify study process and dominant intelligences of students in the faculty of sport sciences, and to examine the possible differences by gender and departments. The second purpose was to investigate the relationship between students' dominant intelligences and their study processes. In this study, relational screening model was applied. Participants included 300 students in the faculty of sport sciences at Akdeniz University, Turkey. The number and departments of students were as follows: 99 students from the department of physical education and sport education, 83 students from the department of coaching education, 55 students from the department of sport management, and 63 students from the department of recreation. In order to collect data, Revised Two Factor Study Process Questionnaire, developed by Biggs, Kember and Leung (2001) and translated into Turkish by Önder and Beşoluk (2010), and Multiple Intelligence Survey, developed by McClellan and Conti (2008) and translated into Turkish by Babacan (2012) were used. Chi square test, t-test, ANOVA and Pearson correlation coefficient were used in data analysis. As a result, dominant intelligences of students in the faculty of sport sciences were identified as bodily-kinesthetic, existential and mixed intelligences. In this study, no statistically significant difference was noted between students' dominant intelligences and deep & surface learning with regard to gender and departments.

Keywords: Multiple intelligence, study process, sport sciences