THE INVESTIGATION OF BODILY/KINESTHETIC INTELLIGENCE AND SPORTSPERSONSHIP ORIENTATION OF STUDENTS IN SCHOOL OF PHYSICAL EDUCATION AND SPORT ¹

BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULUNDA ÖĞRENİM GÖREN ÖĞRENCİLERİN BEDENSEL/KİNESTETİK ZEKA VE SPORTMENLİK EĞİLİMLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Öz: Bu çalışmanın amacı beden eğitimi ve spor yüksekokulunda öğrenim gören öğrencilerin bedensel/kineestetik zeka ve sportmenlik eğilimleri arasındaki ilişkinin incelenmesidir. Muğla Sıtkı Koçman Üniversitesi beden eğitimi ve spor yüksekokulunda öğrenim gören 390 öğrenci gönüllü olarak çalışmaya katılmıştır. Katılımcıların %56.7'si erkek (n=221), %43.3'ü kadındır (n=169). Çalışmaya, beden eğitimi ve spor öğretmenliği, antrenörlük eğitimi, spor yöneticiliği ve rekreasyon bölümleri katılmıştır. Toplanan veriler, frekans, bağımsız t-test, tek yönlü Varyans analizi kullanılarak SPSS paket programında analiz edilmiştir. Bedensel/Kineestetik zeka ile kurallara ve yöneticilere saygı, sporda sorumluluklara bağlılık, rakibe saygı boyutları arasında pozitif yönlü korelasyon bulunmuştur. Sonuç olarak, yüksek seviyede bedensel/kineestetik zekaya sahip olan beden eğitimi ve spor yüksekokulu öğrencilerinin sportmenlik davranışlarına daha eğilimli olduğu söylenebilir.

Anahtar Kelimeler: Bedensel/Kineestetik Zeka, Beden Eğitimi, Spor, Sportmenlik

Abstract: The aim of this study was to examine bodily/kineesthetic intelligence and sportspersonship orientation of students in school of physical education and sport. 390 university students in School of Physical Education and Sport at Mugla Sıtkı Koçman University voluntarily participated in the study. 56.7% of the participants was male (n=221), 43.3% of them was female (n=169). Departments of physical education and sports teacher, coach education, sport management and recreation participated in the study. Collected data was analyzed in SPSS by using, frequency, independent t test, and one-way ANOVA. Positive correlations were found between bodily/kineesthetic intelligence and respect for rules officials, respect for one's full commitment toward sport participation, respect and concern for the opponent. Consequently, it can be said that physical education and sport students having higher level of bodily/kineesthetic intelligence are more prone to sportsmanship behaviors.

Key Words: Bodily/Kineesthetic Intelligence, Physical Education, Sport, Sportspersonship

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INTRODUCTION

Bodily/Kinesthetic intelligence refers to perception of the body and mastery in physical movement (Bacanlı, 2007). According to Gardner (2005), bodily/kinesthetic intelligence is the ability to solve problems by using one's body. Bacanlı (2007) has suggested that this intelligence can be developed with different sports and exercises. Fogarty (2008) has stated that the most important word related to this intelligence type is physical movements. Briefly, bodily/kinesthetic intelligence is directly related to people's body perception and mastery experiences in physical activities.

Because this intelligence type is related to physical activities, it possible to interpret students in school of physical education and sport should have high level of Bodily/Kinesthetic intelligence. Most of these students are contestant athletes at individual or team sports.

When sport participation considered, another important concept comes into question. This concept is fair play in sport, which defines social, cultural and moral norms of sport without being limited with awareness of rules (Yıldıran and Sezen, 2006). Concept of fair play first emerged in England as a commercial rule (Erdemli, 2008, p. 386), however this concept has been involved in English education system and school sports.

Education is important in fair play education. Because most of the students in school of phys-

ical education and sport are athletes, examining the factors of bodily/kinesthetic intelligence and sportpersonship can be contribute to literature. The aim of this study is to examine bodily/kinesthetic intelligence and sportpersonship orientation of students in school of physical education and sport.

MATERIAL and METHOD

390 university students in School of Physical Education and Sport at Mugla Sıtkı Koçman University voluntarily participated in the study. Bodily/kinesthetic sub-dimension of Multiple Intelligence Inventory, developed by Özden (2003) was used in the study. Profile list by Saban (2001) was used to assess the inventory. Multidimensional Sportpersonship Orientation Scale (MSOS), developed by Vallerand et al. (1997) and adapted to Turkish by Balçıklanli-Sezen (2010), was used to determine sportpersonship orientation of participant. 56.7% of the participants was male (n=221), 43.3% of them was female (n=169). Departments of physical education and sports teacher, coach education, sport management and recreation participated in the study. Collected data was analyzed in SPSS by using, frequency, and independent t test, one-way ANOVA. 34.6% of participant reported that they do individual sports (wrestling [n=31], taekwondo [n=33], muay-thai [n=10], judo [n=18], cycling [n=11], boxing [n=32]); 56.9% of them reported that they do team sports (football [n=120], volleyball [n=42], basketball [n=32], handball [n=24], hockey [n=2],

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korfball [n=2]). %8.5 of the participant reported that they had no branches.

Cronbach's alpha value of bodily/kinesthetic intelligence scale was found to be .70 while

cronbach's alpha value of Multidimensional Sportspersonship Orientation Scale was found to be .93

FINDINGS

Table 1. Differences Between Genders in Terms of Bodily/Kinesthetic Intelligence and Sportspersonship Orientation

Variables	Female			Male			t	p
	n	X	S.D	n	X	S.D		
Bodily/kinesthetic intelligence	169	3.01	.57	221	3.06	.65	.788	p>0.05
Respect for social conventions	169	4.20	.75	221	4.12	.83	-1.01	p>0.05
Respect for rules and officials	169	4.18	.75	221	4.00	.71	-2.31	p<0.05*
Respect for one's full commitment toward sport participation	169	4.40	.72	221	4.38	.76	-.337	p>0.05
Respect and concern for the opponent	169	4.05	.80	221	4.03	.76	-.232	p>0.05

*Significance level is at $p<0.05$

Differences between genders in terms of bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent have been shown in table 1. Significant difference has been

found between male and female in terms of respect for rules and officials ($p<0.05$). Female students reported higher scores in respect for rules and officials. No significant differences have been found between genders in terms of the other dimensions ($p>0.05$).

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Table 2. Differences Between Students Doing Individual and Team Sports in Terms of So-dily/Kinesthetic Intelligence and Sportspersonship Orientation

Variables	Individual			Team			t	p
	n	X	S.D	n	X	S.D		
Bodily/kinesthetic intelligence	135	3.11	.50	222	3.02	.67	1.27	p>0.05
Respect for social conventions	135	4.30	.78	222	4.11	.79	2.11	p<0.05*
Respect for rules and officials	135	4.22	.78	222	4.04	.65	2.28	p<0.05*
Respect for one's full commitment toward sport participation	135	4.45	.75	222	4.41	.71	.474	p>0.05
Respect and concern for the opponent	135	4.12	.84	222	4.02	.73	1.12	p>0.05

*Significance level is at $p<0.05$

Differences between students doing individual and team sports in terms of bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent have been displayed in table 2. Significant difference has been found between individual and team sports in terms of respect for social conventions and respect for

rules and officials ($p<0.05$). Students doing individual sports reported higher scores of respect for social conventions and respect for rules and officials than those doing team sports in respect for social conventions and respect for rules and officials. No significant differences have been found between students doing individual and team sports ($p>0.05$).

Table 3. Differences Between Students Having no Branches and Doing Team Sports in Bodily/Kinesthetic Intelligence and Sportspersonship Orientation

Variables	No branch			Team			t	p
	n	X	S.D	n	X	S.D		
Bodily/kinesthetic intelligence	33	2.84	.61	222	3.02	.67	-1.48	p>0.05
Respect for social conventions	33	3.89	.82	222	4.11	.79	-1.53	p>0.05
Respect for rules and officials	33	3.72	.91	222	4.04	.65	-2.49	p<0.05*
Respect for one's full commitment toward sport participation	33	3.98	.91	222	4.41	.71	-3.08	p<0.05*
Respect and concern for the opponent	33	3.80	.82	222	4.02	.73	-1.63	p>0.05

*Significance level is at $p<0.05$

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Differences between students having no branches and doing team sports in terms of bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent have been shown in table 3. Significant differences have been found between students having no branch-

es and doing team sports in terms of respect for rules and officials and respect for one's full commitment toward sport participation ($p<0.05$). Students doing team sports reported higher scores in respect for rules and officials and respect for one's full commitment toward sport participation. No significant differences have been found in terms of other dimensions ($p>0.05$).

Table 4. Differences Between Students Having no Branches and Doing Individual Sports in Bodily/Kinesthetic Intelligence and Sportspersonship Orientation

Variables	Individual			No Branches			t	p
	n	X	S.D	n	X	S.D		
Bodily/kinesthetic intelligence	135	3.11	.50	33	2.84	.61	2.64	$p<0.01^{**}$
Respect for social conventions	135	4.30	.78	33	3.89	.82	2.66	$p<0.05^{*}$
Respect for rules and officials	135	4.22	.78	33	3.72	.91	3.17	$p<0.01^{**}$
Respect for one's full commitment toward sport participation	135	4.45	.75	33	3.98	.91	3.06	$p<0.01^{**}$
Respect and concern for the opponent	135	4.12	.84	33	3.80	.82	1.97	$p>0.05$

Differences between students having no branches and doing individual sports in terms of bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent have been displayed in table 4. Significant differences have been found between students having no branches and doing individual sports in terms of bodily/kinesthetic intelligence ($p<0.01$), respect

for social conventions ($p<0.05$), respect for rules and officials ($p<0.01$), respect for one's full commitment toward sport participation ($p<0.01$). No significant difference has been found in terms of respect and concern for the opponent ($p>0.05$). Students doing individual sports reported higher scores in all dimension except for respect and concern for the opponent when compared to students having no branches.

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Table 5. Correlations Between Bodily/Kinesthetic Intelligence, Respect For Social Conventions, Respect For Rules and Officials, Respect for One's Full Commitment Toward Sport Participation, Respect and Concern For the Opponent

Variables	1	2	3	4	5
	4.16±0.65	4.16±0.79	4.08±0.73	4.39±0.74	4.04±0.78
1) Bodily/kinesthetic	1	.089	.148**	.113*	.113*
2) Respect for social conventions		1	.656**	.658**	.518**
3) Respect for rules and officials			1	.736**	.624**
4) Respect for one's full commitment toward sport participation				1	.578**
5) Respect and concern for the opponent					1

** Significance level is at $p < 0.01$; *Significance level is at $p < 0.05$; mean± standard deviation; $n = 390$

Correlations between bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent have been displayed in table 5. Positive correlations have been found between bodily/kinesthetic intelligence and respect for rules officials ($r = .148$, $p < 0.01$), respect for one's full commitment toward sport participation ($r = .233$, $p < 0.01$), respect and concern for the opponent ($r = .113$, $p < 0.05$). As expected, positive correlations were found between dimensions of sportpersonship orientation.

DISCUSSION and CONCLUSION

The aim of this study was to examine bodily/kinesthetic intelligence and sportpersonship orientation of students in school of physical education and sport. According to analysis be-

tween genders, although it was found that female students reported higher scores in all sub-dimensions of sportpersonship orientation than males, significant difference was only found in the dimension of respect for rules and officials. It can be concluded that female students are more sensitive for respecting rules and officials. Gürpınar (2014) has found that female students adopt fraud and loving competition less than males and they adopt fair win more than males.

No significant difference was found between genders in terms of bodily/kinesthetic intelligence. This result is consistent with some research in literature (Neville, 2000; Loori, 2005; Furnham ve Chamorro-Premuzic, 2005; Azar, 2006; Baba, 2012).

Although students participating in individual sports reported higher scores in all dimensions,

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statistically significant difference was only found between individual and team sports in terms of respect for social conventions and respect for rules and officials. Students participating in team sports reported higher scores in all dimensions, however significant differences was found between students having no branches and doing team sports in terms of respect for rules and officials and respect for one's full commitment toward sport participation. Significant differences was found between students having no branches and doing individual sports in terms of bodily/kinesthetic intelligence, respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, respect and concern for the opponent. Students doing individual sports reported higher scores in all dimension when compared to students having no branches.

In this study, it was aimed to examine sportsman-ship orientation and bodily/kinesthetic intelligence levels of students in school of physical education and sport. Being a sportsman and playing fair seems quite difficult recently. "Winning at all costs" may cause unfair, violent and unethical behaviors in sport. Priest, Krause and Beach (1999) used the same idiom for American culture. These behaviors can be the outcome of the societies expectation that is too difficult to reach.

This study provides descriptive and relational evidence that new education programs in physical education and sport should include more

lessons in which students learn the "winning at all costs" is not everything in sport. Also, this study can contribute to literature by examining the differences between team and individual sports in terms of bodily/kinesthetic intelligence and sportpersonship orientation.

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