



İLKÖĞRETİM İKİNCİ KADEME ÖĞRENCİLERİNİN ZİHİNSEL DÖNDÜRME BECERİLERİNİN BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

Zeynep İrioğlu
Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü Konya, Türkiye
zirioğlu@gmail.com

Yrd. Doç. Dr. Erhan Ertekin
Selçuk Üniversitesi AK Eğitim Fakültesi Konya, Türkiye
eertekin@selcuk.edu.tr

Abstract

The aim of this study is to analyze mental rotation skills of middle school students in terms of different variables. Independent variables discussed in the study are limited with gender, pre-school education and parents' education. In this way, 253 students who are taken randomly from 6th, 7th and 8th grades of three primary schools of the centre of Konya are included in this study. Data is collected by Vandenberg and Kuse's mental rotation test (1978) that has been improved by Peters et al (1995). The results show that there are not any statistically significant differences in ZDT mean scores when compared with gender on the other hand, there are statistically significant differences when compared to both pre-school education and parents' educational status variables.

Key Words: Mental rotation, spatial ability, gender.