

## EXAMINING THE CORRELATION BETWEEN ACADEMIC ACHIEVEMENT OF THE GENERAL BIOLOGY COURSE AND THE LEARNING STYLES IN SCIENCE TEACHER CANDIDATES

Arş. Gör. İclal Alkan  
İnönü Üniveristesi, Eđitim Fakóltesi, Malatya  
[iclal.alkan@inonu.edu.tr](mailto:iclal.alkan@inonu.edu.tr)

Doç. Dr. Fatma Mutlu  
İnönü Üniveristesi, Eđitim Fakóltesi, Malatya  
[fatma.mutlu@inonu.edu.tr](mailto:fatma.mutlu@inonu.edu.tr)

### Abstract

In this research, it was aimed to examine the relationship between biology achievements and learning styles by determining learning styles of science teacher candidates. The sample group of the study consisted of 89 (68 women, 21 men) science teacher candidates studying in the education faculty of a state university and taking the General Biology-II course in spring semester of the academic year of 2017-2018. Accordingly, Kolb Learning Style Inventory-III (KLSI-III), which was developed by Kolb (1999) and was adapted into Turkish by Evin Gencil (2007) by conducting validity and reliability study, was used in order to determine the learning styles of the teacher candidates. When the analysis results were examined, it was determined that the teacher candidates had mostly the "Converging" and "Assimilating" learning styles. When the differences between the biology achievements of the teacher candidates with different learning styles were examined, it was concluded that the difference between the scores of the students with the diverging and converging learning styles and the scores of the students with the diverging and assimilating learning styles. The learning styles of the science teacher candidates did not differ significantly according to gender, class level and the high school type, the students graduated from.

**Keywords:** Kolb learning style, science teacher candidate, general biology course, academic achievement.