



Investigation of physical education teachers' sensation seeking levels according to different variables

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Araştırma Makalesi/Research Article

DOI: 10.5281/zenodo.10459786

Gönderi Tarihi/Received:
08.07.2023

Kabul Tarih/Accepted:
10.11.2023

Online Yayın Tarihi/Published:
29.12.2023

Abstract

The aim of this study is to investigate the level of enthusiasm of physical education teachers working in public institutions affiliated to the Ministry of National Education. A survey model was used for the study, which was conducted using a quantitative research method. The study group was randomly selected and consisted of a total of 550 people, 320 of whom were male and 230 females. The "Sensation Seeking Scale" was used as the measuring instrument. The Cronbach's alpha coefficient of the "Sensation Seeking Scale", which was adapted into Turkish, was determined to be 0.79. Kolmogorov-Smirnov normality test was applied to the obtained data and Levene values (equality of variances), independent samples (t-test) and one-way ANOVA tests were performed as a result of the skewness and kurtosis values. It was found that the level of arousal did not change as a function of the variables of gender, marital status and age; no change was found as a function of the variables of place of work, income status and work experience. It was found that the arousal level was higher in female participants than in male participants, that the arousal level was higher in single participants than in married participants and that the arousal level decreased with increasing age.

Keywords: Physical education teacher, sensation seeking, sports

Beden eğitimi öğretmenlerinin heyecan arayışı düzeylerinin çeşitli değişkenlere göre incelenmesi

Öz

Bu çalışmanın amacı Millî Eğitim Bakanlığına bağlı kamu kurumlarından görev yapan beden eğitimi öğretmenlerinin heyecan arayışı düzeylerinin incelenmesidir. Nicel araştırma yöntemi ile hazırlanan çalışmada tarama modeli kullanılmıştır. Araştırma grubu randomize olarak belirlenmiş olup, 320'si erkek ve 230'u kadın olmak üzere toplam 550 kişiden oluşmaktadır. Ölçme aracı olarak "Heyecan Arayışı Ölçeği" kullanılmıştır. Türkçeye uyarlanan "Heyecan Arayışı Ölçeği"nin Cronbach's Alpha katsayısının 0,79 olduğu saptanmıştır. Elde edilen verilere Kolmogorov-Smirnov normallik testi uygulanmış olup elde edilen çarpıklık (Skewness) ve basıklık (Kurtosis) değerleri, Levene (varyansların eşitliği) değerleri sonucunda parametrik testlerden bağımsız örneklem (t-testi) ve tek yönlü varyans (One-Way ANOVA) testleri uygulanmıştır. Heyecan düzeyinin cinsiyet, medeni durum ve yaş değişkenlerine bağlı olarak değişmediği belirlenirken; görev yeri, gelir durumu, mesleki tecrübe değişkenlerine göre değiştiği tespit edilmemiştir. Kadın katılımcıların heyecan arayışı düzeyinin erkek katılımcılara oranla daha yüksek olduğu; bekâr katılımcıların heyecan arayışı düzeyinin evli katılımcılara oranla daha yüksek olduğu; yaşın ilerlemesiyle beraber heyecan arayışı düzeyinin düştüğü sonucuna varılmıştır.

Anahtar Kelimeler: Beden eğitimi öğretmeni, heyecan arayışı, spor

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Genişletilmiş Türkçe Özet, makalenin sonunda yer almaktadır.

INTRODUCTION

The teacher, one of the basic elements of the education system, is the person responsible for education and training in a society. Teachers who hold a respected position in society are appointed to guide and shape the experiences of individuals studying in public or private educational institutions (Öncül, 2000). Having professional competence may not always be sufficient for a teacher to effectively fulfil his/her professional responsibilities. Besides professional competence, there is also a need for pedagogical knowledge and skills in the field of teaching (Çelikten et al., 2005). The profession of teaching, which is different from many other professions in society, is a profession that requires not only subject-specific knowledge and skills but also regular habits and attitudes. The development of teachers' attitudes and values related to their profession is as important in their professional careers as their knowledge and skills (Çeliköz & Çetin, 2004). When motivation, which directly affects teachers' attitudes and habits, is provided, teachers' interest in their profession will increase (Çakto & Akın, 2022).

One of the most important problems related to the education system in our country is the reluctance of teachers to practice their profession. Behaviours of teachers who are role models in society affect the behaviours of both pre-service teachers and students. According to Maslow, when people join an organization, they bring with them physiological, psychological and social factors that affect success in the organization (Öztürk & Dündar, 2003; Bıyık & İmamoğlu, 2022). Teachers are the most important factor in determining the quality of the gains of students in the learning process. Teachers, through their qualifications, not only carry out educational services in schools but also influence their students through their behaviours. Therefore, they are expected to demonstrate high-level performance (Balci, 2011). However, the motivation of teachers is an important factor for them to be able to demonstrate this performance.

Park et al. (2008) define motivation as a phenomenon that activates people to meet their psychological and biological needs. Teachers who have intrinsic motivation have a high level of enthusiasm for seeking sensation. It should not be overlooked that satisfied, happy and qualified teachers who have achieved a sense of fulfilment have a broader worldview. Zuckerman (2007) defines sensation seeking as the courage to experience and explore new situations. Activities done in search of sensation make the person happy and allow him/her to do fun activities in physical, spiritual and social domains (Zuckerman, 1991). It is known that individuals with a low level of novelty seeking exhibit inquisitive, systematic, unenthusiastic and regular behaviours (Cloninger et al., 1993).

The elements found to be associated with sensation seeking are experimentation, adventure seeking, impulsivity and sensitivity to routine (Ruch & Zuckerman, 2001). Sensation seeking is an experience that includes attitudes exhibited outside of routine behaviours towards different orientations. However, this tendency may vary depending on the social environment of the individual (Arnett, 1994). The profession of teaching is closely intertwined with the society due to its nature and therefore can be affected by many factors. Activities that contain novelty create a great sense of pleasure in individuals with a high sense of sensation (Beyaz, 2004).

Having adequate number and quality of teachers in educational institutions helps equip their students with contemporary qualifications (Oğuz, 2004). For an educator, there is nothing more exciting than working with students who are passionately interested in the school's program. This positive attitude has both an invigorating and stimulating effect for all stakeholders. Therefore, the behaviours of teachers are of critical importance for the success of education programs. The opportunities provided by the attitude of teachers who fulfil their responsibilities at school with great enthusiasm form the basis for students to participate in the program willingly (Deller & Levenda, 1974). For teachers to create this basis, it is important for them to break out of the routine of everyday life, be open to innovations and have a high sense of excitement. Having colleagues with a positive attitude makes coming to work more enjoyable and creates an environment where everyone is more productive. Moreover, teachers' having a high level of sensation seeking will contribute to introducing innovations into the work environment. Just as negative energy can hinder a school's progress, positive energy and enthusiasm for teaching also enhance the performance of teachers. An educator who does not let the problems of daily life diminish his/her enthusiasm for teaching enjoys his/her profession. According to Sullo (2009), in the teaching profession, which is considered one of the most important and fulfilling occupations, educators should reflect their excitement and energy onto their students. In a study conducted by teacher training institutions in the UK, it is stated that physical education and sports teachers possessing qualities such as being open to innovations, being flexible, having effective communication skills, encouraging students to learn, being energetic and enthusiastic would make the process more functional (All Education Schools, 2022).

Excitement which is an integral part of the teaching profession that requires constant self-renewal according to the conditions of the day will facilitate the teacher's adaptation to these innovations. Therefore, the state of excitement of physical education and sports teachers in the

education and training process is affected by many factors. Identifying the factors affecting teachers' thrill seeking and explaining them systematically will enable teachers to perform their profession more efficiently. When the relevant literature studies are examined, sports branches (Yavaş-Tez & Deveci-Esentaş, 2022; Kural, 2022; Dokuzoğlu, 2023; Budak, Yılmaz & Erail, 2023); While there are studies on the excitement seeking of different professions and age groups (Zuckerman & Neeb, 1980; Chambers, et al., 2003; Ewert, Gilbertson & Luo 2012; Beşikçi, 2016; Demiral, 2018), it has been observed that studies on the excitement seeking of physical education and sports teachers are limited. Considering that it will contribute to the field of movement, it is aimed to examine the excitement seeking levels of physical education teachers according to various variables.

METHOD

Research model

The study employed the survey model, one of the quantitative research methods. The survey model is a research approach that aims to describe a past or present situation as it was or is. The event, individual or object being researched is tried to be defined as it is, within its own conditions and without any intervention (Karasar, 2013).

Study group

The current study consists of physical education and sports teachers working in public institutions affiliated to the Ministry of National Education. The study group is comprised of a total of 550 physical education teachers; 320 males and 230 females, selected by using the random sampling method. Ethics committee approval was obtained for this study from the Scientific Research Ethics Committee of Kütahya Dumlupınar University with the decision dated 13.01.2023 and numbered 170985.

Data collection tool

The Sensation-Seeking Scale, developed by Hoyle et al. (2002) to determine the level of sensation seeking, was adapted into Turkish by Çelik and Turan (2016). The 5-point Likert-type scale (1: I strongly disagree, 2: I disagree, 3: I am undecided, 4: I agree, 5: I strongly agree) not having any reverse coded items consists of 8 items and a single dimension. Low scores from the scale indicate low levels of sensation seeking, and high scores indicate high levels of sensation seeking. The Cronbach's Alpha coefficient of the Sensation Seeking Scale, which was adapted into Turkish, was found to be 0.79.

Data collection process

Research data were collected electronically via an online questionnaire (Google Form). After the personal information form prepared in accordance with the purpose of the study and the items belonging to the scale were transferred to the electronic environment, they were sent via communication tools to the target audience.

Data analysis process

After the data collected through the online questionnaire (Google Form) were transferred to the Excel program, the participants who did not represent the sample group and gave incomplete information were excluded from the study. After the data were transferred to SPSS 23.0 program package, the Kolmogorov-Smirnov normality test was conducted and as a result of the calculated Skewness and Kurtosis and Levene (equality of variances) values, it was decided to use the independent samples (T-test) and one-way variance of analysis (One-Way ANOVA) (Jondeau & Rockinger, 2003). In addition, Tukey HSD test, one of the Post Hoc tests, was used to determine the differences between the groups, and the findings were evaluated according to the $p < 0.05$ significance value (Tukey, 1949).

Table 1. Skewness-Kurtosis values of the data

Size	Skewness	Kurtosis
Gender	0.968	-1.875
Marital Status	0.845	-2.449
Age	1.840	2.912
Place of Work	-0.889	0.845
Professional Experience	-0.248	1.741
Income Level	0.215	-2.819

FINDINGS

In this section, the findings obtained as a result of the analysis of the data are presented. Demographic information about the Physical Education and Sports teachers is given in Table 2.

Table 2. Demographic information about the physical education and sports teachers

	Groups	N	%
Gender	Male	320	58.2
	Female	230	41.8
	Total	550	100.0
Marital Status	Married	214	38.9
	Single	336	61.1
	Total	550	100.0
Age	20-24	189	34.3
	25-29	133	24.2
	30-34	72	13.1
	35-39	34	6.2
	40 and over	122	22.2
	Total	550	100.0
Place of Work	Town	94	17.6
	District	116	20.6
	City	340	61.8
	Total	550	100.0
Income Level	Low	35	5.9
	Medium	343	62.1
	High	172	32.0
	Total	550	100.0
Professional Experience	1-4 Years	183	33.2
	5-9 Years	159	28.9
	10-14 Years	74	13.5
	15 Years and more	134	24.4
	Total	550	100.0

As seen in Table 2, 230 (41.8%) of the participants are females and 320 (58.2%) are males; 214 (38.9) of them are married and 336 (61.9%) are single. When the distribution of the participants across the age groups is examined, it is seen that 189 (34.3%) of the participants are in the age group of 20-24, 133 (24.2%) are in the age group of 25-29, 72 (13.1%) are in the age group of 30-34, 34 (6.2%) are in the age group of 35-39 and 122 (22.2%) are in the age group of 40 and over. Of the participants, 94 (17.1%) work in a town, 116 (20.1%) in a district and 340 (61.8%) in a city. When their distribution across the income groups is examined, it is seen that 35 (6.4%) are in the low income group, 343 (62.4%) are in the medium income group and 172 (32.2%) are in the high income group. Finally, 183 (33.3%) of the participants have 1-4 years of professional experience, 159 (28.9%) have 5-9 years of professional experience, 74 (13.5%) have 10-14 years of professional experience and 134 (24.4%) have 15 years and more of professional experience.

Table 3. Results of the t-test conducted to determine whether the participants' sensation seeking levels vary significantly depending on gender and marital status

	Variable	N	\bar{X}	SS	t	p
Sensation Seeking	Male	320	24.15	7.954	-2.263	0.025*
	Female	230	25.67	7.681		
	Married	214	23.73	7.757	-2.515	0.012*
	Single	336	25.46	7.879		

*p<0.05

As seen in Table 3, the participants' sensation seeking levels vary significantly depending on gender ($t(550)=-2,263$; $p=0,025$). The mean sensation seeking value of the female participants is ($\bar{x}= 25.67$) while that of the male participants is ($\bar{x}= 24.15$). This shows that the sensation seeking level of the female participants is significantly higher than that of the male participants.

As seen in Table 3, the participants' sensation seeking levels vary significantly depending on marital status ($t(550)=-2,515$; $p=0,012$). The mean sensation seeking value of the married participants is ($\bar{x}= 23.73$) and that of the single participants is ($\bar{x}= 25.46$). This shows that the mean sensation seeking level of the single participants is significantly higher than that of the married participants.

Table 4. Results of the one-way analysis of variance conducted to determine whether the participants' sensation seeking levels vary depending on age

	Age	N	\bar{X}	SS	F	p	Difference
Sensation Seeking	21-24	189	25.12	8.176	9.310	0.001**	a-e
	25-29	133	26.18	7.827			b-e
	30-34	72	27.58	7.507			c-d
	35-39	34	22.88	7.425			c-e
	40 and over	122	21.63	6.651			

**p<0.01, a: 21-24, b: 25-29, c: 30-34, d: 35-39, e: 40 and over

As seen in Table 4, the participants' sensation seeking levels vary significantly depending on age ($F(4.545)=9.310$; $p=0.000$). The mean sensation seeking value of the participants in the age group of 21-24 is ($\bar{x}= 25.12$), that of the participants in the age group of 25-29 is ($\bar{x}= 26.18$), that of the participants in the age group of 30-34 is ($\bar{x}= 22.88$) and that of the participants in the age group of 40 and over is ($\bar{x}= 21.63$). When the results of Tukey HSD Post-Hoc test conducted to determine the source of the significant difference are examined, it is seen that there is a significant difference between the participants in the age group 21-24 and the participants in the age group of 40 and over ($p=0.001$), between the participants in the age group of 25-29 and

the participants in the age group of 40 and over ($p=0.002$), between the participants in the age group of 30-34 and the participants in the age group of 35-39 ($p=0.028$) and between the participants in the age group of 30-34 and the participants in the age group of 40 and over ($p=0.001$).

Table 5. Results of the one-way analysis of variance conducted to determine whether the participants' sensation seeking levels vary depending on place of work

	Place of Work	N	\bar{X}	SS	F	p
Sensation Seeking	Town	94	25.72	8.330	0.950	0.387
	District	116	23.95	7.915		
	City	340	24.91	7.725		

As seen in Table 5, the participants' sensation seeking levels do not vary significantly depending on their place of work ($F(2.547)= 0.950$; $p=0.387$). The mean sensation seeking value of the participants working in a town is ($\bar{x}= 25.72$), that of the participants working in a district is ($\bar{x}= 23.95$) and that of the participants working in a city is ($\bar{x}= 24.91$). Here, it is seen that the sensation seeking level of the participants working in a town is higher than that of the participants working in a city.

Table 6. Results of the one-way analysis of variance conducted to determine whether the participants' sensation seeking levels vary depending on income level

	Income Level	N	\bar{X}	SS	F	p
Sensation Seeking	Low	35	22.25	8.579	2.242	0.107
	Medium	343	25.15	7.733		
	High	172	24.58	7.937		

As seen in Table 6, the participants' sensation seeking levels do not vary significantly depending on their income level ($F(2.545)= 2.242$; $p=0.107$). The mean sensation seeking value of the participants in the low income group is ($\bar{x}= 22.25$), that of the participants in the medium income group is ($\bar{x}= 25.15$) and that of the participants in the high income group is ($\bar{x}= 24.58$).

Table 7. Results of the one-way analysis of variance conducted to determine whether the participants' sensation seeking levels vary depending on professional experience

	Professional Experience	N	\bar{X}	SS	F	p
Sensation Seeking	1-4 years	183	25.29	7.679	0.416	.741
	5-9 years	159	24.39	7.171		
	10-14 years	74	24.51	8.110		
	15 years and more	134	24.72	8.786		

As seen in Table 7, the participants' sensation seeking levels do not vary significantly depending on their professional experience ($F(3.544)= 0.416$; $p=0.741$). The mean sensation seeking value of the participants having 1-4 years of professional experience is ($\bar{x}= 25.29$), that of the participants having 5-9 years of professional experience is ($\bar{x}= 24.39$), that of the participants having 10-14 years of professional experience is ($\bar{x}= 24.51$) and that of the

participants having 15 and more years of professional experience is ($\bar{x}= 24.72$). Thus, it can be said that the sensation seeking level of the participants with less professional experience is higher than that of the participants with more professional experience.

DISCUSSION AND CONCLUSION

In the current study conducted to investigate whether the sensation seeking levels of the physical education and sports teachers working in public institutions affiliated to the Ministry of National Education vary significantly depending on different variables, it was found that their sensation seeking levels vary significantly depending on the variable of gender. This significant difference was found to be in favour of the female participants. The participants' sensation seeking levels were also found to vary significantly depending on the variable of marital status. This significant difference was found to be in favour of the single participants. In the relevant literature, Buluç and Uzun (2020) conducted a study on pre-service primary teachers and they found that the female pre-service teachers attach greater importance to the values of exciting life and pleasure than the male pre-service teachers. Ewert et al. (2012) concluded that female participants have lower levels of sensation seeking compared to male participants. In the study conducted by Yumuk (2019), it is emphasized that the level of sensation seeking varies significantly depending on the gender variable. In a study by O'Carroll (1984), the level of sensation seeking was found to be low in hypogonadal men with low testosterone levels. In the same study, it was found that men with functional impotence but normal testosterone levels have a normal level of sensation seeking. In the study conducted by Zuckerman et al. (1978), it was determined that the level of sensation seeking in men is higher than that of women and that it increases from childhood to adolescence and decreases from adolescence to adulthood. In the study conducted by Demiral (2018), it was emphasized that the level of sensation seeking varies significantly by the gender variable in favour of female participants. In a study conducted by Zuckerman and Neeb (1980), it was determined that the sensation seeking levels of single participants are higher than those of married participants. In a study conducted by Beşikçi (2016), it was stated that the level of sensation seeking varies depending on the marital status variable. Therefore, it can be said that both gender-related individual differences and physiological periods are effective on sensation seeking. Again, it is thought that the difference arising from marital status is due to the fact that the participants are married and have children.

It was also determined in the current study that the sensation seeking levels vary significantly depending on the age variable. In a study conducted by Beşikçi (2016), it is

emphasized that the level of sensation seeking significantly varies depending on the age variable. In some studies, it is emphasized that the sensation seeking levels are highest at the age of 16 for women and at the age of 18 for men (Jonah, 1997; Romer & Hennessy, 2007). In a study conducted by Chambers et al. (2003), it is emphasized that the increased sense of sensation seeking during adolescence, influenced by neurobiological development, tends to decrease with advancing age and adulthood. Therefore, it can be said that sensation seeking levels may decrease as age progresses.

In the current study, it was found that the sensation seeking levels do not vary significantly depending on the variable of place of work. However, when the mean scores are examined, it is seen that the participants working in a town have a higher level of sensation seeking than the participants working in a district or a city. In a study conducted by Rinehart (2000), it is emphasized that a teacher who begins their profession in a different city or experiences a career change finds himself/herself in a completely different social environment and status. Their new lives differ from their past lives. Negative changes in the environment we live in cause people to want to get away from these environments and to seek new ones. Therefore, it can be said that the place where the individual lives is a factor affecting the level of sensation seeking.

In the current study, it was found that the sensation seeking levels do not vary significantly depending on the variable of income level. However, when the mean scores are examined, it is seen that the participants in the low income group have a lower level of sensation seeking than the participants in the high income group. In a study conducted by Yumuk (2019), it is emphasized that there is no significant correlation between the income variable and sensation seeking. In a study conducted by Meng and Han (2018), it is also stated that there is no significant correlation between income variable and sensation seeking. In the study conducted by Mahoney et al. (2019), no significant correlation was found between sensation seeking and income level. In a study conducted by Roth et al. (2005), it is emphasized that the participants with high income levels also have a high level of sensation seeking. Thus, it is thought that income level might affect people's sensation seeking.

In the current study, it was found that the sensation seeking levels do not vary significantly depending on the variable of professional experience. However, when the mean scores are examined, it can be said that the participants with less professional experience have a higher level of sensation seeking than the participants with more professional experience. We

think that with the increase in professional experience, the teachers who have worked for many years in their professional life experience professional burnout, and accordingly, their level of sensation seeking is lower than the teachers who have just started their profession. The findings reported in the relevant literature support the findings of the current study. As a result, it can be said that the sensation seeking levels of physical education and sports teachers vary significantly depending on different variables.

Suggestions

In light of the findings of the current study, physical education and sports teachers are recommended to regularly attend professional training seminars, teach specific courses in their field, participate in activities with their colleagues, follow the studies conducted in the field and practice their profession in a city where they feel economically sufficient, happy, and free.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Eğitim sisteminin temel öğelerinden biri olan öğretmen, bir toplumda eğitim ve öğretimden sorumlu olan kişidir. Toplum nezdinde saygın bir yeri olan öğretmenler, resmi veya özel eğitim kurumlarında öğrenim gören bireylerin yaşantılarına yön vermek ve kılavuzluk yapmak amacıyla görevlendirilmektedir (Öncül, 2000). Öğretmenin mesleğini icra etmesi noktasında mesleki donanımına sahip olması bazen yeterli olmayabilir. Mesleki yeterliliğe ek olarak öğretmenlik meslek bilgisi ve becerilerine de ihtiyaç duyulmaktadır (Çelikten ve ark., 2005). Öğretmenler sahip oldukları niteliklerin yardımı ile okullarda sadece eğitim-öğretim hizmetlerini yürütmez aynı zamanda davranışlarıyla öğrencilerini etkilerler. Bu yüzden onlardan üst düzey performans sergilemeleri beklenir (Balci, 2011). Ancak bu performansı sergileyebilmeleri noktasında öğretmenlerin motivasyonu önemli bir faktördür. İçsel motivasyonunu sağlayan öğretmenlerin heyecan arayışı düzeyi yüksektir. Tatmin olma duygusuna ulaşmış mutlu, nitelikli öğretmenlerin daha geniş bir dünya görüşüne sahip olduğu gerçeği göz ardı edilmemelidir. Zuckerman, (2007) heyecan arayışını, yeni durumları deneyimleme ve keşfetmeye dayalı cesaret olarak tanımlamaktadır. Heyecan arayışı içerisinde yapılan aktiviteler kişiyi mutlu ederek onlara fiziksel, ruhsal ve sosyal etki alanlarında eğlenceli aktiviteler yapmalarına olanak sağlamaktadır (Zuckerman, 1991). Bir eğitimci için okulun programına ilgi gösteren öğrencilerle çalışmaktan daha heyecan verici bir şey yoktur. Bu olumlu tutum tüm paydaşlar için hem canlandırıcı hem de teşvik edici bir etkiye sahiptir. Bu yüzden öğretmenlerin sergiledikleri davranış, eğitim programlarının başarılı olabilmesinde kritik bir öneme sahiptir. Okuldaki sorumluluklarını büyük bir şevk ile sergileyen öğretmenlerin tutumunun sağlayacağı fırsatlar öğrencilerin programa istekli bir şekilde katılmalarına zemin oluşturmaktadır (Deller & Levenda, 1974).

Kendini sürekli yenilemesi gereken öğretmenlik mesleğinin ayrılmaz bir parçası olan heyecan, bu yeniliklere uyum sağlama noktasında öğretmenin işini kolaylaştıracaktır. Dolayısıyla beden eğitimi ve spor öğretmenlerinin eğitim öğretim sürecinde olduğu heyecan durumu birçok unsurdan etkilenmektedir. İlgili alanyazın çalışmaları incelendiğinde beden eğitimi ve spor öğretmenlerinin heyecan arayışı ile ilgili çalışmaların sınırlı olduğu tespit edilmiş olup, ilgili alana katkı sağlayacağı düşünülmektedir.

YÖNTEM

Nicel araştırma yöntemi ile hazırlanan çalışmada tarama modeli kullanılmıştır. Çalışma grubunu Millî Eğitim Bakanlığına bağlı kamu kurumlarında görev alan beden eğitimi ve spor öğretmenleri oluşturmaktadır. Randomize olarak belirlenen örnekleme grubunu 320'si erkek ve 230'u kadın olmak üzere toplamda 550 beden eğitimi ve spor öğretmeni oluşturmaktadır.

Hoyle ve arkadaşları (2002) tarafından heyecan arayışı düzeyini belirlemek için geliştirilen Heyecan Arayışı Ölçeği; Çelik ve Turan (2016) tarafından Türkçeye uyarlanmıştır. Ters kodlanmış maddesi bulunmayan 5'li likert tipi ölçek, 8 madde ve tek boyuttan oluşmaktadır. Ölçek formundan alınan düşük puanlar heyecan arayışı düzeyinin düşük olduğunu, yüksek puanlar ise heyecan arayışı düzeyinin yüksek olduğunu göstermektedir. Türkçeye uyarlanan "Heyecan Arayışı Ölçeği"nin Cronbach's Alpha katsayısının 0,79 olduğu saptanmıştır.

Çevrimiçi anket formu (Google Form) aracılığıyla elde edilen verilere Kolmogorov-Smirnov normallik testi uygulanmış, elde edilen çarpıklık (Skewness) ve basıklık (Kurtosis); Levene (varyansların eşitliği) değerleri sonucunda parametrik testlerden bağımsız örneklem ve tek yönlü varyans testleri uygulanmıştır (Jondeau & Rockinger, 2003). Ayrıca gruplar arasında oluşan farkları saptamak için Post Hoc testlerinden Tukey HSD testi uygulanıp bulgular $p < 0.05$ anlamlılık değerine göre değerlendirilmiştir (Tukey, 1949).

BULGULAR

Heyecan arayışı düzeyinin cinsiyet değişkenine bağlı olarak değiştiği ve istatistiksel olarak anlamlı bir farklılık olduğu saptanmıştır. Kadın katılımcıların heyecan arayışı düzeyi erkek katılımcılara oranla daha yüksek bulunmuştur (Tablo 2).

Heyecan arayışı düzeyinin medeni durum değişkenine bağlı olarak değiştiği ve istatistiksel olarak anlamlı bir farklılık olduğu saptanmıştır, bekâr katılımcıların heyecan arayışı düzeyinin evli katılımcılardan daha yüksek olduğu belirlenmiştir (Tablo 2).

Heyecan arayışı düzeyinin yaş değişkenine bağlı olarak değiştiği ve istatistiksel olarak anlamlı bir farklılık göstermektedir. Bunun yanında heyecan arayışı düzeyinin görev yeri, gelir durumu, mesleki tecrübe değişkenine bağlı olarak değişmediği görülmüştür (Tablo 3).

SONUÇ VE TARTIŞMA

İlgili alanyazın çalışmaları incelendiğinde Buluç ve Uzun (2020) tarafından sınıf öğretmeni adaylarının değer hiyerarşileri isimli çalışmasında cinsiyet değişkenine bağlı olarak kadın öğretmenlerin heyecanlı bir hayat ve zevk değerlerine erkek öğretmenlere oranla daha fazla önem verdiği ifade edilmektedir. Ewert ve arkadaşları (2012) tarafından yapılan çalışmada kadın katılımcıların heyecan arayışı düzeyinin erkeklerden az olduğu vurgulanmaktadır.

Zuckerman ve Neeb (1980) tarafından yapılan çalışmada bekârların heyecan arayışı düzeyleri evlilere göre daha yüksek çıkmıştır. Beşikçi (2016) tarafından yapılan çalışmada medeni durum değişkenine bağlı olarak heyecan arayışı düzeyinin değiştiği belirtilmektedir. Dolayısıyla hem cinsiyete bağlı bireysel farklılıklar hem de fizyolojik dönemlerin heyecan arayışı üzerinde etkili olduğu söylenebilir. Yine medeni duruma bağlı olarak oluşan farklılığın katılımcıların evli ve çocuk sahibi olmasından kaynaklandığı düşünülmektedir.

Beşikçi (2016) tarafından yapılan çalışmada yaş değişkenine bağlı olarak heyecan arayışı düzeyinin değiştiği vurgulanmaktadır. Bazı çalışmalarda kadınların 16 yaş, erkeklerin ise 18 yaş civarında heyecan arayışı düzeylerinin en yüksek düzeyde olduğu vurgulanmaktadır (Jonah, 1997; Romer & Hennessy, 2007).

İlgili alanyazın çalışmaları sonucunda elde edilen bulgular ile bu araştırmada elde edilen bulgular birbirini destekler niteliktedir. Bu sonuçlara göre beden eğitimi ve spor öğretmenlerinin heyecan arayışı düzeyleri çeşitli değişkenlere göre farklılık göstermektedir.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Seydi KARAKUŞ
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Seydi KARAKUŞ
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Seydi KARAKUŞ
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Seydi KARAKUŞ
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Seydi KARAKUŞ
Destek ve Teşekkür Beyanı/ Statement of Support and Acknowledgment		
Bu çalışmanın yazım sürecinde katkı ve/veya destek alınmamıştır. <i>No contribution and/or support was received during the writing process of this study.</i>		
Çatışma Beyanı/ Statement of Conflict		
Araştırmacının araştırma ile ilgili diğer kişi ve kurumlarla herhangi bir kişisel ve finansal çıkar çatışması yoktur. <i>Researchers do not have any personal or financial conflicts of interest with other people and institutions related to the research.</i>		
Etik Kurul Beyanı/ Statement of Ethics Committee		
Bu araştırma, Kütahya Dumlupınar Üniversitesi Bilimsel Araştırmalar Etik Kurulunun 13.01.2023 tarihli ve 170985 sayılı kararı ile yürütülmüştür. <i>This research was conducted with the decision of Kütahya Dumlupınar University Ethics Committee dated 13.01.2023 and numbered 170985.</i>		



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