

AN ANALYTICAL STUDY OF FREE TIME MOTIVATIONS OF TEACHER CANDIDATES ¹

Okan SARIGÖZ

*Mustafa Kemal University, Faculty of Education, Educational Sciences, Educational Programs and
Instruction, Hatay / Turkey
ORCID ID: 0000-0002-1616-9789*

Abstract: Leisure time, conceptually defined as recreation or free time, is a term to define the time period set aside by individuals in order to have fun after the work, rest, play around and do as they wish and meet special needs. The purpose of this study is to determine free time motivations approaches of teacher candidates by considering some demographic variables. The sample space of the study consists of the students of the departments of English Teaching, Classroom Teaching, Psychological Counseling and Guidance and Special Education Teaching from faculty of education of Mustafa Kemal University in 2016-2017 education season. General screening model was utilized in this research. Validity and reliability coefficient of the used scale was calculated to be 0.801. The results found in the study include; overcoming the issues that require struggle gives the person a sense of satisfaction, some particular activities makes the individual feel free, activities in the free time makes the individual happy and there was no significant difference statistically between male and female teacher candidates' free time motivations.

Key Words: Free Time, Recreation, Activity, Amusement, Playing Around, Resting

Doi: 10.17364/IIB.2017.2.0004

(1) *Corresponding Author: Okan SARIGÖZ, Mustafa Kemal University, Faculty of Education, Educational Sciences, Educational Programs and Instruction, Hatay / Turkey okan.sarigoz@gmail.com Arrival Date 19.02.2017 Date of Admission: 10.06.2017 Article Type: (Research Application) Conflict of Interest No "Ethics Committee No"*



IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL

www.iibdergisi.com

April - May - June Issue 26 Spring Summer Year: 2017

GEL CODE: I21-I23-M10-M12 ID: 528 K: 367

(Education Management)

ISSN PRINT: 2146-5886 ISSN ONLINE: 2147-172X

(ISO 18001-OH-0090-13001706 / ISO 14001-EM-0090-13001706 / ISO 9001-QM-0090-13001706 / ISO 10002-CM-0090-13001706)

(TRADEMARK-PATENT)

(2015/03945- 2015-GE-17301)

INTRODUCTION

Individuals have to raise themselves effectively in the modern world to be more successful in the universe and feel more efficient. People especially should especially make use of the times that are left from daily errands positively and take care of the little errands instead of wasting these times. According to Karaküçük (2005), all the individuals nowadays should use the time more effectively depending on the requirements of our era. To use the time effectively, one should be focused on the time be spent. Coleman & Barrie (2000) states that motive and motivation helps people reach success or personal satisfaction. Individuals feel happier when they effectively make use of leisure times. Therefore the occupations dealt in the free times should psychologically satisfy the individuals. Kovacs (2007), argues that free time satisfaction has to do with the quality that people perceive for the type of fulfillment of free times or generally how happy they are with their free times. Free times are usually the act of leaving routine occupations such as work and instead engaging in pleasing activities and hobbies (Marshall, 1999; Bull-Hoose & Weed, 2003; Johnson, *et. al.*, 2000).

Evaluated as the times left from the work, this type of time has also been described as liberated time (Midrod, 200; Brown & Frankel, 1993; Heo & Lee, 2010; Huang & Carleton, 2003), leisure time (Erbeşler, 1987; Huang &

Carleton, 2003; Karaküçük, 1999; Abadan, 1966), pleasure time (Baud-Bovy & Lawson, 1988; Midrod, 2007; Karaküçük, 1999; Güler, 1978) and available time (Odabaş, 2009). However, today in place of these usages the most prominent term is free time (Mutlu, 2008; Yerlisu-Lapa, *et. al.*, 2012; Doğan, 2002).

As a concept, free time stems from the definition of specific work hours and described as the time period outside of work hours. Considering the developments of civilizations, the first appearance of working hours or office hours concepts was observed in industrial societies after the foundation of industrialization. In Mutlu's (2008: 20) opinion, the concept of free time came alive in the Industrial Revolution along with the concepts work, saving and capital stock as societal values and at that time free times were seen as extravagance and laziness.

Although the free times were regarded as laziness and sluggishness in industrial societies, today individuals are expected to benefit effectively from leisure times. However, in many societies nowadays, because of the rise in consumption habit and extravagancy, people spend their free times in shopping. Baudrillard (1997), also states that modern societies are consumer societies and shopping in free times makes individuals feel relaxed in these type of societies. According to Ay-



IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL

www.iibdergisi.com

April - May - June Issue 26 Spring Summer Year: 2017

GEL CODE: I21-I23-M10-M12 ID: 528 K: 367

(Education Management)

ISSN PRINT: 2146-5886 ISSN ONLINE: 2147-172X

(ISO 18001-OH-0090-13001706 / ISO 14001-EM-0090-13001706 / ISO 9001-QM-0090-13001706 / ISO 10002-CM-0090-13001706)

(TRADEMARK-PATENT)

(2015/03945- 2015-GE-17301)

taç (2002), individuals spend their free times for showing off and want to be liberalized in terms of consumption, thus the consumption systems are being institutionalized.

Many educator claim that for the purpose of evaluating free times, individuals need to be trained. Bakı & İlhan (2006), mention that individuals need to be educated to make use of their free times with various activities. Also, in order to evaluate free times, people should be supported by both public foundations and institutions and private institutions. Kırbaç (2001), claims that young people should definitely be supported to utilize their free times for improving character development. Young people are considered to adapt more quickly to this development since effective usage of free times would help refreshment of the individual with creative and cultural activities, revealing past desires, fulfilling the wishes of living healthily and working efficiently and getting rid of the troubles and stress caused by adverse environmental conditions (Koral, 1993).

Effective utilization of free times will stand beside the person from birth to death, from childhood to the evening of life. The studies have shown that evaluation of free times provide experiences that have psychological, social and physical benefits (Karaküçük, 1995), should be supported as a part of fundamental education (Karaküçük, 1997), plan-

ning of organization is important in free times (Hacıcaferoğlu, *et. al.*) and young people preparing for the exams get more competent academically, more socialized and have better communication skills by making use of leisure times (Bakı & İlhan, 2006).

METHOD

Problem Statement

What are the opinion levels of teacher candidates studying in faculty of education regarding to free time motivations?

Research Objective

The goal of this research is trying to determine the opinions of teacher candidates from faculty of education about their motivation status in free times by using arithmetic averages of responses considering the demographic variables of *gender, grade level, type of programme and graduated school*. Moving by the data acquired from the research, some suggestions will be tried to develop pertaining to the factors influencing free times and motivations.

Population and Sample

The population of this study consists of all the students studying in the education faculty of Mustafa Kemal University and the sample is constituted by 194 teacher candidates from the departments of English Teaching, Classroom teaching, Psychological Counseling



and Guidance and Special Education departments in 2016-2017 education year of that same university.

Research Model

This research was conducted for the purpose of determining free time motivations of teacher candidates by taking the demographic variables of *gender, grade level, type of programme, graduated school and age* into account. In this direction, surveys and scales used in previous researches about free time evaluation and motivation subjects were scanned and with the idea that it would represent the study best, 'Free Time Motivation Scale' developed by Pelletier, *et. al.*, (1991) and translated to Turkish by Mutlu (2008).

The original version of Free Time Motivation Scale includes 28 items and 7 sub-dimension namely; to know, to succeed, to feel the drive/stimulation, to determine, to reflect, outer order and unmitigatedness. In the Turkish transcription analysis by Mutlu (2008), 6 items were removed from the Turkish version of the scale since their factor loads were below 0.40. Therefore the Turkish version of the scale consists of 22 items and 5 sub-dimension namely unmitigatedness, to know and to succeed, experiencing stimulants, identification and introjection and outer regulation. Total internal consistency coefficient of the scale was measured as 0.77. Factor loads of

the items included in the scale varied between 0.402 and 0.833.

Responses of the participants of research depending on demographic variables were calculated by the help of SPSS 2.2 Statistics Programme in F test, t-test, and Anova Test that is one-way analysis of variance. The scale used in the research involves 22 items in five point likert scale as follows; (1) Totally disagree, (2) Disagree, (3) Partially Agree, (4) Agree, (5) Totally disagree. General evaluation of the scale of study is illustrated below (Özkaratal, 2016a-2016b; Dönger, 2015a-2015b):

$$RO = \frac{HW - LW}{NO} = \frac{5 - 1}{5} = 0.8$$

1.80 -1.80: Totally disagree

1.81- 2.60: Disagree

2.61- 3.40: Partially Agree

3.41- 4.20: Agree

4.21- 5.00: Totally Agree

RO = Range of options

HW = Highest Value

LW = Lowest Value

NO = Number of options

General Screening Model, one of the descriptive screening models, was implemented in the research. General screening model involves the arrangements on a sample group



in a larger population with many population in order to make conclusions about that population (Karasar, 2010:79). General screening model forms data collecting by referring the methods of surveying and interviewing (Büyüköztürk, *et. al.*, 2012: 14).

In this part, free time motivational adequacy approaches of teacher candidates from education of faculty were presented. ‘Free Time Motivation Scale’ was applied to students towards the objective of the research and students’ responses were tabulated and interpreted.

FINDINGS

Table 1. t-test Analysis Results of Participant Teacher Candidates to Free Time Motivation Scale Depending on Gender Variable

	Gender	N	\bar{X}	Ss	Sd	-t	p
<i>Free Time Motivation Scale</i>	1.Female	142	88.73	7.80	192	1.034	.303
	2.Male	52	87.37	9.09			
	Total	194					p>0.05

As the data in Table 1 was examined, considering the participant teacher candidates’ responses to Free Time Motivation Scale depending on *gender* variable, statistically

no significant difference was found between male and female teacher candidates ($p > 0.05$).

Table 2. Anova test Analysis Results of Participant Teacher Candidates Responses Depending on the Education Year Variable

Grade Level	N	\bar{X}	Ss	S. of varia.	Sum of squa.	Sd	Kar. Ort.	F	p	Sign. Diff. (Anova)
1)First year	78	89.31	7.68	W. gr.	159.43	2	75.72	1.20	.304	
2)Sec. year	28	88.82	6.93	B. gr.	12689.59	191	66.44			
3)Third year	88	87.39	8.88	Total	12849.02	193				
Total	194	88.37	8.16							

$p > .05$

When the data in table 2 was examined, statistically no significant difference was detected

between the responses of participant teacher candidates in first, second and third grade ($p > 0.5$). This shows us that students studying



in different grade levels have similar or same approaches of motivations in free times.

Table 3. Anova Test Analysis Results of Participant Teacher Candidates' Responses to Free Time Motivation Scale Depending on Type of Department Variable

Depart.	N	\bar{X}	Ss	S. of varia.	Sum of squa.	Sd	Kar. Ort.	F	p	Sign. Diff. (Tukey)
1)ET	91	86.65	7.45	W. gr.	633.14	3	211.05	3.283	.022	
2)CT	36	91.22	6.13	B. gr.	12215.87	190	64.29			2-1
3)PCG	32	89.84	9.04	Total	12849.01	193				
4)SE	35	88.54	9.97							
Total	194	88.37	8.16							

$p < 0.5$

Examining the data from table 3, a significant difference was observed between English Teaching (ET) department students and Classroom Teaching (CT) department students' re-

sponses to free time motivational status statistically in favour of teacher candidates in English Teaching Programme ($p < 0.5$). (ET: English Teaching; CT: Classroom Teaching; PCG: Psychological Counseling and Guidance; SE: Special Education).

Table 4. Anova Test Analysis Results of the Participant Teacher Candidates' Responses to Free Time Motivation Scale Depending on Age Variable

Age	N	\bar{X}	Ss	S. of varia.	Sum of squa.	Sd	Kar. Ort.	F	p	Sign. Diff. (Tukey)
1)18-20	77	89.25	7.37	W. gr.	416.33	2	208.17	3.198	.043	
2)21-23	98	87.06	8.96	B. gr.	12432.68	191	65.09			3-2
3)24+	19	91.53	5.35	Total	12849.01	193				
Total	194	88.37	8.16							

$p < 0.5$

Examining the data from table 4, depending on the age variable of participant teacher candidates, a significant difference was noticed

between the motivational approaches of students older than 24 and students between the ages of 21-23 in favour of teacher candidates older than 24 ($p < 0.5$).



Table 5. Arithmetic Mean and Skill Levels of the responses given to the Free Time Motivation Scale by prospective teacher candidates

FREE TIME MOTIVATION SCALE	\bar{X}	Skill Level
<i>WHY do you usually do your leisure activities?</i>		
3. Trying to overcome the interesting things that need struggle gives a feeling of satisfaction	4.52	Totally Agree
5. It pleases me to learn more about the things that interesting to me	4.50	Totally Agree
7. I feel free when doing such activities	4.46	Totally Agree
22. My desire to be in a good mood in my spare time	4.40	Totally Agree
15. I am not sure but I have an idea that there is not an activity I can do very well	4.23	Totally Agree
9. I feel that I am challenging myself by doing interesting activities	4.20	Agree
10. Because of really need free time activities to be happy in life	4.16	Agree
13. Because I see it as a way to gain the skills that are important to me in other areas	4.13	Agree
11. Sometimes it provides to appreciate by others	4.07	Agree
12. Because it allows me to understand (deeply) the issues that interest me	4.01	Agree
19. Because I think that one way of discovering other aspects of myself goes through free time activities	3.98	Agree
17. To feel absolutely busy	3.93	Agree
16. Because I feel that I have challenged myself while doing activities that require struggle	3.90	Agree
21. I feel pleased when I try to do mixed activities	3.88	Agree
18. To show others that I am a dynamic person	3.86	Agree
8. I'm not sure, but I think that leisure activities are not suitable for me	3.84	Agree
6. I see it as a way to improve on a personal level	3.81	Agree
20. It gives a feeling of total relaxation	3.77	Agree
2. I do not know why I do leisure activities	3.67	Agree
14. Since the free time activities make me feel really supreme / noble	3.65	Agree
1. To get rid of doing other works	3.64	Agree
4. Since I do not want to look like someone who does not want to do any work	3.39	Partially Agree

Overall arithmetic mean: 4.02 (Agree)



Table 5 shows the arithmetic mean and skill levels of answers given to the Free Time Motivation Scale by teacher candidates in the Faculty of Education. As the arithmetic mean of the answers given to the scale items are examined; it has been determined that item 3 '*Trying to overcome the interesting things that need struggle gives a feeling of satisfaction*' ($\bar{X}=4.52$), item 5 '*It pleases me to learn more about the things that interesting to me*' ($\bar{X}=4.50$), item 7 '*I feel free when doing such activities*' ($\bar{X}=4.46$) and item 22 '*My desire to be in a good mood in my spare time*' ($\bar{X}=4.40$) are the items which have highest arithmetic means.

According to answers given to the free time motivation scale by participant teacher candidates moving from the items with highest arithmetic mean, it was determined that working with interesting things in free time and handling them by struggling will give individual the feeling of satisfaction, individual will feel pleased when he/she learned about interesting subjects, individual feel free when he/she doing activities and individual will have a good psychology in spare time.

Again, according to answers given to the free time motivation scale by participant teacher candidates, it was determined that item 4 '*Since I do not want to look like someone who does not want to do any work*' ($\bar{X}=3.39$), item 1 '*To get rid of doing other works*' ($\bar{X}=3.64$),

item 14 '*Since the free time activities make me feel really supreme / noble*' ($\bar{X}=3.65$) and item 2 '*I do not know why I do leisure activities*' ($\bar{X}=3.67$) are the items which have lowest arithmetic means.

According to answers given to the free time motivation scale by participant teacher candidates, to seem as only doing something, to get rid of empty works, to feel self supreme or noble, not to know why leisure activities is done are the items that have lowest arithmetic means.

RESULTS and SUGGESTIONS

Results

There was no statistically significant difference between the female and male teacher candidates depending on variable of *gender* according to the answers given to the items of free motivation scale by the teacher candidates participating in the research. It can be said that female and male teacher candidates have similar opinions about being motivated on leisure time.

There was no statistically significant difference among the teacher candidates who studying in different grades depending on variable of *grade level* according to the answers given to the items of free motivation scale by the teacher candidates participating in the research. Thereby, it can be said that the opinions of prospective teachers who are



studying in the 1st, 2nd and 3rd grade levels are close or similar to each other about being motivated to leisure time.

It has been found that there was statistically significant difference among the teacher candidates who studying in different departments depending on variable of *department* according to the answers given to the items of free motivation scale by the teacher candidates participating in the research. It was determined that there was statistically significant difference between the teacher candidates who studying in departments of English Teaching and Classroom Teaching in favor of the teachers who studying in department of English Teaching.

According to the answers given to the items of free motivation scale by the teacher candidates participating in the research depending on variable of *age*, it was found that there was statistically significant difference between the teacher candidates who are in age groups over-24 year and 21-23 year old in favor of the teachers who are over 24 year old.

According to answers given to the free time motivation scale by participant teacher candidates moving from the items with highest arithmetic mean, it was determined that working with interesting things in free time and handling them by struggling will give individual the feeling of satisfaction, individual

will feel pleased when he/she learned about interesting subjects, individual feel free when he/she doing activities and individual will have a good psychology in spare time.

According to answers given to the free time motivation scale by participant teacher candidates, to seem as only doing something, to get rid of empty works, to feel self supreme or noble, not to know why leisure activities is done are the items that have lowest arithmetic means.

It was determined that the arithmetic averages of responses of the prospective teacher candidates to the free motivation scales were lower than the expected (4.21-5.00; Totally agree) skill level (4.02; Agree). It has been found from analysis of the answers given to the scale items as well as from interviews with the teacher candidates that the teacher candidates did not use the free time effectively, they did not work with things that they will improve themselves in their free time and they have to be more conscious in utilizing their free time.

Suggestions

Students have used their free time effectively when they got knowledge about their missing areas or completed research on a topic that they are curious about it in their free time. Therefore, it is required to explain effectively how free time is to be utilized and effective



for all the individuals both in schools and places they worked.

Psychological counseling and guidance teachers in schools should inform all school staff and students and make more conscious about effective use of free time by various activities and workings in schools in order to use free times effectively.

Topics about using free times should be added to the curriculum and especially if it is possible one more course should be added to programs about utilizing free times in order to make students more conscious about using time in all students studying in universities and in all other schools.

Recreation and being motivated to free times should not be considered as only teachers and students, but all individuals in society should be tried to be conscious about this issue. For this reason, seminars, symposiums or interviews are organized by the necessary institutions and organizations with the media partnership and the Public Training Centers affiliated to the Ministry of Education so that everyone in the society should be made more conscious of this issue.

Another way of effective use of free time is libraries. All individuals in society use libraries to conduct research on a specific topic. Whereas, all individuals in the society can use libraries to get informed or acquire

general culture in a subject they are curious about. One of the most effective ways to use free times is to get information in the library in spare times. Therefore, libraries should be made more attractive places where individuals want to spend time.

REFERENCE

ABADAN, N., (1966). Türk Üniversite Öğrencilerinin Serbest Zaman Faaliyeti. Boş Zamanları Değerlendirme Semineri. Halk Sağlığı Eğitim Komitesi Yayını, İstanbul

AYTAÇ, Ö., (2002). Boş Zaman Üzerine Kuramsal Yaklaşımlar. Fırat Üniversitesi Sosyal Bilimler Dergisi, 12(1): 231-260

BALCI, V., İLHAN, A., (2006). Türkiye'deki Üniversite Öğrencilerinin Rekreatif Etkinliklere Katılım Düzeylerinin Belirlenmesi. Beden Eğitimi ve Spor Bilimleri Dergisi, 4(1): 11-18

BAUD-BOVY, M., LAWSON, F., (1998). Tourism and Recreation: Handbook of Planning and Design. Architectural Press, Oxford

BAUDRILLARD, J., (1997). Tüketim Toplumu. Çeviri, H. Deliçaylı and F. Keskin, Ayrıntı Yayınları, İstanbul

BROWN, B., FRANKEL, B. G., (1993). Activity through the Years: Leisure, Leisure



- Satisfaction and Life Satisfaction. *Sociology of Sport Journal*, 10: 1-17
- BULL, C., et. al., (2003).** An Introduction to Leisure Studies. Prentice Hall, London
- BÜYÜKÖZTÜRK, Ş., et. al., (2012).** Bilimsel Araştırma Yöntemleri, (12. Baskı), Pegem Akademi Yayınları, Ankara
- COLEMAN, R., BARRIE, G., (2000).** Yöneticinin Kılavuzu. Çeviri, Harmancı M., Remzi Kitabevi, İstanbul
- DOĞAN, İ., (2002).** Sosyoloji: Kavramlar ve Sorunlar. 5. Baskı. Pegem Akademi Yayıncılık, Ankara
- DÖNGER, A., (2016a).** Ortaöğretimde Okuyan Öğrencilerin Yabancı Dil Kaygısı. VIII. Uluslararası Eğitim Araştırmaları Kongresi, 5-8 Mayıs, Çanakkale 18 Mart Üniversitesi, Çanakkale
- DÖNGER, A., (2016b).** Eğitim Fakültesinde Okuyan Öğrencilerin Yabancı Dilin Gerekliliğine İlişkin Görüşleri. VIII. Uluslararası Eğitim Araştırmaları Kongresi, 18 Mart Üniversitesi, 5-8 Mayıs, Çanakkale
- GÜLER, Ş., (1978).** Turizm Sosyolojisi. Turizm ve Tanıtma Bakanlığı Yayını, Ankara
- HACICAFEROĞLU, S., et. al., (2013).** Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Serbest Zaman (Rekreasyon) Aktivitelerine Katılımlarının Belirlenerek İncelenmesi (İnönü Üniversitesi Örneği). *Journal of Sports and Performance Researches*, 5(1): 5-17
- HEO, J., LEE, Y., (2010).** Serious Leisure, Health Perception, Dispositional Optimism, and Life Satisfaction Among Senior Games Participants. *Educational Gerontology*, 36: 112-126
- HUANG, C. Y., CARLETON, B., (2003).** The Relationships Among Leisure Participation, Leisure Satisfaction, and Life Satisfaction of College Students in Taiwan. *Journal of Exercise Science and Fitness*, 1(2): 129-132
- KARAKÜÇÜK, S., (1995).** Rekreasyon Boş Zamanları Değerlendirme Kavram, Kapsam ve Bir Araştırma. Seren Ofset, Ankara
- KARAKÜÇÜK, S., (1997).** Rekreasyon Boş Zamanları Değerlendirme Kavram, Kapsam ve Bir Araştırma. (Geliştirilmiş II. Baskı), Seren Ofset, Ankara
- KARAKÜÇÜK, S., (1999).** Rekreasyon Boş Zamanları Değerlendirme. 3. Basım, Gazi Kitabevi, Ankara
- KARAKÜÇÜK, S., (2005).** Rekreasyon Boş Zaman Değerlendirme, 5. Basım, Gazi Kitabevi, Ankara



KILBAŞ, Ş., (2001). Gençlik ve Boş Zamanı Değerlendirme. Çukurova Üniversitesi Basımevi, Adana

KORAL, D., (1993). Avrupa Topluluğu Ülkelerinde Spor ve Rekreasyonun Organizasyonu ve Bunun Türkiye’de Uygulaması Olanakları Üzerine Bir Araştırma. Yayımlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Fen Bilimleri Enstitüsü, Peyzaj Mimarlığı Anabilim Dalı, Ankara

KOVACS, A., (2007). The Leisure Personality: Relationships Between Personality, Leisure Satisfaction, and Life Satisfaction. School of Health, Physical Education and Recreation. Doctoral Thesis, Indiana University, Indiana

MARSHALL, G., (1999). Sosyolojik Boş Zaman Araştırmaları. Sosyoloji Sözlüğü, Çeviri, Osman Akinhay & Derca Kömürçü, Bilim ve Sanat Yayınları, Ankara

MUTLU, İ., (2008). Egzersiz Yapan Kişilerin Boş Zamanlarına Yönelik Tutumları Üzerine Bir Araştırma (Kayseri İli Örneği). Yayımlanmamış Yüksek Lisans Tezi, Niğde Üniversitesi Sosyal Bilimler Enstitüsü, Niğde

NIMROD, G., (2007). Retirees’ Leisure: Activities, Benefits, and Their Contribution to Life. Satisfaction. Leisure Studies, 26(1): 65-80

ODABAŞI, Y., (2009). Tüketim Kültürü. 3. Basım, Sistem Yayıncılık, İstanbul

ÖZKARTAL, Z., (2016a). Sınıf Öğretmenlerinin İlköğretimde Sanat Eğitiminin Gerekliliğine İlişkin Görüşlerinin Değerlendirilmesi. XV. Uluslararası Sınıf Öğretmenliği Eğitimi Sempozyumu, 1-14 Mayıs, Muğla Sıtkı Koçman Üniversitesi, Muğla

ÖZKARTAL, Z., (2016B). Sınıf Öğretmenlerinin İlköğretimde Verilen Sanat Eğitimine Yönelik Analitik Bir Çalışma. XV. Uluslararası Sınıf Öğretmenliği Eğitimi Sempozyumu, 1-14 Mayıs, Muğla Sıtkı Koçman Üniversitesi, Muğla

PELLETIER, L. G., et. al., (1991). Leisure Motivation Scale. http://www.er.uqam.ca/nobel/r26710/LRCS/echelles_en.htm Erişim Tarihi: 17.04.2017

YERLİSU-LAPA, T., et. al., (1997). Yaşam Tatmini, Serbest Zaman Motivasyonu, Serbest Zaman Katılımı: Beden Eğitimi ve Spor Öğretmenleri Üzerine Bir İnceleme (Kayseri İli Örneği). Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 2: 53-59



IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL

www.iibdergisi.com

April - May - June Issue 26 Spring Summer Year: 2017

GEL CODE: I21-I23-M10-M12 ID: 528 K: 367

(Education Management)

ISSN PRINT: 2146-5886 ISSN ONLINE: 2147-172X

(ISO 18001-OH-0090-13001706 / ISO 14001-EM-0090-13001706 / ISO 9001-QM-0090-13001706 / ISO 10002-CM-0090-13001706)

(TRADEMARK-PATENT)

(2015/03945- 2015-GE-17301)

ÖĞRETMEN ADAYLARININ BOŞ ZAMAN MOTİVASYONLARINA YÖNELİK ANALİTİK BİR ÇALIŞMA

Öz: Hızla değişen evrende bireylerin başarılı olabilmeleri ve kendilerini daha verimli hissedebilmeleri için modern dünyaya uygun olarak kendilerini yetiştirmeleri gerekmektedir. Bireyler özellikle günlük meselelerinin dışında kalan zamanlarını boşa harcamak yerine bu boş zamanları olumlu yönde kullanarak veya biriktirdiği işlerini hallederek en etkili şekilde değerlendirmelidirler. Zamanı etkili kullanabilmek için de etkili kullanacağımız zamana motive olmalı ve bir plan dahilinde bu zamanları kullanmalıyız. Motivasyon kısaca insanların başarılı olmalarına ve kişisel tatmine ulaşmalarına yardımcı olmaktadır. Bireyler boş zamanlarına motive olarak ve etkili bir şekilde kullandıklarında kendilerini daha mutlu hissetmektedirler. Boş zamanlarında yapılan işler psikolojik olarak bireyi tatmin etmelidir. Boş zaman tatmini bireylerin boş zamanlarını doldurma biçimlerinden algıladıkları kaliteyle yani genel olarak bireylerin boş zamanlarından ne kadar memnun oldukları ile ilgilidir. Boş zamanlar çoğunlukla bireyin çalışma gibi rutin işleri veya etkinlikleri bir tarafa bırakıp onun yerine hoş giden, hobi veya zevkli etkinliklerle ilgilenmesidir. Boş zaman kavramı olarak insanların çalışırken belirli çalışma saatlerinin belirlenmesiyle ortaya çıkmış ve mesai saatlerinin dışında kalan zaman olarak tanımlanmış bir kavramdır. Toplumların geçmişlerine bakıldığında mesai saatlerine bağlı olarak toplumlar ilk defa sanayileşmenin temellerinin atıldığı sanayi toplumlarında çalışma saatleri veya mesai kavramıyla tanışmışlardır. Boş zaman kavramı sanayi devrimiyle beraber çalışma, iş, tasarruf, sermaye birikimi gibi kavramların yeni toplumsal değerler olarak ortaya çıkmış ve o dönemlerde boş zamanlar savurganlık ve tembellik olarak değerlendirilmiştir. Her ne kadar sanayi toplumlarında boş zamanlarda yapılan işlere miskinlik veya tembellik denilse de günümüzde, bireylerden bu boş zamanlarını da etkili olarak değerlendirmeleri beklenmektedir. Oysa günümüzdeki birçok toplumda özellikle tüketim alışkanlığının ve savurganlığın artması gibi sebeplerden dolayı bireyler boş zamanlarını ya televizyon izleyerek ya da alışveriş yaparak değerlendirmektedirler. Bireyler boş zamanlarını gösteriş için sergilediklerinden ve boş zamanlarında tüketim yönünde özgürleşmek istediklerinden günümüz toplumları tüketim sistemlerini kurumsallaştırmıştır. Birçok eğitimciye göre boş zamanların değerlendirilebilmesi için bireylere boş zamanları değerlendirme eğitimleri verilmelidir. Ayrıca günümüzde bireylerin serbest ya da boş zamanlarını değerlendirebilmeleri için ise gerek kamu kurum ve kuruluşları gerekse de özel sektördeki kurumlar tarafından tüm bireylere kısmen çeşitli destekler verilmek-



IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL

www.iibdergisi.com

April - May - June Issue 26 Spring Summer Year: 2017

GEL CODE: I21-I23-M10-M12 ID: 528 K: 367

(Education Management)

ISSN PRINT: 2146-5886 ISSN ONLINE: 2147-172X

(ISO 18001-OH-0090-13001706 / ISO 14001-EM-0090-13001706 / ISO 9001-QM-0090-13001706 / ISO 10002-CM-0090-13001706)

(TRADEMARK-PATENT)

(2015/03945- 2015-GE-17301)

tedir. Gençlerin kişilik gelişimini geliştirme bakımından da etkili olabilecek serbest zaman aktiviteleri tüm kurumlar tarafından yadsınamayacak derecede desteklenmektedir. Boş zamanların etkili olarak kullanılması, bireyin yaratıcı ve kültürel faaliyetler açısından kendisini yenilemesi, biriken arzuların açığa çıkarılması, bireylerin sağlıklı yaşamak ve verimli çalışmak dileğinin yerine getirilmesi, olumsuz çevre koşulları nedeniyle oluşan sıkıntı ve stresin atılarak vücut bütünlüğüne kavuşturulmasının sağlanmasıyla gençlerin bu gelişime daha hızlı adapte olacağı düşünülmektedir. Boş zamanları etkin olarak değerlendirme çocukluktan yaşlılığa kadar sürekli bireyle birlikte var olmaktadır. Boş zamanları değerlendirmenin insana psikolojik, sosyal ve fiziksel fayda getirecek deneyimler sağlayacağı, temel eğitimin bir parçası olarak desteklenmesi gerektiği, boş zamanlarda organizasyonların planlanmasının önemli olduğu, sınavlara hazırlanan gençlerin boş zamanlarını değerlendirmeleri sayesinde akademik başarılarının artacağı, sosyalleşecekleri ve iletişim becerilerinin gelişeceği yapılan araştırmalardaki alınan sonuçlar arasındadır. Bu araştırmanın amacı; öğretmen adaylarının boş zaman motivasyonlarına ilişkin görüşlerini bazı demografik değişkenleri de göz önünde bulundurarak belirlemeye çalışmaktır. Araştırmanın örneklemini 2016-2017 öğretim yılında Mustafa Kemal Üniversitesi Eğitim Fakültesine bağlı İngilizce Öğretmenliği, Sınıf Öğretmenliği, Psikolojik Danışmanlık ve Rehberlik Bölümü ile Özel Eğitim Öğretmenliği bölümlerinde okuyan öğretmen adayları oluşturmaktadır. Araştırmada Genel Tarama Modeli kullanılmıştır. Araştırmada mücadele gerektiren uğraşların üstesinden gelmenin bireye doyum hissi verdiği, bazı aktiviteleri yapmanın bireye kendisini özgür hissettirdiği, boş zamanlarda yapılan aktivitelerin bireyi mutlu ettiği ve bayan öğretmen adayları ile erkek öğretmen adaylarının boş zamanlara yönelik motivasyonları arasında istatistiksel açıdan anlamlı bir farklılık olmadığı gibi sonuçlara da ulaşılmıştır.

Anahtar Kelimeler: Boş zaman, Rekreasyon, Aktivite, Eğlenme, Oyalanma, Dinlenme