

„Degree of Experience Seeking” THE RESULTS OF THE RESEARCH IN TEACHER EDUCATION

Dr. Kanczné dr. Nagy Katalin, kancznenagyk@ujs.sk
doc. Dr. univ. Agáta Csehiová, PhD., csehiova@ujs.sk

János Selye University, Komárom

Theoretical background

This study presented the research of the János Selye University Faculty of Teacher Training. Exploration was executed among students and was intended to find out the reasons of the drop-out.

The data collection was made with the help of the standard and self-developed tests and questionnaire.

Our results so far showed students' fear expectations about university life.

In the 2019/2020 academic year we expanded our measurement tools with the Degree of Experience Seeking Questionnaire.

(N=161, Cronbach's Alpha: 0,754)

The distribution of the department (%)	Kindergarten teacher 67.7 Teacher 21.1 Pedagogy and public education 11.2
The distribution of the class (%)	Full-time 73 Correspondence course 27
The distribution of the gender (%)	Man 15 Women 85
The distribution of the secondary school (%)	Vocational high school 60.9 Four-grade grammar school 28.6 Eight-grade grammar school 5.6 Adult education leading to graduation 4.3 High school for the disabled 0,6
The distribution of the own child number (%)	She/he hasn't child 82.6 1 child 7.5 2 children 6.8 3 children 2.5 4 children 0.6

Our most important preliminary publications related to the topic

Kanczné Nagy Katalin (2019): „Minden új ember egy rejtély, amelyen dolgoznunk kell.” In: Juhász Erika - Endrődy Orsolya (szerk.), Oktatás – Gazdaság – Társadalom, Hera Évkönyvek VI., 290-312. o.

Kanczné Nagy Katalin - Tóth Péter (2018): „Azért vannak a jóbarátok...” avagy, a lemorzsolódás-kutatás pilot vizsgálatának eredményei a Selye János Egyetemen. In: Tóth Péter – Major Enikő – Horváth Kinga – Kautnik András Duchon Jenő – Sass Bálint (szerk.): Kutatás és innováció a Kárpátmedencei oktatási térben, ISBN 978-963-449-115-6

Kanczné Nagy Katalin - Csehiová Agáta (2018): Elsőéves tanár szakos hallgatók egyetemi képzéssel kapcsolatos előzetes elvárásainak és félelmeinek vizsgálata, körében. In: Tóth Péter – Simonics István – Manojlovic Heléna – Duchon Jenő (szerk.): Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban, A VIII. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete, ISBN 978-963-449-148-4, 77-88. o.

The measurement tool:

40-item Sensory Experience Search Questionnaire

Research questions:

- 1) Which dimension experiences are the most common to be searched for among students?
- 2) Are there any significant differences in relation to each dimension?

The study was conducted along four dimensions

Excitement and adventure, namely the extent to which the respondent is looking for fast and dangerous sports and activities.

Experience search, namely the degree of openness to new experiences that excite the senses or the mind, travel, the degree of non-conformal lifestyle.

The strongest factor in the dimension of unbridledness is immersion in drug and sex adventures.

The boredom tolerance dimension examines the extent to which repetition, routine, the presence of boring people, and invariance cause tension in the person.

Frequency of experiences in the four dimensions

We began to examine the frequency of experience search in dimensions by summarizing students' choices per dimension in each of the 10-10 statement pairs.

In the following, we examine the choice rates of the experience-seeking statements.

Quantitative categories of experience search frequency were determined based on research methodological considerations as follows: if respondents chose the statement of the pair to search for sensory experience below 20%, it is low frequency, if the choicerate was above 60%, the search frequency was high.

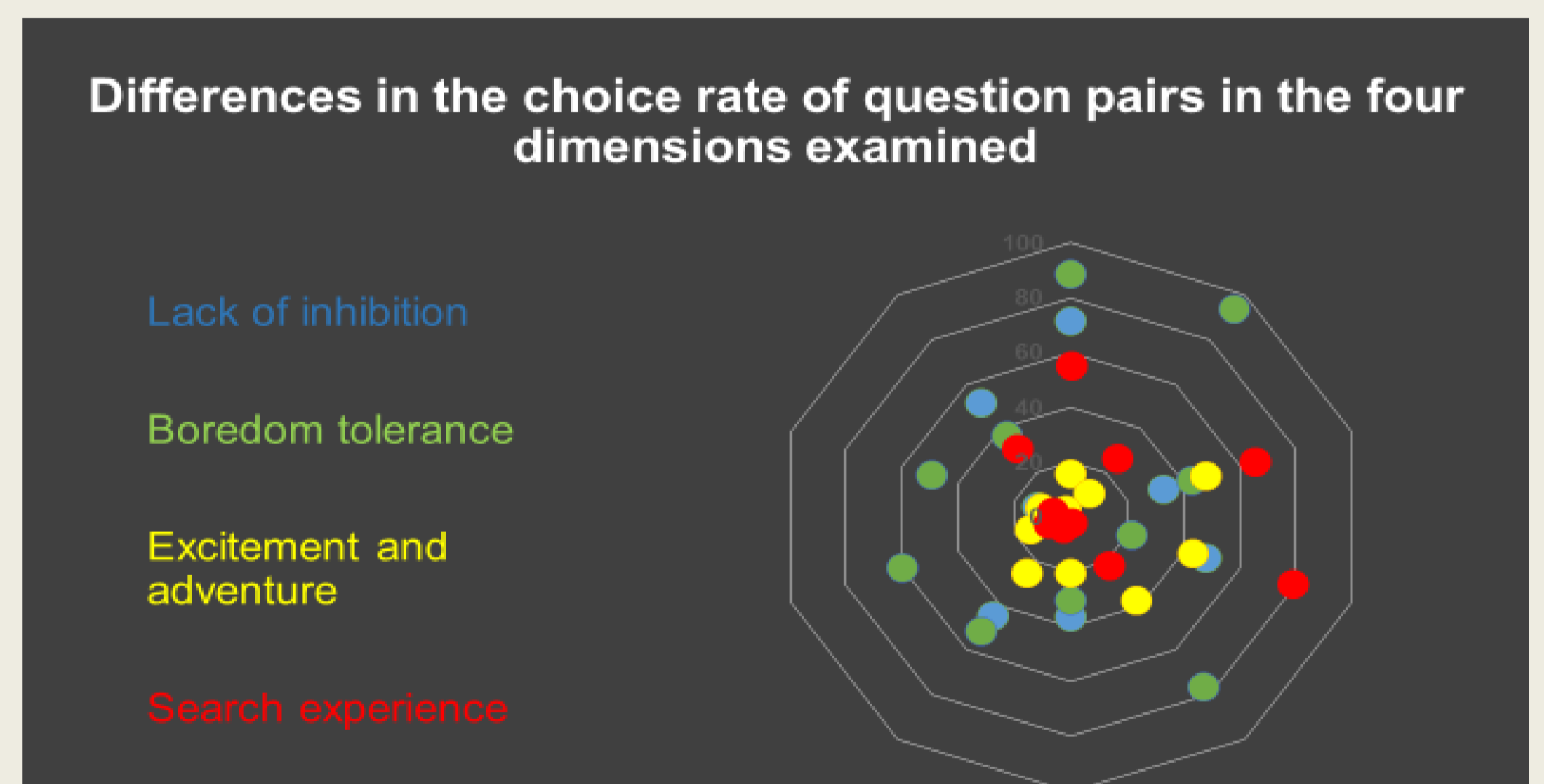
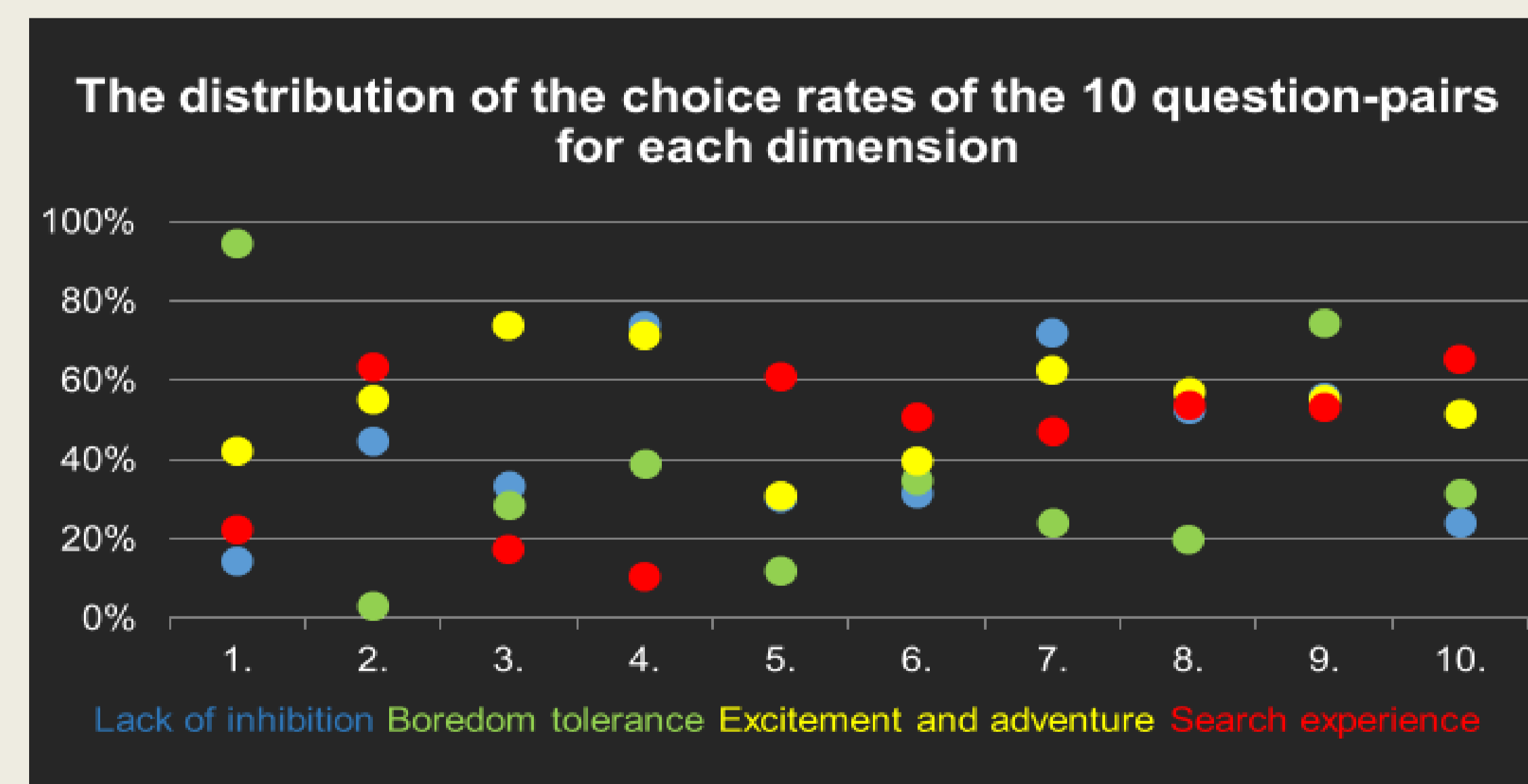
Comparison of dimensions

The examine the individual dimensions, we revealed the differences in the choice rates between the members of the statement pairs (referring to experience search of refusing to search for experience).

For each pair of statements, we calculated the difference between the members of the pairs in terms of the choice rate.

The closer the difference is to zero, the more divided the range of respondents in judging the statement pairs.

The closer the difference is to 100, the greater the consensus among respondents.



THE SUMMARY OF THE RESULTS

Based on the responses, it can be stated that high-frequency responses occur in all four dimensions, while low-frequency responses occur only in the Boredom Tolerance and Experience Search dimensions. The statements with the highest frequency are: 1. "I would not watch a movie I have ever seen for the world." 2. "I love people who honestly say what they think even when it is sometimes hurtful" 3. "I love having new, exciting experiences, even if they are a little scary, unusual, or illegal." Students are most divided in the Excitement and Adventure dimension. The greatest agreement is in the Tolerance dimension. The enjoyment of extreme sports mostly shares their opinions (average rate: 55% ; 45%) In the dimension of Boredom Tolerance, there is not always agreement on sensory experience seeking. The security of the usual old friendly environment is important and not boring for 96,9% of the respondents. 80.1% like to spend time with friends. These results support our preliminary research: interpersonal relationships play a very important role among students.

