An investigation into the evaluation of spare time activities of students at home and in the school

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Abstract

The spare time activities of the individuals vary relating to their gender, socio- economic and cultural level, friends, personality , interests and ağabeylities and the traditions of the place they live. The aim of this study is to determine how the students spend their spare time and to make suggestions about their insufficiency. Survey method was used in the research. Spare time activities and the habits of the students in primary schools in Erzurum were investigated. The sample of the research consists of 500 students attending to 10 different primary school in Erzurum in 2008-2009 school year. A questionnaire with 20 questions developed by the researchers was used in the study. In the study, the activities of the students during the day were determined. Furthermore, the types of activities and the necessary places to perform these avtivities were determined. Thus, new plans and activity areas were suggested relating to their needs.

Keywords: Student, school, habit of studying, spare time.

1. Introduction

Time is a universal source that constrains individuals from all kinds of profession. Therefore every person must plan and use their time wisely (Yavuz, 2002, 323. Time is a source which cannot be saved, borrowed, multiplied, but is only used and cannot be renewed. We must adapt time.

The time that a clock shows is different from the time which is felt. Time can be divided into three (Karakoç,

1998,16):

1. Real time: It is what clock shows. It can be followed and it can be measured with certain changes.
2. Psychological time: it is what is felt. What a clock shows is not important.
3. Biological time: it may be said that it is a type of psychological time which runs qualitatively. The clock which exists in all the living creatures.

Efficiency of people is proportional to the time consumed for their duties. Successful completion of these duties is found to be proportional to time assigned to them (Akçay, 2004, 170-197). In other words, allocation of time both at home and school according to activities is dependent on ability of arranging activities in terms of priorities and time management.

Time management can be defined under two subtitles in terms of basic conception and approaches: (Alay ve Koçak. 2003, 328).

--Traditional time management: The main concepts of this understanding are control and planning, determine the priorities, transfer of authority, and removing the disturbing items. That is, the basic understanding is to be able to determine the objectives and list them.

--New time management in this approach, what is important is revealing the values and determining the objectives. While objectives generally indicate having, value becomes the reason for existence.

The activities to raise the value of spare time at schools are necessary for realizing the goals of education, social development of the students, obtaining social status, and interaction and transfer of different cultures (Karataş).[1]

To be able to use time effectively and efficiently is firstly dependent on time training. At this point parents and schools have vital roles. Fulfilling this responsibility by the family is dependent on their adequacy, beside,

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school and parents' cooperation is very important for time planning acquisition at the very early ages. Thus, to [2]be able to know time management is the most important item for personal development and time consumption can occur at the mental dimension without time and space restriction (Bayraktar, 2003).

To create spare time and to be alto use this time best should be as important as, to meet the needs, to keep his/her life for a person in that a successful business life is dependent on the activities during spare time to rest. In this case, working productively increases and the person feels comfortable both psychologically and socially.

The concepts of leisure and recreation are different is the time out of his/her business life difficulties and responsibilities and can be used according to personal preferences. Recreation, on the other hand, has to do with the activities in leisure time. Recreation is derivated and used for the application of these concepts (Bucher & Richard, 1974, 6-8).Since recreation is a recent subject of study in sociology there are diverse arguments about this. Recreation comes from the word of Recreation which means renewing, reproduction and restructuring. In Turkish, it means to use spare time productively (Ozankaya, 1980, 27).

In fact whether using spare time productively is a time period, a type of thinking, or a game and entertainment based activity is uncertain, and this has made arguable for a subject to be investigated for sociology. Due to this difficulty, many researchers have proposed that leisure time analysis should be the beginning point for leisure time testing (Gunter, 1987, 115-130).

Recreation is a person's use of his/her time for personal and other developments. Therefore, considering recreation a spare time activity, it should, for personal or group activity, improve desired behaviors and it should be regarded as using time not randomly but appropriately (Sayıner, 1973, 27).

Family is one of the most effective educational institutions. Family, which has survived throughout the history and will continue as the most important social institution (Kıncal, 1991, 7), mother and father meet their children's needs of feeding, protection, living, education and love and support them. One of these functions should be leisure time education and families should guide their children.

It is self evident that mother and father are crucial for a child's personal development. Sound mother and father relationship is important for creating strong characters (Büyükkaragöz, 1990, 33). The children who use their leisure time happily and peacefully are found to be more successful. The children, whose parents who do not support them, waste their time at the pubs, bars or game saloons. It should be kept in mind that wasting the spare time causes health disorders, parental instability, decrease in professional productivity, and loss of citizenship awareness (Tezcan, 1991, 251).

School and office environment are generally thought to be only for working. In Turkey, the function of school is mostly based on learning. Whereas, school is meanwhile an important place for socialization. The achievement simply in learning is not enough other capabilities should be unearthed. School administration is the place where recreation activities are organized and it makes student participate in these activities. Schools, organized education institutes, with different activities in their local settings can cooperate with diffused education institutes to provide multidimensional development of the youth (I.Gençlik Şurası, 1988, 251).

Since the issue of recreation is multidimensional subject, to organize and realize the activities should be mission of government. For Personal awareness, constructing facilities, giving students lifelong abilities and habits and strengthening them considerable efforts should be made. At this point, government should take significant responsibilities. Government has considerable financial opportunities and can supply tools and mechanisms. Both central and local administrations have different roles and responsibilities. Government allocates money by means of tax. Today, people's expectations have been increasing (Ünver ve diğ., 1986, 243). In sum, recreation education is use of spare time productively.

In this study, primary school students' perception of leisure time and recreation was attempted to determine. For this purpose, the research questions are given below:

1. What is the perception of the students about their styles while studying both at home and school
2. Is there any significant difference among students' perceptions of using time productively at school?

Method

In this section, the scope of research, sample, means of data collection and the stastistical analyses used for analysing the data has been dealt with.

Scope

The scope of the research consists of the primary school students in the city centre of Erzurum.

Sample

. 500 students from randomly chosen 10 primary schools in the city centre of Erzurum makes up the sample of the reseach.

Means of Data Collection

In order to use for data collection, two surveys have been prepared by the researcher called " Assesments related to students' studying habits at home and at school" and " The characteristics of Students' Free Time Activities" .

Statistical Analyses

In analysing data collected for the research, SPSS package programme has been used, the number of students and ratio of their answers in total sum has been taken into account.

Fındıngs And Interpretatıons

Assesments related to students' studying habits at home and at school

A test regarding to the students' studying habits both at home and at school has been implemented and obtained data and findings are as follows in table 1 .

Table 1. Findings related to students' studying habits both at home and at school

ASSESMENTS RELATED TO STUDENTS' STUDYING HABITS AT HOME AND AT SCHOOL											
	The time school finishes						**Arrive at home**				
Q-1- What time do your lessons finish, when do you arrive at home?	13.00-14.00		15.00-16.00		17.00-18.00		13.00-16.00		17.00-18.00		19.00 and later
	N (110)	%22	N(300)	%60	(90)	%18	N(305)	%61	N(140)	%28	N(55) %11
Q-2-When do you generally sit for studying?	14.00-16.00		17.00		18.00		19.00		20.00		21.00 and later
	N(120)	%24	N (45)	%9	(105	%21	(140	%28	N(70)	%14	N(20) %4
Q-3-Have you got a studying programme?	YES						NO				
	N (320)		%64				N (180)		%36		
Q-4-Have you got a computer?	YES						NO				
	N (185)		%37				N (315)		%63		
Q-5-Do you benefit from computer in your homework and studies related to the school subjects?	YES						NO				
	N (220)		%44				N(280)		%56		

Q-6-Have got any other resources or opportunitiesl assisting school subjects? If there is, how do you take advantage of them?			
1.	There is a library at school but it is not used by students and students are not motivated to use them.	50	% 10
2.	Library	130	% 26
3.	Internet:	40	% 8
4.	They use computers.	40	% 8
5.	I benefit from the teachers and we solve the problem.	70	% 14
6.	I can't use it.	120	% 24
7.	Yes, there is but I don't use it properly.	25	%5
8.	I benefit from my friends.	10	%2
9.	I take advantage of the library and use the educational materials and devices.	15	%3

As Table 1 is examined, it is seen that sudents leave school between 4 p.m. and 5 p.m. and there is a time gap of nearly two or three hours between school's finishing time and students' arrival time at home. It has been found that, students generally prefer 7 p.m. and 8 p.m. to study. Also, it is observed that half of the students were devoid of a studying programme. Most of them have no such educational devices and materials as computer and aother tools. So the students were asked whether the school has a contribution on students education or in what way school is useful. In replying the question, it has been understood that, although schools' opportunitiesl are richer thabn that of home, school does not contribute much to the students eeducation. This proves that school does not provide students with desired level of activities except those of classroom.

The characteristics of the students' free time activities

Tablo2. Findings related to students' free time activities

THE CHARACTERISTICS OF THE STUDENTS' FREE TIME ACTIVITIES

Question		Activity	Count	%
Q-1-What do you understand of relaxation?	1.	Having conversation and play with my friends .	20	% 4
	2.	Watching TV	80	%16
	3.	Sleeping	100	%20
	4.	Reading a book	80	%16
	5.	Doing Sport	15	%3
	6.	Listening to music	110	%22
	7.	Relaxing and lying	15	%3
	8.	I draw Picture	15	%3
	9.	When I Meditate on myself	30	%6
	10.	Other	35	%7
Q-2- What do you like doing while resting?	1.	Playing football	10	%2
	2.	Watching Tv:	80	%16
	3.	Listening to music:	130	%26
	4.	Reading a book:	90	%18
	5.	Playing game:	15	%3
	6.	Sleeping:	35	%7
	7.	Playing on computer:	15	%3
	8.	A quite place and being alone:	10	%2
	9.	Have a conversation:	15	%3
	10.	Other:	100	%20
Q-3-What kind of social activities do you like? Have you got a favourite social activity?	1.	Playing football:	75	%15
	2.	I have no social activity:	35	%7
	3.	I like class trips and travelling:	30	%6
	4.	I like volleyball:	30	%6
	5.	Going to the cinema:	40	%8
	6.	To do sport:	55	%11
	7.	Going to the theatre:	50	%10
	8.	Listening to music:	15	%3
	9.	Playing basketball:	15	%3
	10.	Doing Martial sport(as judo, karate, etc.):	15	%3
	11.	Walking with my friends and play:	25	%5
	12.	Watching Tv:	15	%3
	13.	Have a trip:	20	%4
	14.	Attending seminars and conferences:	10	%2
	15.	Other:	70	%14
Q-4-What kind of entertainment do you like? Have you got a special kind of fun?	1.	Have a walk with my family if weather permitting. Pass time with my friends and play games:	25	%5
	2.	I like having fun with my friends:	30	%6
	3.	No:	90	%18
	4.	Listening to music and participating in musical entertainment:	90	%18
	5.	Playing football :	35	%7
	6.	Computer games:	15	%3
	7.	Birthday parties:	15	%3
	8.	Going to the places with live music :	20	%4
	9.	Have a trip and picnic:	35	%7
	10.	Cinema:	25	%5
	11.	Other:	120	%24
Q-5- In your free time what kind of social and sports activities do you planning with your family?	1.	Have a walk in evening with my family if weather permitting.	30	%6
	2	We have no plan:	135	%27
	3.	We do sport:	25	%5
	4.	We have a picnic:	150	%30
	5.	Travel:	30	%6
	6.	We make plan but don't practice it:	10	%2
	7.	cinema:	10	%2
	8.	Visiting relatives:	30	%6
	9.	Playing Football:	15	%3
	10.	Other:	65	%13
Q-6- In your free time what kind of social and sports activities do you planning with your teachers?	1.	We study on the school subjects and topic related to them:	20	%4
	2.	We organize trips arrenge.	60	%12
	3.	We don't make plan	45	%9
	4.	No:	100	%20
	5.	We solve problems:	10	%2
	6.	We have picnic	70	%14
	7.	Have a futbal match:	15	%3
	8.	Playing volleyball:	50	%10
	9.	We talk about future	15	%3

	10.	Playing football:	20	%4
	11.	Other:	95	%19
Q-7- Are you satisfied with the social opportunitiesl provided by the school?	No: Yes: Less satisfied:		290 160 50	%58 %32 %10
	1.	Sport field :	75	%15
	2.	Volleyball team:	15	%3
	3.	Travel and visiting historical attractivesi:	70	%14
	4.	Theatre:	25	%5
Q-8- What kind of social opportunities do you want to be given by the school?	5.	Picnic:	15	%3
	6.	Computer room:	95	%19
	7.	Sport activitiesSpor etkinlikleri:	55	%11
	8.	Library and increasing the number of books:	30	%6
	9.	Attending the school with casual wears less interference with clothes and clothing.	20	%4
	10.	Getting mobile phone:	25	%5
	11.	We want to goto the cinema:	20	%4
	12.	Table tenis:	15	%3
	13.	At weekends, courses should be organized	15	%3
	14.	Other:	25	%5

In Table 2, it has been discovered that in case of resting or relaxation, the very things that they recall are listening to music, reading a book and watching tv. To the question of what kind of activities they participate in, students' reply was playing football and playing other sports.In case of sort of entertainment, they either have no a certain entertainment of listen to music. As for the question that what kind of activities they plan with their families, they reply that they have no a plan or go to picnic. There is no a different answer to the question of planning activities together with the teachers.This shows us that there is no meaningful difference between families and teachers. When we ask the students whether school provides opprtunities fort hem, we get the the answer that the oppotunities are insufficient. When they are asked that what kind of opportunities they want to be given by the school, they replied that, computer rooms should be kept open, playing and sporting fields should be oopened in spare time and there should be organisations for visiting historical atractions. Thus, it is understood that neither families nor teachers and school provide enough contribution for the students.

Suggestıons

Although value free time activities at first were regarded as activities account for adults' self-improving and catering for free times, nowadays these and vary, too. In this context, in organizations aimed at including younger people for recreative activities, the greatest responsibility falls on our schools, teachers, families and the state which provide these students with great facilities.activities are increasingly covering children attending educational institutions. In general, it is, however, observed that, students tend to popular sports as football, basketball in addition to listening to music, surfing internet and playing computer games mostly.

In the light of the study, it is suggested that in such studies, social ad economical aspects which is considered to value our students' free timeFurthermore, in accordance with the psychological consultancy service, the students' develomental areas, the needs and abilities to be improved should be taken into consideration and psychological consultancy programme should be beneficial for managers, teachers and parents in children's physical, social, personal, cognitive and carier developmental areas and improving related areas.

The activities carrried out at school may be helpful in developmental areas and behaviours. The most important thing in this context is bringing forth the needs and skills indicating developmental area, keeping them on the agenda, handle them as behaviours and constitute experiences which exemplify them. Psychological consultant must put a great emphhasis on those developmental areas and skills. As a result of these studies, student will be able to utilize all of emotions satisfactorily, communicate with other people easily, may know himself beter and will be improved physically, cognitively as well as aesthetically, socially and emotionally.

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