



Factors Affecting Students' Inability to Value their Out-of-School Time and The Role of their Family Structure

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Keywords

Leisure Time,
Vocational and
Technical High
School Students,
Parental Education.

Abstract

The objective of the study is to reveal the reasons for students' not joining any events in their out of school time, and to investigate these reasons from the point of variables as the settlement unit of the family, education level of the parents, economic condition of the family and father's profession. Descriptive research method in the general survey model was used as a quantitative data collection method. The study group consists of totally 73 girl students studying in the 9th, 10th, 11th and 12th years of a vocational and technical anatolian high school. A questionnaire developed by the researcher was used as data collection tool. According to the findings, it was concluded that the settlement unit, parental education and father's profession have an important part in the students' joining an event. Informative studies about the importance of out of school events should be carried out for the students' parents coming from rural areas.

Article History

Received
30 Mar, 2020
Accepted
15 May, 2020

1. Introduction

The most important capital that people own in their lives is time. It is beside the point to give a clear definition for time. Lots of scientists stated that the definition of time is its ineffability (Yetiş, 2008).

It is possible for students to recreate their time with useful activities to make them a habit during the school process. It is necessary for students to learn how to use their leisure time correctly during the school term in order to become self-conscious, away from bad habits, responsible individuals who manage time correctly in their future lives (Okay, 2012).

Vocational High School students are more prone to crime than the other school students and their disciplinary crime rates are higher (Gökmen, Kaş ve Vurgun, 2012). Therefore, more free time activity programs and trainings should be organized for vocational high school students. It may not always mean that doing more work in a short time is using the time well. Good use of time means setting goals and priorities correctly, and doing only what is wanted and necessary (Karakullukçu, 2009).

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Attitudes related to using time may differ from a culture to another. Time is an important concept for American and Japan people. The people of these countries are aware that time is not an unlimited resource. However, for many people, the awareness that time is a scarce resource has not developed in our country yet. High occupancy rates of coffee shops, game and internet lounges in the surrounding prove this situation (Sağlam, 2008).

According to Tezcan (1994) time is divided into three groups as necessary time to maintain like as a biologic being, time related with making a living, and free time.

2. Leisure-Free Time Concept

Understanding the importance of time has also increased the importance of leisure time and made it clear that it is necessary to use it well. The concept of leisure time and how to use it have gained importance with the development of technology. Industrialization movement, on the other hand, enabled man to have more free time (Terzioğlu ve Yazıcı, 2003).

While “leisure time and free time” concepts are used in the same meaning by some scholars, others have used them in different meanings.

Demir ve Demir (2006) defined, in their studies, leisure time as “the time interval out of working hours”, and free time as “time spent freely out of work”. Leisure time which is a time interval used by individual for out of work activities is a part of free time. If people can act as they wish without the anxiety of work in their free time, and get satisfaction from these activities with complacency and happiness, they are accepted to have performed leisure time activities.

3. Recreation

Making leisure time valuable is used synonymous with recreation. Recreation is derived from Latin word recreate with the meanings of “renewal, refraction, freshening (Hacıoğlu, Gökdeniz ve Dinç, 2009).

Recreation is a phenomenon appearing with the start of industrialization period (Kaya, 2003). Making the leisure time quality is important for the individuals’ mental health, personality development and gaining a place in the society. Recreational activities are classified according to the individuals’ goals, wishes, and pleasures in participating the activities (Karaküçük, 2014). In order to make leisure time valuable, cultural, sportive, artistic and social activities can be performed. Students’ inability to value their leisure time causes their getting negative thoughts, picking up bad habits, psychological disorders and involving in many crimes (Seçgin, 1990).

3.1. Recreational Education

Recreational Education is individual’s “rational valuation” of leisure time. From another perspective, it is an education enabling individual to have an idea about recreational activities which will reveal one’s self and creativity and develop her/his personality (Tezcan, 1976).

3.2. Recreation in Turkey

It is not possible to mention about a conscious recreation education at schools in Turkey. Since recreation doesn't take its place in curriculum, necessary importance and education are not given at schools. For this reason, the need for an effective "recreation education" is evident. Although entertaining and relaxing classes are available limitedly, it is seen in practice that these classes are not given the importance as much as other classes (Tezcan, 1976).

Recreation activities in Turkey are generally composed of passive events. Watching Tv, listening to music, wandering around, going to game lounges, going to a soccer match, going shopping, reading newspaper are some of these events (Kırkpınar, 2004).

The development period of the students they are in and the vocational high schools', they are getting education, being more oriented towards professional life than being academic make the study important.

4. Purpose of the Study

The objective of the study is to reveal the reasons for students' not joining any activities in their out of school time, and to investigate these reasons according to the variables as the settlement unit of the family, education level of the parents, economic condition of the family and father's profession.

5. Method

5.1. Research Model

Descriptive research method in the general survey model was used as a quantitative data collection method. Descriptive research method is a method that describes a given situation as accurately and carefully as possible. The event, individual or object that make up the subject matter of the research are tried to be described in their own circumstances and as they are (Karasar, 2003).

5.2. Study Group

The study group consists of totally 73 girl students studying in the 9th, 10th, 11th and 12th years of a vocational and technical anatolian high school.

5.3. Data Collection Tools

A questionnaire was developed and applied in order to investigate the ways how the vocational high school students recreate their time out of school and the factors affecting these ways. The questionnaire was reviewed by experienced teaching staff and necessary revisions were made according to their suggestions, and the final form was given to the items in the questionnaire.

The first section of the questionnaire, consisting five sections, contains personal information, the second section contains "the ways the students recreate" which is composed of 29 items. In the second section, the students were given 29 activities which they can perform or are performing in their daily lives, and their frequency of performing these activities were categorized as "always, sometimes, never". The third part included questions investigating "who oriented them most to join the activities in their out of school time". The students were again given 29 activities in

this section. These activities were categorized as “my family, my school, myself” according to the orienting source. The fourth section was about to investigate “student’s utilizing th facilities of their school to recreate the time out of school”. 22 items were given in this section, and these items were categorized as “always, sometimes, not available in my school” options. The fifth section was about to investigate “the reasons why students can’t join any social activities”. The students were asked to mark the suitable option among given 7 items.

5.4. Analysis of the Data

The analysis was carried out by descriptive analysis method. The students’ written viewpoints were grouped according to their similarities taking the previously expected categories into consideration. The grouped responses were investigated, and transferred to the related tables as percentages (%) or numbers (n).

6. Findings

6.1. Study Group

Table 1: Demographic Characteristics of The Participants

Participants’ settlement unit	City Center	Village	-	-	
	%66.0	%34.0	-	-	
Participants’ school year	9th Year	10th Year	11th Year	12th Year	
	20	18	15	20	
Economic condition of the family	Well	Middle	Poor		-
	%49.0	%43.0	%8.0		-
Father’s profession	Farmer	Worker	White collar	Self-Employment	Others
	11	18	9	26	9
Father’s education level	Primary school	Secondary school	High school	University	
	28	30	11	4	
Mother’s education level	No education	Primary school	Secondary school	High school	
	11	38	19	5	

% 49.0 of the vocational high school students participated to our survey are living in villages, and % 66.0 of them are living in city centers. % 49.0 of the participants chose the “well” option, % 43.0 chose “middle” option, and % 8.0 chose “poor” option for their economic condition. 20 of the participants are in the 9th year, 18 of them in the 10th year, 15 are in the 11th year and 20 of them are 12th year students. 11 of the participants’ fathers are farmer, 18 of their fathers are workers, 26 of their fathers are self employed, and 9 of the fathers are white collar, and the “other profession option” was chosen by 9 students. 28 of the participating students’ fathers are graduates of primary school, 30 of them secondary school, 11 of them high school and 4 of them are university and over graduates. 11 of the mothers of these students are illiterate, 38 of them are graduates of primary school, 19 of them are secondary school and 5 of them are high school graduates.

6.2. The reasons why participants do not join any activity in their out of school time

Since the students in the survey were given the opportunity to choose more than one option, the sum of the rates may be over 100%.

Table 2: The Reason For Not Joining Activities According to Settlement Unit

Reason For not Joining Any Activity	Village		City Center		Total	
	n	%	n	%	n	%
1. I haven't enough time.	14	%93.3	35	%72.9	49	%67.1
2. My family doesn't give permission.	14	%93.3	23	%47.9	37	%50.7
3. My family's income is not enough.	2	%13.3	4	%8.3	6	%8.2
4. No activities are organized in my school.	8	%53.3	18	%37.5	26	%35.6
5. My performance in my classes decreases.	6	%40.0	22	%45.8	28	%38.4
6. Not informed by my teachers.	3	%20.0	10	%20.8	13	%17.8
7. Not informed by my school.	7	%46.7	13	%27.1	20	%27.4

The prominent answers for village and city centers among the reasons for not joining any activities are; not having enough time and not being permitted by the family. While % 93.3 of villagers chose the option 'I don't have enough time' for not joining any activities, the students living in the city center chose the same option by % 72.9 rate. The ratio of 'families' not giving permission' is % 93.3 for villagers and % 72.9 for city dwellers. The other main reasons of villagers' not joining any activities are; not being oriented enough by the school and not organizing enough activities in the school. 'Performance decrease' and 'not organizing enough activities in school' are other reasons of city center dweller students' not joining.

Table3: The Reason For not Joining Activities According to Family's Economic Condition

Reason For not Joining Any Activity	Weak	Middle	Good
1. I haven't enough time.	3	22	24
2. My family doesn't give permission.	3	15	19
3. My family's income is not enough.	1	1	4
4. No activities are organized in our school.	4	10	12
5. My performance in my classes decreases..	2	12	14
6. Not informed by my teachers.	3	2	8
7. Not informed by my school.	2	6	12

When reasons for not attending activities are analyzed according to economic condition, it is seen that the most options chosen are those "no activities are organized in school" and, "not having enough time" which make up the reasons of the poor economic condition participants' not attending activities. Those with middle and good economic conditions gave as prominent answers; "I don't have enough time" and "family doesn't give permission". Besides, "no activities are organized at school" and "my performance decreases" options were chosen in high ratio by both groups.

Table 4: The Reason For Not Joining Activities According to Father's Education Level

Reason For not Joining Any Activity	Primary School	Secondary School	High School	University +
1. I haven't enough time.	17	22	7	3
2. My family doesn't give permission	16	13	6	2
3. My family's income is not enough.	2	3	0	1
4. No activities are organized in my school.	8	11	5	2
5. My performance in my classes decreases.	9	13	5	1
6. Not informed by my teachers.	5	3	3	2
7. Not informed by my school.	8	5	5	2

When the reasons for not joining activities according to father's education level are looked over, it is seen in all education levels that the popular answers are "lack of time" and "family's not giving permission". In addition, "performance decrease in classes" and "not organizing enough activity at school" options are common responses.

Table 5: The reason For Not Joining Activities According to Mother's Education Level

Reason For not Joining Any Activity	Illiterate	Primary School	Secondary School	High School
1. I haven't enough time.	6	24	15	4
2. My family doesn't give permission	7	15	12	3
3. My family's income is not enough.	1	1	4	0
4. No activities are organized at school.	3	14	6	3
5. My performance in my classes decreases.	3	14	8	3
6. Not informed by my teachers.	2	6	4	1
7. Not informed by my school.	2	12	4	2

When the reasons for not joining activities according to mother's education level are reviewed, it is commonly seen in all education levels that the prominent answers are "not having enough time" and "family's not giving permission". As in the father's education level, "not organizing activities at school" and "performance decrease in classes" are among common popular responses.

Tablo 6: The Reasons of Students For Not Joining Activities According to Father's Profession

Reason For not Joining Any Activity	Farmer	Worker	Self-Employed	White	Other
1. I haven't enough time.	8	11	17	6	7
2. My family doesn't give permission	3	10	15	4	5
3. My family's income is not enough.	1	1	1	0	3
4. No activities are organized at school.	3	5	8	3	7
5. My performance in my classes decreases.	4	8	9	3	4
6. Not informed by my teachers.	1	2	5	1	4
7. Not informed by my school.	2	4	6	3	5

When the reasons for not joining the activities according to father's profession are considered, the first two prominent answers are "having not enough time" and "not getting permission from the family, as they were in the other items. The following two popular answers are "no activity organization at school" and "performance decrease".

7. Conclusion and Discussion

When the reasons of students' for not joining the out of school activities are analyzed, it is seen that "have no enough time" and "family doesn't give permission" statements are two prominent answers. Despite similar results for different variables, it can be said that there are proportional differences.

When the reasons for not joining activities according to unit are analyzed, it is seen that almost all of the students living in villages marked the option "My family doesn't give permission". The students living in city centers marked the same option by half. On the basis of these findings, it can be concluded that settlement unit have a great significance for students' joining the activities.

Students' joining the activities differ from the point of family's economic condition. The expectation of organizing the activities by the school among financially poor students is higher compared to the financially middle and good students.

As for the reasons for not joining the activities according to father's education level, while the students whose fathers are graduates of primary secondary schools marked the option "family doesn't give permission" in high rates, this option was marked in less number by the students whose fathers are graduates of high school and university. The same position is seen clearly for the education level of the mother.

According to the findings, it was concluded that settlement unit, parents' education level and father's profession play an important part in students' joining an activity. Lots of studies carried out revealed results supporting this study.

In a study by Bakay (2018), among the factors affecting the tendency of recreation are family and friend acquaintances, economic factors, gender, age, social factors, cultural structure and class factors.

A research was carried out to evaluate the activities performed by associate and undergraduate students in their leisure time, and to analyze whether these activities have a significant relation with the students' demographic attributes. As a result of the research, it has been revealed that getting the habit of recreational skills is acquired at an early age. In addition, it has been observed that family and school are the most important media for getting this habit.

Families are important as well as school in programming the students' leisure time. Informative studies should be carried out about the importance of out-of-school activities for the parents of the students coming from rural areas.

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