



A Study on the Leisure Time Activities of the School Teachers

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ABSTRACT

The present study has been designed to study the Leisure Time Activities of the School Teachers. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Leisure Time Activities of the School Teachers in Prakasam district. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, educational qualifications, designation, teaching experience locality and type of management. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Leisure Time Activities, School Teachers.

Introduction:

To day, one of the greatest ills that our society as a whole is suffering from is the proper utilization of leisure time. In the present social, economic and industrial conditions, leisure time has assumed indispensable importance due to the increased life expectancy, longer Vacations and flexible working hours, more systematic retirement plans and the technological comfort of twentieth century. When we think of leisure time to spend loafing, time when no demands are being made on us time to devote to any activities we choose. Obviously then so called free time is not always leisure time. For even when we escape from the demands of our regular daily activities-jobs, housework, classes – other pressures and obligations frequently interfere to prevent us from doing what we would really like to do. Leisure time is usually interpreted, as time not spent on the activities of making a living, keeping alive or maintaining one's efficiency – eating, sleeping and the ordinary care of the body. Leisure is envisaged to be synonymous with idleness or with time spent on vacations, hobbies or recreations. Leisure is of great value and importance for teachers. The Chief aim of leisure is to transform individuals into happy, healthy and joyous community. The health and happiness of teachers is the foundation upon which rests the happiness of the children. Tired, list less and inert teachers can not be expected to bring joy enthusiasm and interest in the lives of children. Teachers would not fritter away their energies in petty intrigues, jealousies and mutual recrimination, if they had sufficient facilities for leisure. Teacher's participation in proper leisure time activities will also improve the atmosphere which is morbid and un-academic at present in most schools.

Need and significance of the study:

The health and happiness of teachers is the basis upon which rests the future and happiness of children. Tired, rest less and dull teachers can not be expected to bestow job. Enthusiasm and interest in the lives of children teachers would not spend away their energies in petty intrigues, jealousies and mental recrimination, if they have sufficient facilities for leisure. The importance of leisure has been increasingly recognized by all the countries in the world. To day man is having more and more leisure and it is necessary for healthy life. There should be a proper balance between work and leisure. Recreation and leisure are necessary to remove physical and mental fatigue caused by work, to regain lost energy and to help psychological adjustment. The problem of leisure must be solved on the personal and community levels. One should acquire a healthy attitude towards proper utilization of leisure. It is clear that leisure time activities transmit culture and contributes to education. Teacher who is the pivot in the system of education has to utilize his leisure worthily for the success of the education process. He has to use his leisure fruitfully for the success of teaching learning process. As already Quoted previously he should keep his torch burning in order to light others torches. He is the magnet and the pupils are the iron files. It is essential to know how for the teachers are spending their leisure time usefully for their academic improvement. Hence the need for the present piece of investigation. It motivates the investigator to take up this topic as a part of his research under part –II of M.Ed. second semester course. In title of topic is "A study on the leisure time activities of the secondary school teachers in Prakasam district".

Objective of the study

1. To study the Leisure Time Activities of the School Teachers.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., gender, age, qualification, designation, teaching experience, locality and management towards Leisure Time Activities of the School Teachers.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Leisure Time Activities of the School Teachers.
2. There is no significant difference among the perceptions of teachers based on their general qualification towards Leisure Time Activities of the School Teachers.
3. There is no significant difference among the perceptions of teachers based on their professional qualification towards Leisure Time Activities of the School Teachers.
4. There is no significant difference among the perceptions of teachers based on their designation towards Leisure Time Activities of the School Teachers.
5. There is no significant difference among the perceptions of teachers based on their teaching experience towards Leisure Time Activities of the School Teachers.
6. There is no significant difference among the perceptions of teachers based on their locality towards Leisure Time Activities of the School Teachers.
7. There is no significant difference among the perceptions of teachers based on their school management towards Leisure Time Activities of the School Teachers.

Review of Related Literature:

[Thomas L. McKenzie \(2010\)](#) studied on "Leisure-Time Physical Activity in Elementary Schools: Analysis of Contextual Conditions". We conducted SOPLAY (System for Observing Play and Leisure Activity in Youth) observations before school, during recess, and at lunchtime in 137 targeted activity areas in 13 elementary schools over 18 months. Areas were typically accessible and usable, but provided organized activities infrequently (16.5%). Their PA would likely be increased if school playground equipment was more readily available and if supervisors were taught to provide active games and promote PA rather than suppress it.

[Pomohaci C. M. and Catană L. \(2015\)](#) studied on "The Relationship between Leisure Activities and Learning in Secondary School". The research was conducted in all major regions of Romania, including a number of 483 pupils (aged approximately 13 years). The article is focused on studying the differences by gender and environment (urban-rural). We observed differences in the desire of belonging to a group when compared to how students prepare homework and how they spend their leisure time. The results showed no significant differences by gender (girlsboys) or the environment (urban-rural). In terms of trend (using chi-test, p-value between 0.10 and 0.05) we can see differences between these categories.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 50 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Leisure Time Activities of the School Teachers as perceived by Teachers was 0.90 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1 Overall perceptions of teachers towards Leisure Time Activities of the School Teachers in Prakasam District

N	Min.	Max.	Percent	Mean	Std. Dev.
100	50	150	66.33	99.50	7.10

Table 1 examined that, the secondary school teachers expressed high perceptions towards Leisure Time Activities of the School Teachers in Prakasam District. The mean percent is 66.33, the mean value is 99.50 and the Std. Dev. i 7.10 respectively.

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Leisure Time Activities of the School Teachers in Prakasam District

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	75	121.77	13.75	2.07*	0.03
	Female	75	119.35	14.13		
Age	Below 35	43	118.46	12.70	3.66*	0.00
	35 to 45	55	124.76	15.45		
	Above 45	2	121.34	13.62		
Academic Qualification	UG	8	110.55	13.40	3.39*	0.02
	Degree	75	117.21	13.96		
	PG	17	121.44	16.57		
Professional Qualification	D.Ed.	9	125.52	11.89	10.82**	0.00
	B.Ed.,	81	123.34	14.39		
	M.Ed.,	10	118.73	11.53		
Designation	Head Master	12	129.76	13.19	6.44**	0.00
	Teacher	88	115.96	11.94		
Teaching Experience	Below 10 years	46	117.92	12.81	4.39**	0.00
	10 to 20 years	52	125.84	14.73		
	Above 20 years	2	122.18	13.24		
Locality	Rural	77	121.12	14.26	0.35	0.73
	Urban	23	120.28	13.85		
School Management	Government	45	122.73	11.81	5.20**	0.00
	Municipal	6	124.25	12.73		
	Private	49	121.36	14.24		

There is no significant difference between the perceptions of rural and urban area teachers towards Leisure Time Activities of the School Teachers in Prakasam District.

There is a significant difference between the perceptions of male and female category teachers towards Leisure Time Activities of the School Teachers in Prakasam District and male category teachers perceived high.

There is a significant difference among the perceptions of teachers based on their academic qualification towards Leisure Time Activities of the School Teachers in Prakasam District and PG qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Leisure Time Activities of the School Teachers in Prakasam District and D.Ed. qualified teachers perceived high than that of the rest.

There is a significant difference between the perceptions of teachers based on their designation towards Leisure Time Activities of the School Teachers in Prakasam District and Headmasters perceived high.

There is a significant difference among the perceptions of teachers based on their teaching experience towards Leisure Time Activities of the School Teachers in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Leisure Time Activities of the School Teachers in Prakasam District and Municipal school teachers perceived high than that of the rest.

Findings of the study:

- There is no significant difference between the perceptions of rural and urban area teachers towards Leisure Time Activities of the School Teachers in Prakasam District.
- There is a significant difference between the perceptions of male and female category teachers towards Leisure Time Activities of the School Teachers in Prakasam District and male category teachers perceived high.
- There is a significant difference among the perceptions of teachers based on their academic qualification towards Leisure Time Activities of the School Teachers in Prakasam District and PG qualified teachers perceived high than that of the rest.
- There is a significant difference among the perceptions of teachers based on their professional qualification towards Leisure Time Activities of the School Teachers in Prakasam District and D.Ed. qualified teachers perceived high than that of the rest.
- There is a significant difference between the perceptions of teachers based on their designation towards Leisure Time Activities of the School Teachers in Prakasam District and Headmasters perceived high.
- There is a significant difference among the perceptions of teachers based on their teaching experience towards Leisure Time Activities of the School Teachers in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.
- There is a significant difference among the perceptions of teachers based on their school management towards Leisure Time Activities of the School Teachers in Prakasam District and Municipal school teachers perceived high than that of the rest.

Conclusions

The leisure-time teaching and the profession are still subject to strong pressure to change. Teacher assignment in school activities has increased and children's groups have grown. Despite this experience, leisure-time teachers have a certain freedom, and the status of the profession has increased. The unique core of the knowledge still exists and leisure-time teachers' trying to maintain a clear line against the school. Leisure-time teachers with several years in the profession have an ability to adapt to new situations. Of those employed at the leisure-time center, where the number of pupils is greater than the number of students in the high school, only half have the adequate education. It is therefore critical to continue to research the factors that can strengthen the leisure-time center, its education and recruitment.

Suggestions

1. As this research was conducted on some sample and limited Geographical area for the researchers may be taken up.
2. Amusement clubs may be opened to teachers to spend their leisure time.
3. Participation in sports may be made compulsory to all the teachers.
4. Regular computation may be organized in sports and Games to all the teachers.

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