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Case About Orientation Of Primary School Students To Out-Of-School Time Activities

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Abstract

Purpose of this study is to determine primary school students are mainly orientated out-of-school time activities by whom. Sample of the research consists of 42 schools and 1530 students. Findings of research: 1- Students generally are not orientated out-of-school time activities. They participate in activities which they have selected. 2- There is no significant relationship between gender and orientation of students to out-of-school time activities. 3- There is a significant relationship between school, friend and self orientation of students to out-of school time activities and number of siblings. However there is no significant relationship with family orientation. 4- There is no significant relationship between school, friend and self orientation of students to out-of-school activities and residential area of students. But there is a significant relationship between family orientation and residential area. 5- School orientation to out-of-school activities and economic condition of family has no significant relationship. There is a significant relationship between friend, family orientation, self-orientation and economic condition of family. 6- In orientation of students to out-of-school time activities, there is a significant relationship between educational status of family and school, friend orientation and self-orientation.

Keywords: Leisure time, spare time, primary school, school, student

1. Introduction

For students who spend most of their time by learning, how they spend their time after school is so important for their personality development. The purpose of school education is to improve all aspects of students but it is succeeded partially through lessons. Personality formation of students is provided through out-of-school activities which are the supplementary of education (Binbaşıoğlu, 1983: 209- 210). Making a habit of evaluating out-of-school time with useful activities and transforming it into an attitude are founded in primary school. For primary school students, evaluating out-of-school time are so important for their personality formation, disorientation to bad habits, protection of physical and mental health and preparation to a better future (Karataş, 2006).

According to research, in our country individuals from all ages and genders spend their spare time at home by doing passive activities which do not need active participation. As a member of the society, children form their recreation habits and attitudes by looking at families and schools which are important units of society. However, researches show that recreation habits of parents and teachers are passive. This situation is an important deficiency for improvement and reconstruction of our society and formation of active individuals (Binarbaşı, 2006; Saygın, 1999; Tuncel, 1999; Yılmaz, 2002).

When out-of-school time is not evaluated correctly, it causes making bad habits and acquiring behaviors like slackness, laxness, laziness, carelessness, irregularity, and hooliganism. (İnan, 1973: 325). Research of Saföz (2008) shows that aggression of students, who do not evaluate out-of-school time correctly, is higher than the others. Milus (1998) finds out that absence and dropout rate is lower, disciplinary problem is absent and future expectation is higher for student who spends their out-of-school time with correct activities.

Society always appraises students according to their achievement of lesson in school. In our country, importance of out-of-school activities for students is ignored because of exam traffics, intensity of lessons. However, researches show that out-of-school time and how productive students spend that time is as important as success in school at character formation of students. But primary school students are not mature enough to decide how they spend their out-of-school time. Therefore, schools and families are the most important factors for programming out-of-school time of students and orientating them out-of-school activities.

Family is the smallest social unit that education starts and child learns socialization. Child's habits of spending his spare time is started to shape by modeling family members at small ages. Therefore, family factor has an important role at students' habits of spending their out-of-school time. In our country, child's selection of action generally depends on the desires of family members and sometimes authoritarian intervention of mother and father (Tezcan, 1976). Families of primary school students, who have a great impact on decision process of out-of-school activities, seem social activities as idleness and orientate students to studying lesson even in their spare time. Studies on this subject show that students do not participate in any activities in their spare time principally because of their busy study schedule. Furthermore, studies show that families are inadequate at orientating to activities (Dikici, 1994; Yavaş Karataş, 2006; Yetiş, 2008).

Schools are the most important institutions for families and students to get spare time evaluation education and acquire awareness about it. Schools are the most suitable places to develop necessary skills for spending spare time (Tezcan, 1994: 78). However, researches made on this subject show that in our country, schools underwhelm on filling students' out-of-school time because of facility and opportunity inadequacies. Furthermore, study results show that school administration and staff members do not show enough interest on this subject (Çakıroğlu, 1998; Dikici, 1994).

In our country, unfortunately family and school orientation for students is inadequate for evaluation of out-of-school time. This situation leads students to social circle. Social circles surrogate family and school in formation of spare time habits and selection of out-of-school time activities of students. In his study Seçgin (1996) reached the finding that students prefer out-of-school time activities, which they will participate, by the impact of their social circle.

In our country major deficiencies, which cover individuals from all ages and all professions, come to light about spending spare time. Families, which children may receive training about spending their spare time, utilize their spare time with passive activities; from primary school to university, schools cannot fulfill vacant hours after the school. Not utilizing out-of-school time is one of the important issues in our country. Therefore, in this study impact of families' unconsciousness and schools' facility deficiencies on this issue is highlighted. The purpose of this study is to provide necessary information for manager, researcher and planners about utilization of out-of-school time effectively by primary school students.

In the light of this information main problem of this research is to determine "primary school students are orientated out-of-school time activities by whom?" In accordance with this main problem, sub problems of this research are alteration of orientation to out-of-school time activities connected with gender, residential area of family, economic status of family, educational background of mother, educational background of father and number of siblings.

2. Methodology

2.1. Methods

In this research descriptive research method is used. Descriptive research method is a method which makes it possible to define a given situation exactly and carefully.

2.2. Study group

Population of research consists of 26622 fifth grade students of 344 primary schools in Kocaeli province. Sample of this research is assigned at two phases. At first phase, according to the economic level of schools' regions 42 schools, which have low, medium or high level of resources, are determined by using stratified sampling method. At second phase, 1530 students are selected from these schools by using proportional sampling method as the sample of research.

2.3. Data Collection

At this research a questionnaire, which is designed by Tutkun, Arısoy and Okay, is used as a data collection tool for assigning who orientates primary school students to out-of-school time activities. First part of the questionnaire contains personal information. Second part contains 29 cases for assigning students are orientated by whom to out-of-school time activities. These cases are classified as “my family-my friends-my school-myself-I am not interested.”

3. Findings and Suggestions

3.1. “Fifth grade students in primary school are orientated out-of-school time activities mainly by whom?” findings about this main problem.

Average orientation frequencies to out-of-school time activities of fifth grade primary school students, who participate in this study, are given at Table 1.

Table 1 Average orientation frequencies to out-of-school time activities of fifth grade primary school students who participate in this study

	N	Ort.	S.s	Min.	Max.
Frequency of activity with family	1409	6,776	3,356	1,000	28,000
Frequency of activity with friends	1104	4,044	2,956	1,000	22,000
Frequency of activity at school	762	2,451	1,945	1,000	19,000
Frequency of activity by himself	1464	12,449	5,566	1,000	29,000

When analyzing the average frequency rates of doing activities in fifth grade primary school students who participate in study; it is found that average frequency rate of activity with family is $6,776 \pm 3,356$, average frequency rate of activity with friends is $4,044 \pm 2,956$, average frequency rate of activity at school is $2,451 \pm 1,945$ and frequency rate of activity by himself $12,449 \pm 5,566$. According to this, fifth grade primary school students are generally orientated out-of-school activities which are their choices. Students are least orientated by schools to out-of-school time activities.

3.2. Differentiation due to gender variable

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to gender variable seem at Table 2.

Table 2. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to gender variable

	Group	N	Ort	Ss	t	P
Frequency of activity with family	Female	788	6,844	3,397	0,850	0,395
	Male	621	6,691	3,305		
Frequency of activity with friends	Female	617	3,812	2,682	-2,886	0,004
	Male	487	4,339	3,248		
Frequency of activity at school	Female	431	2,387	1,947	-1,036	0,300
	Male	331	2,535	1,942		
Frequency of activity by himself	Female	819	12,512	5,533	0,481	0,630

There is no significant relationship between gender variable and average points of frequency rate of activities which are done with family, at school and by themselves of fifth grade primary school students as a result of t-test ($t=0,850$; $p=0,395>0,05$). There is a significant relationship between gender and activities which are done with friends. Males participate in activities with friends more than females.

3.3. Differentiation due to residential area of family variable

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to residential area of family variable seem at Table 3.

Table 3. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to residential area of family variable

	Group	N	Ort	Ss	F	P
Frequency of activity with family	Province	227	6,877	4,054	2,843	0,037
	District	1012	6,755	3,214		
	Town	123	7,228	3,211		
	Village	47	5,574	2,764		
Frequency of activity with friends	Province	169	3,604	2,633	2,057	0,104
	District	800	4,075	2,999		
	Town	100	4,350	3,147		
	Village	35	4,600	2,714		
Frequency of activity at school	Province	125	2,328	1,698	1,244	0,293
	District	530	2,419	1,861		
	Town	81	2,827	2,692		
	Village	26	2,538	1,944		
Frequency of activity by himself	Province	242	12,909	5,338	1,854	0,136
	District	1047	12,475	5,636		

At the orientation of fifth grade primary school students who participate in this study, there is a significant difference between residential area of family and frequency rates of activities done with family ($p>0,037$). According to this, while residential area of family is getting bigger, orientation of students to out-of-school time activities is increasing.

3.4. Differentiation due to number of siblings variable

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to number of sibling variable is given at Table 4.

Table 4. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study due to number of sibling variable

	Group	N	Ort	Ss	F	p
Frequency of activity with family	1-2 sibling	830	6,813	3,408	0,859	0,462
	3-4 sibling	456	6,825	3,301		
	5-6 sibling	78	6,205	2,774		
	7 and more sibling	45	6,600	3,852		
Frequency of activity with friends	1-2 sibling	655	3,802	2,762	3,748	0,011
	3-4 sibling	364	4,363	3,253		
	5-6 sibling	55	4,564	2,767		
	7 and more sibling	30	4,533	3,192		
Frequency of activity at school	1-2 sibling	445	2,288	1,592	5,484	0,001
	3-4 sibling	252	2,520	2,046		

Frequency of activity by himself	5-6 sibling	41	3,366	3,520	10,651	0,000
	7 and more	24	3,208	2,519		
	1-2 sibling	874	13,100	5,702		
	3-4 sibling	466	11,592	5,295		
	5-6 sibling	79	11,456	4,851		
	7 and more sibling	45	10,444	4,993		

At the orientation of fifth grade primary school students who participate in this study, there is a significant difference between number of siblings variable and frequency rates of friends' orientation, family orientation and self orientation ($p > 0,011; 0,000; 0,000$).

3.5. Differentiation due to economic condition of family

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to economic condition of family variable is given at Table 5.

According to Table 5, there is a significant difference between economic condition of family variable and frequency rates of orientation of fifth grade primary school students to activities by family orientation, friends orientation and self orientation ($p > 0,010; 0,048; 0,024$). According to this, frequency rates of family orientation, friends' orientation and self orientation of students to the activities is increasing when the economic conditions of family is higher.

Table 5. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to economic condition of family variable

	Group	N	Ort.	Ss	F	P
Frequency of activity with family	Good	641	7,070	3,422	4,663	0,010
	Medium	722	6,547	3,278		
	Low	46	6,283	3,377		
Frequency of activity with friends	Good	502	4,008	2,756	3,055	0,048
	Medium	567	4,002	3,072		
	Low	35	5,257	3,567		
Frequency of activity at school	Good	337	2,415	2,056	0,105	0,901
	Medium	401	2,479	1,859		
	Low	24	2,500	1,818		
Frequency of activity by himself	Good	662	12,687	5,758	3,721	0,024
	Medium	756	12,364	5,377		
	Low	46	10,435	5,472		

3.6. Differentiation due to educational background of mother variable

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to educational background of mother variable is given at Table 6. According to Table 6, there is a significant difference between educational background of mother variable and frequency rates of orientation of fifth grade primary school students to activities by friends' orientation, school orientation and self orientation ($p > 0,002; 0,000; 0,000$). According to this, frequency rates of activities which are done with friends, at school and by themselves is increasing when the educational background of mother is rising.

Table 6. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to educational background of mother variable

	Group	N	Ort.	Ss	F	P
Frequency of activity with family	Uneducated	124	6,565	3,153	1,770	0,116
	Primary school graduate	656	6,732	3,101		
	Middle school graduate	176	6,994	3,968		
	High school graduate	306	7,092	3,473		
	University graduate	113	6,389	3,617		
	Other	34	5,735	3,222		
Frequency of activity with friends	Uneducated	40	5,925	3,640	3,710	0,002
	Primary school graduate	359	4,262	2,986		
	Middle school graduate	166	3,982	2,955		
	High school graduate	329	3,809	2,826		
	University graduate	180	3,544	2,704		
	Other	30	4,867	3,298		
Frequency of activity at school	Uneducated	71	3,324	2,466	4,908	0,000
	Primary school graduate	364	2,500	2,125		
	Middle school graduate	101	2,505	1,701		
	High school graduate	160	2,069	1,284		
	University graduate	49	1,959	1,443		
	Other	17	2,471	2,125		
Frequency of activity by himself	Uneducated	127	10,559	4,936	10,207	0,000
	Primary school graduate	678	12,170	5,161		
	Middle school graduate	180	12,039	5,791		
	High school graduate	325	12,905	5,926		
	University graduate	119	15,210	5,829		
	Other	35	13,229	6,184		

3.7. Differentiation due to educational background of father variable

Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to educational background of father variable is given at table 7.

Table 7. Differentiation of frequency rates of orientation of fifth grade primary school students who participate in this study to out-of-school time activities due to educational background of father variable

	Group	N	Ort	Ss	F	P
Frequency of activity with family	Uneducated	51	6,922	2,841	1,508	0,184
	Primary school graduate	451	6,590	3,119		
	Middle school graduate	208	6,606	3,496		
	High school graduate	408	6,939	3,246		
	University graduate	250	7,092	3,895		
	Other	41	5,976	3,158		
Frequency of activity with friends	Uneducated	40	5,925	3,640	5,674	0,000
	Primary school graduate	359	4,262	2,986		
	Middle school graduate	166	3,982	2,955		
	High school graduate	329	3,809	2,826		
	University graduate	180	3,544	2,704		
	Other	30	4,867	3,298		
Frequency of activity at school	Uneducated	31	2,968	2,373	2,150	0,058
	Primary school graduate	240	2,608	2,236		
	Middle school graduate	127	2,457	1,708		
	High school graduate	216	2,454	1,902		
	University graduate	127	2,000	1,458		
	Other	21	2,571	1,748		
Frequency of activity by himself	Uneducated	53	10,038	5,543	6,823	0,000
	Primary school graduate	466	11,955	5,174		

Middle school graduate	217	12,147	5,701
High school graduate	425	12,642	5,457
University graduate	262	13,893	5,964
Other	41	11,561	5,710

There is a significant difference between educational background of father variable and frequency rates of orientation of fifth grade primary school students to activities by friends' orientation, and self orientation ($p>0,000;0,000$). According to this, frequency rates of activities which are done with friends and by themselves is increasing when the educational background of father is rising.

4. Suggestions

According to findings which are acquired this research, fifth grade primary school students tend toward out-of-school time activities generally by their choices. However at those ages student are not mature enough to decide activities, which they will participate, without guidance. Schools have least role at orientation of students to activities. Impact of family is also low. Main cause of this is that in our country families do not acquire awareness about utilizing spare time yet. But educating student and family is the responsibility of school. Schools should be places that students spend their out-of-school time easily. Schools should organize seminar to increase awareness of families.

At orientation of students to activities, economic condition and educational background of family are especially important factors. When educational level increases, knowledge level of parents is enhancing on time management and they behave more consciously at orientation of child to activities. When economic level of family increases, financial difficulties like bad straits is decreasing and families allocate more time to their children then they fulfill the needs of their children. Unfortunately, in our country leisure time activities which need active participation are perceived as luxury by society and this luxury is just provided by families who have good economic condition. This situation reaches a solution if schools turn into places that students utilize their spare time. By doing this, every students have right to spend their spare time like having right to go to school.

When number of children increases at families, attention for each child is decreasing. Therefore, students, who have more siblings, are generally impressed by friends and school.

As a result, family and school are the most important factors at adoption of utilizing spare time habits and attitudes. However, findings of research show that these two factors are inadequate to orientate student out-of-school time activities. One of the causes may be unawareness of families on this subject. In such a case, schools step in. Because by opening schools out-of-school time, there may be places where students spend their out-of school time and conscious level of society may increase through organizing seminar to families.

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