

WAYS OF SPENDING TIME AFTER SCHOOL (RECREATION) IN THE EYES OF ADOLESCENTS BEFORE THE AGE OF FIFTEEN

INTRODUCTION

Life/work balance is one of the most basic dilemmas of every human being. On every stage of human life, time is an irreversible and extremely precious value, both in terms of individual and social meters. The one free from mandatory classes creates the most favourable conditions for relaxation, development, entertainment and seeking their own place in the world. However, for this to be possible, you must first learn how to use it positively (Denek, 2011).

Aristotle was the first to prove that the free time is not the end of work or leisure. While the work is the culmination of free time. In other words, those who do not work, do not have the free time, do not manage themselves, nor do they achieve happiness (Denek, 2011).

Nowadays civilization classifies free time as the value indicating one's personality and quality of life. Life/work balance determines health condition, gives direction to cultural development, thereby denoting social welfare.

According to the French sociologist Dumazediera, free time is a set of activities, which the individual can undertake willingly or for entertainment, relaxation, development of their knowledge or skills, voluntary participation in social life after realising from the professional, social and family responsibilities (Tauber, 2001).

A similar recognition was performed by W. Danecki, according to whom, it is the time required for regeneration of the power previously consumed by work, family life, personal interests, children, the cultural needs, participation in public life and broadening of one's common and professional knowledge (Walczak, 1994).

Properly utilised free time helps to keep psychological, physical and social balance. It facilitates life goals realisation. In this conceptualization free time is the source of self-satisfaction (Bombol, 2008).

Kupisiewicz also defines it as a period of time that a person can use for recharge of their physical and mental power, development of their professional and non-professional interests, leisure, entertainment or self-education (Kupisiewicz, 2009).

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This way of understanding this concept allows usage of the “free time” interchangeably with the “recreation,” which Kurek and Mika define as every action taken in order to regenerate one’s physical and mental powers. These actions manifest themselves in taking part in cultural forms of entertainment, sport games and various touristic activities, after school or work hours, aside from social responsibilities and housework (Kurek, 2007).

Murphy uses the term of ‘free time’ to describe activities which give oneself sense of freedom. In various concepts he mentions it’s following categories:

- manageable time – time and activities taken after professional work and fulfilment of most basic existential needs (nutrition, sleep);
- function of social class, profession, work – taken from the perspective of lifestyle, diversity of free time activities, it reflects social structure and differentiation of social roles;
- classical – equated with personality development, contemplation, knowledge seeking and political debates;
- holistic – manifests itself in every area of life, regardless if it is: work, education, family, sport or any other (Murphy, 1981; Zajadacz, 2010).

Izdebska indicates a significant difference between child’s and adult’s free time. It is believed that child’s free time is much longer than adult’s free time. Child free time is distinguished by less diversified forms and places of its exploitation. It also contains less of passive recreation and more of adult control (Denek, 2011).

Considering the above suggestions it can be repeated after Czajkowski, that this is the period of a day, which is for the exclusive student use after taking into account the time spent on school, sleep, meals, homework and necessary chores. Child’s free time also includes voluntarily adopted social responsibilities (eg. performing a function in scouting organization, working in student council, cultural institution or after-school club, etc.). Child’s free time can be used for their entertainment, rest or fulfilment of personal interests (Tauber, 2002). It is at their disposal after completing of all activities associated with going to school, learning, and doing household chores (Denek, 2011).

The authors of all these definitions are agreed that the lack of free time has a strong negative influence on health, attitude towards people, personal achievements and satisfaction with oneself and the world.

On the other hand if it is wisely filled with the appropriate activities it is positive and essential for the development of one’s personality and improvement of culture of society.

SCHOOL'S FUNCTION OF THE ORGANIZATION OF PUPILS TIME AFTER SCHOOL

The problem of free time is an integral part of school care and educational functions. Along with the increasing amount of free time, more and more teachers are interested in it and education of pupils on how to make good use of it. This interest is usually accompanied by a belief that the unused time off is a missed opportunity to influence development of adolescent personality during its intense maturation (Denek, 2011).

The school is an institution which deals with the upbringing and education of children, youth and adults adequately to tasks and goals adopted in a given society and the educational programs and concepts. Achieving these goals requires the properly prepared teaching staff, educational supervision, equipment and security budget from the state treasury, local governments or other sources (Okoń, 1992).

Next to the family, school is the main environment shaping the personality of a child. It is another community that is in contact with the child, as well as the first which acquaints them with the responsibility and work, introduces them to factual relations between people. It is also its task to prepare the child to become a grown man, able to participate in the life of a social group to which it belongs and that is able to make its own contribution to its development (Pilch, 1995).

School environment saturates educational process, organizes, inspires and supervises extracurricular activities in associations, unions and intellectual, technical, economical and other interest clubs (Pięta, 2008).

Especially important function of school is performed by class teacher, whose duty is to get to know the personality of pupils, their interests and abilities, learning about their state of health and living conditions, organizing and conducting educational work in the classroom, interaction with parents and cooperation with class parents counsel in improving care and educational work. This kind of tasks are also actualized by other teachers who conduct work in teams, interest clubs and extracurricular activities (Woźniak, 1998).

Properly prepared activities facilitate fulfilment of individual needs, which, according to Skórzyński, are:

- regeneration of physical and mental powers;
- participation in games and entertainment;
- involvement in culture;
- receiving and sharing information;
- reflexion and contemplation (Skórzyński, 1996).

RESEARCH PROFILE

Ways of spending free time by elementary and secondary school pupils became the subject of surveys in the School Complex No. 19 in Bydgoszcz, carried out in the school-year of 2013/2014. Their goal was to determine how much time pupils spend on school-related activities, and what is the school's participation in organizing leisure activities for pupils. Attempts were also made to determine whether respondents attend additional forms of education (tutoring, skill-developing classes) and what are the reasons (too high education level compared to the capabilities of individual pupils or the lack of ability to master the material of a given range).

The study included the pupils of classes 1, 4 and 6 of primary school, as well as 1 and 3 of secondary school. Questions concerned the amount of time spent by pupils on different types of activities and ways of spending their free time; the organization of the day and week.

ANALYSIS OF RESULTS

Analysing the results it can be concluded that the extra-curricular activities are attended:

- more often by pupils of the primary school rather than the secondary school;
- pupils, providing a positive answer to this question were also asked to list the types of extracurricular activities in which they participate in the school and the frequency and duration of these activities;
- respondents most often declared taking part in nature, mathematical and sports clubs (such as football, floorball, swimming pool). In addition, the responses included such clubs as the ones of journalism, drama, English, chess and dancing;
- some of the pupils also indicated specialty classes, but those have a more equalizing than developing nature;
- more of the secondary than primary school pupils benefit from remedial classes at school;
- additional tutoring outside school is attended by a larger group of pupils from secondary school than elementary school;
- some more than a quarter of primary school children attend tutoring outside of school;
- more respondents from grades 6 than 4 declare participation in such forms of activities, which is probably due to a desire to better prepare for the exam for 6th grades;

- more than half of the pupils attend extra-curricular activities developing hobbies or abilities outside of school;
- among the proposals participated at school mentioned by the pupils appeared sports (football, horse riding, karate, aikido, swimming, gymnastics and chess) and artistic (vocals, guitar, piano, dance, hip-hop and art) activities, in addition, learning languages: English, Spanish, and classes at the Children University were also mentioned;
- number of classes per week mentioned in this part of the survey is 1–2 hours (maximum 3 additional activities and 7 hours of class were provided);
- more of the primary school than the secondary school pupils recognize that they have a lot of free time. This is probably due to the smaller amount of compulsory classes and homework.

It seems appropriate to conclude that such a significant percentage of pupils in clubs outside of school is due to the fact that the school does not have the ability to provide a large variety of classes, and pupils want to develop comprehensively and have a very diverse, often “specific” hobbies (e.g. horse-riding, climbing, etc.). More worrying is the percentage of pupils having out of school remedial classes (up to $\frac{1}{4}$ of respondents). This shows that schools do not provide the right amount of compensatory classes or, in the opinion of parents, they are insufficient (it is true that as for a student with educational difficulties individual classes are more effective than group ones and tutoring usually have such a nature).

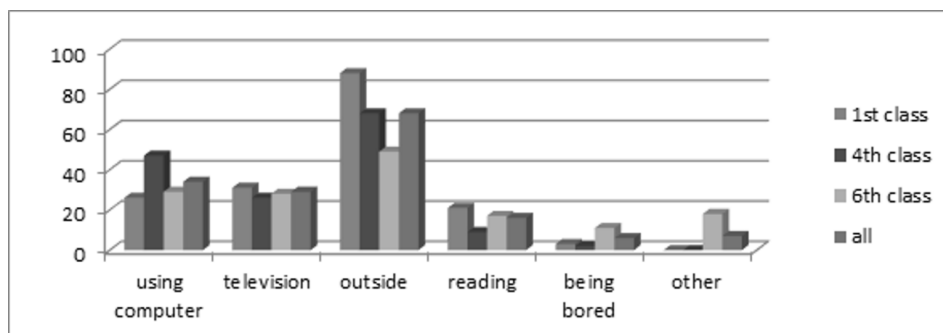


Figure 1. Ways of spending time at primary school level
Source: study of author.

By analysing the above data it can be seen that most respondents chose more than one answer. Being outdoors was the most chosen activity by all the age groups in primary school. Among pupils in 4th grades it is very popular to spend time playing computer games. This answer appeared least frequently in the group of children from 1st grades. This group most frequently declared reading as the most favourable way of spending free time.

Among other leisure activities mentioned by pupils appeared also ones related to music (listening to music, singing, playing guitar), sports (playing football, skateboarding, horses, gym, roller) and playing (in 1st grades eg. figurines, collectible cards).

The most frequently chosen category in secondary school was being outdoors. Among secondary school pupils it is equally popular to spend time playing computer games. Reading as a leisure activity is mentioned by 27% of respondents.

Among other leisure activities mentioned by high school pupils appeared ones related to music (listening to music, singing, playing guitar), sports (playing football, skateboarding, horses, gym, roller) and other: volunteering in the shelter, drawing, painting, playing card and board games, writing books, going to church or the cinema.

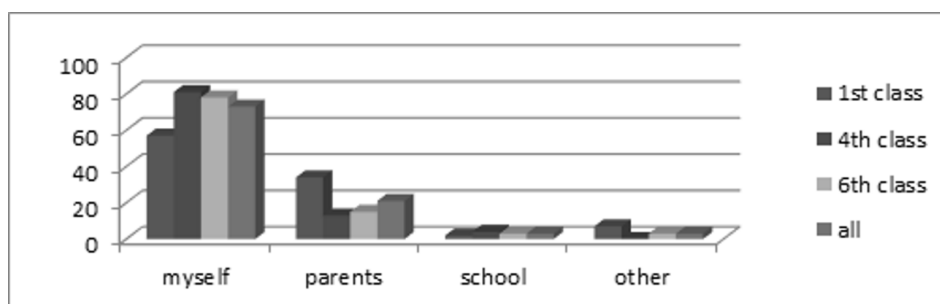


Figure 2. Primary school pupils' time after school organisers

Source: study of author.

Analysing this information, it can be observed that the majority of children plan their own free time. Only in the group of pupils of the 1st grade parents represent an important percentage of the responses. In the secondary school the respondents mostly organize their free time on their own.

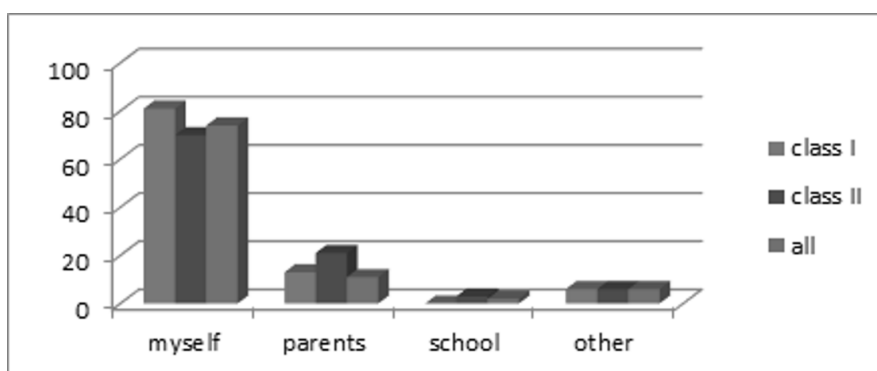


Figure 3. Secondary school pupils' time after school organisers

Source: study of author.

Parents and the school as the main designer of free time have been mentioned by a few people.

In primary school, it can be seen that the primary school pupils attending the first class spend most of the free time with their parents.

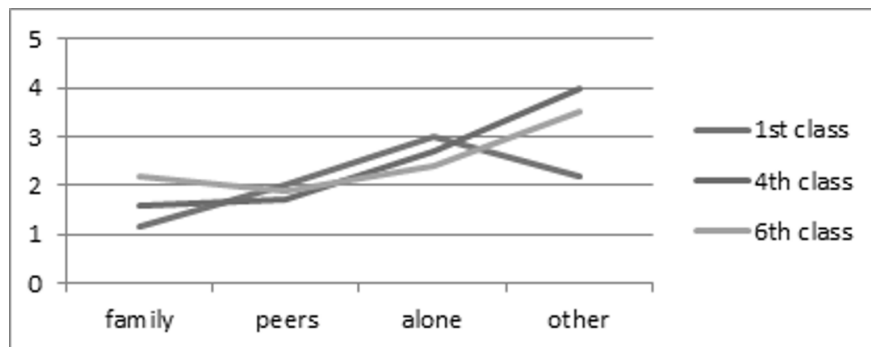


Figure 4. People primary school students usually spend time after classes with
Source: study of author.

As the children grow older, parents are gradually replaced by peers. They spend relatively little time alone. In the category of “other” appear such responses as grandparents, siblings (brother, sister), dance or sports group.

Analysing the data obtained in the secondary school it can be observed that the pupils spend most of the free time with their peers.

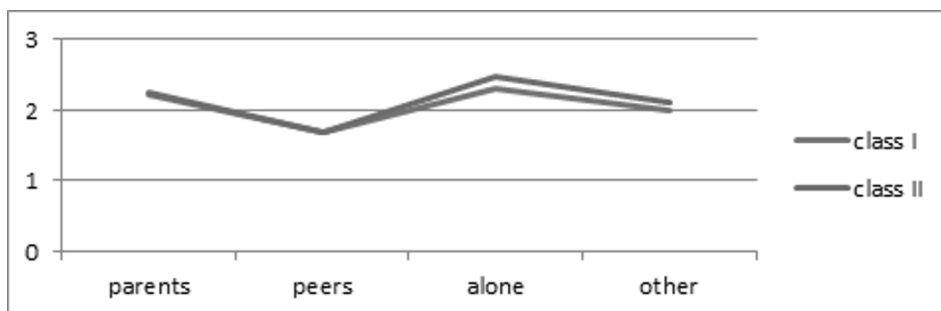


Figure 5. People secondary school students usually spend time after classes with
Source: study of author.

Categories of “parents” and “lonely” were selected equally frequent. In the category of “others” the secondary school pupils provided such answers as: sister, dog, imaginary friend, girl /boyfriend.

Most of the respondents from the primary school, as much as 60% considered that they are often bored in their free time. Only 9% do not have a problem with the organization of free time. 20% spends time being bored, 11% has problems finding an occupation only from time to time.

In secondary school as much as 46% of respondents felt that they often get bored in their free time. Only 13% do not have a problem with the organization of free time.

Pupils were also asked to specify how often in their free time they are engaged in indicated activities.

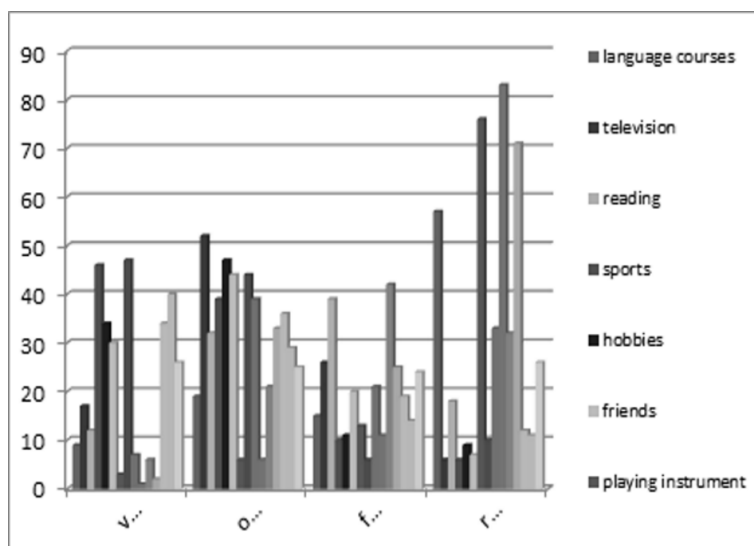


Figure 6. Most popular ways of spending time after school among primary school students
Source: study of author.

It can be observed that the act pupils frequently perform in their spare time is doing sports and spending time with their family. Very rarely or never do the surveyed respondents use theatres, concert halls, museums and galleries, and perform community service. The additional learning of a foreign language is also not very popular. Quite often do the respondents watch television, listen to music, play computer games, or develop their interests.

The respondents were also asked to specify how much time a day they spend on average at the specific types of activities. Studies have shown that respondents spend most of it at school. They also spend about 2 hours a day on doing homework. Quite a lot of time do they spend playing computer games and using other media. Equally popular is sports and outdoor activities. Not much people reported that they attend any additional activities.

When analysing the data obtained in the secondary school, it can be observed that the action that pupils frequently perform in their spare time is listening to music and surfing the Internet. Very rarely or never do the surveyed respondents attend theatres, concert halls, museums and galleries, or perform community service. Few pupils learn an additional language or use an organized extracurricular activities. Quite often do the respondents watch television and play computer games.

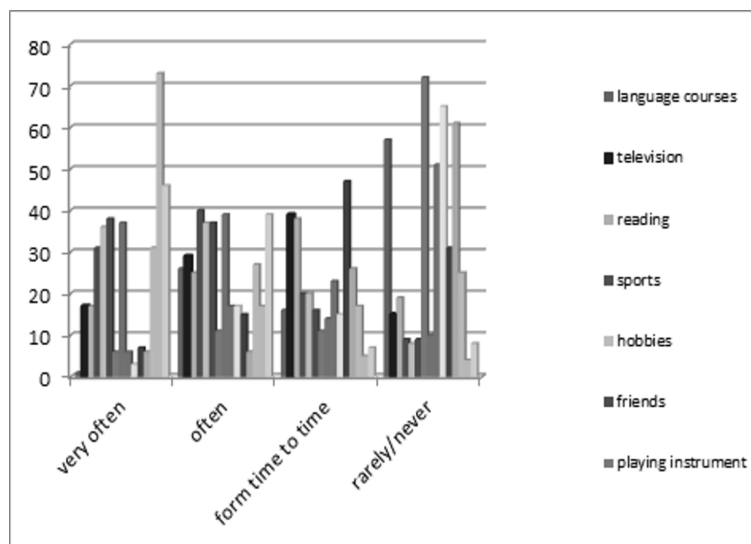


Figure 7. Most popular ways of spending time after school among secondary school students
Source: study of author.

CONCLUSION

School ought to understand that in the modern world it must educate not only to work, but also to relax, which after all will play a great role in the lifestyle of its graduates (Łobocki, 2010).

For these actions to be effective, it is essential that several conditions were met:

- the recognition that the organization of free time for children and youth is as important from the educational point of view, as the teaching school activity;
- the recognition of the real needs of particular groups of children and young people in this domain, as well as adjusting the forms and methods of educational work to meet these needs;
- a continuous updating of the forms and methods of work;
- the development of self-deciding ability of the youth, i.e. the development of an ability to self-organize free time of young people, and not just organizing their time by the adults;
- preference of forms of creative and active leisure (Pomykała, 1997).

Preparing young people for a rational leisure time spending cannot be limited to solving the fun/recreation problems. The task of the school is to prepare pupils

for the proper organization of entertainment and recreation, as well as to fill free time with social and cultural activities skilfully (Matyjas & Stojeczka-Zuber, 2007).

To achieve this, the first thing required is to achieve a number of specific objectives, such as:

- the advancement of knowledge, skills and habits that pupils learned in class, and thereby contribute to their achieving of better results at school;
- fulfilling and testing of the children and youngsters' interests in various branches of knowledge, art, technology and sports;
- comprehensive development of the creative and spiritual abilities, as well as giving a proper direction for newfound talents and caring for them;
- the development of socially useful work habits, and conscious discipline of team life;
- development of pupils' self-reliance and initiative;
- developing skills for sustainable pursuit of the objective pursued;
- spending leisure time and resting in a polite and healthy manner (Matyjas & Stojeczka-Zuber, 2007).

The above-mentioned specific tasks suggest objectives for the school that will enable the achievement of the expected results in terms of the organization of extra-curricular activities. These include:

- providing pupils rest and recuperation, mental and physical, provided the changes in the nature and content of activities compared to those in which they were raised;
- performing educational and partly didactic care;
- awakening and shaping various interests, as well as developing the capacity of the entirety of wards;
- socializing the pupils through the implementation of teamwork to act in harmony with the good of the public, as well as the implementation to perform important social roles;
- guiding the development of an individual pupil;
- strengthening and inspiring a positive attitude towards school, developing and creating relationships with teachers. pupils and the school as a whole (Żelazkiewicz, 1980).

It is commonly believed that education for free time is reduced to organizing entertainment and rest for children and adolescents. Meanwhile, using the appropriate forms, means and methods of classes in their spare time, one can shape young people's attitudes and meet their needs; prepare them for professional and social work; inspire positive attitudes to school, family, and peers; develop interest, curiosity and

passion for the various fields of economic, cultural, educational and technical life, sightseeing, social organizations, tourism and sport (Denek, 2011).

It might be worthwhile to take this effort to give our pupils the best possible development and provide a sense of professional success.

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WAYS OF SPENDING TIME AFTER SCHOOL (RECREATION) IN THE EYES OF ADOLESCENTS BEFORE THE AGE OF FIFTEEN

Keywords: time after school, after classes, pupils interests

Abstract: Having in mind the importance of organizing time after school for pupils, educators adjust their offer of extra opportunities both to creative students and those who require more attention due to various disorders. In order to get better understanding of needs of pupils I have conducted a research that diagnosed effectivity of action already taken by educators based on pupils declared level of interest. The research was carried out in one of school complexes in Bydgoszcz, in the school-year of 2013/2014. My main goal was to provide the teachers with the information on how to prepare after school activities to make them not only useful but also attractive for pupils.

SPOSOBY ORGANIZOWANIA CZASU WOLNEGO (REKREACJI) PRZEZ SZKOŁĘ W OPINII MŁODZIEŻY PRZED PIĘTNASTYM ROKIEM ŻYCIA

Słowa kluczowe: czas wolny, zajęcia pozalekcyjne, zainteresowania uczniów

Streszczenie: Biorąc pod uwagę rolę, jaką odgrywa organizowanie czasu wolnego w procesie optymalizacji rozwoju uczniów, nauczyciele starają się dostosować swoje propozycje zarówno do oczekiwań swoich zdolnych podopiecznych, jak i tych, którzy wymagają więcej uwagi ze względu na rozmaite dysfunkcje. Dla lepszego zrozumienia ich potrzeb w roku 2013/2014 przeprowadzone zostały badania sondażowe, które umożliwiły określenie efektywności działań już podjętych przez pedagogów z Zespołu Szkół nr 19 w Bydgoszczy. Ich głównym celem było jednak dostarczenie informacji na temat przygotowania tych zajęć w sposób, który zapewni nie tylko praktyczne korzyści, ale zaspokoi także zainteresowania i potrzeby uczniów.