

The Attitudes of Primary School Teachers towards Leisure*

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Abstract

This study aims to analyze the attitudes of primary school teachers towards leisure. It also aims to determine whether the attitudes of primary school teachers vary according to their gender and leisure activities they attend. A total of 355 primary school teachers ($X_{age} = 45.08 \pm 7.91$), including 188 females and 167 males, volunteered to participate in this study. "Leisure Attitude Scale" developed by Beard and Ragheb (1982) and adapted into Turkish by Akgül and Gürbüz (2010) and "General Information Form" were utilized to collect data. The findings of this study indicates that the leisure attitudes levels of teachers were quite high ($X_{mean} = 4.28 \pm 33$). Also according to gender of the participants, a significant difference was found in favor of the female teachers in regards to the attitude of leisure in the cognitive sub-dimension and in total points but not in the affective and behavioral sub-dimensions. In terms of the most preferred leisure activity, there was a significant difference in the behavioral sub-dimension of the leisure attitude scale of teachers, whereas there was no statistically significant difference in the cognitive, affective sub-dimensions and total scores. Accordingly, teachers who preferred physical activities in leisure had higher points than the ones who preferred other activities with regards to the behavioral sub-dimensional. In addition, no significant relationship was found between the ages of the teachers, the years of professional service, the leisure attitude scale sub-dimensions and total score.

Keywords: leisure attitude, primary school, teachers, students

1. Introduction

Today, education is one of the most important factors in the structuring and raising of an individual. And the most important element in education is teacher. They start the process of teacher-student relationship by interacting with the child by means of emotion, thought and behaviors. In this process, while teachers provide academic learning by transferring their knowledge, they also provide different behavioral changes in students with their personality, behaviors and positive/negative attitudes (Kılıç et al., 2004). In other words, education environment is related with the attitudes of teachers (Ergün, 1998). While students are affected by the behaviors of teachers, they are also affected by the attitudes of teachers (Kyriakides et al., 2009; Zang et al., 2018).

According to Smith (1968), attitude is "an inclination that creates the thought, emotion and behaviors of an individual which is attributed to him/her about a psychological object in an orderly manner" (Kağıtçıbaşı, 2006:102). It is an inclination of reacting positive or negative towards this object. Attitude cannot be observed directly, it should be measured with observable actions and it is a hypothetical concept (Ajzen, 2011:3). It has three elements as emotion, thought and behavior. When these three elements exist at the same time influentially, it can be stated that there is a powerful attitude (Kağıtçıbaşı, 2006:103). The psychological object here can be a person, an object, an institution, an incident, anything and a concept such as leisure. In this context, the attitude towards leisure are positive and negative reactions that constitute of emotion, thought, behavior, experience and knowledge about the leisure and activities that can be performed in leisure (Teaff, 1975). The attitude towards leisure includes perception, knowledge, belief, emotion, thought and behavior about leisure. For this reason, in order to completely understand the attitude towards leisure, it

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should be discussed along with cognitive, affective and behavioral components (Teixeria & Freire, 2013). According to Ragheb and Beard (1982), cognitive component includes general knowledge and beliefs about how the general features of leisure are related to life quality of individuals. Affective component is the level of liking the experiences and activities of leisure of individuals. Behavioral component is about activities that were performed in the past, being performed at the moment, and would be performed in the future regarding leisure activities. The attitude towards leisure is related to many factors regarding leisure behavior with its multi-dimensional structure. From the studies in the literature it can be observed that it is related to perception of freedom in leisure (Siegenthaler & O'Dell, 2000), leisure satisfaction (Kim et al., 2015; Freire & Teixeria; 2018), motivation (Chen, 2002) and participation to leisure (Sivan, Fung, Fung & Ruskin, 2013).

Attitudes are directly related to actions and may show a number of changes during the course of our lives (Yanik, 2018). If a person has positive emotion and thinks positive towards an object, there is a possibility of performing a consistent action towards that (Pehlivan, 2010). In this context, the possibility of utilizing leisure more efficient and productive can be expected to be higher in teachers who maintain a positive attitude towards leisure. Participation in leisure on optimal level, utilizing it efficiently and getting efficiency from it directly or indirectly affects factors such as satisfaction (Chick et al., 2016; Choi & Yoo, 2017), psychological well-being (Sivan, Fung, Fung & Ruskin, 2013; Kim et al, 2015) and happiness (Nawjin & Veenhoven, 2013) regarding life and satisfaction, productivity (Choi & Yoo, 2017) and exhaustion regarding work life (Hoeksma et al., 1994). It is considered that a teacher who is satisfied with his/her occupation and is not exhausted would be more beneficial and inspirational to his/her students. It is more important for primary school teachers who would guide students in primary school where many features about personality and various skills are acquired to have positive emotions towards their occupation. Because experiences in the process of the relationship between teacher-student in this period affects the whole life of students (Kıldan, 2011). In his research, Cassidy (2005) has observed that the teachers' encouraging behaviors towards leisure to children affect the attitude towards leisure in adulthood. Further, teachers can be regarded as role models in social sense. In this sense, the emotion, thought, behavior and ultimately attitudes of teachers out of their school life gain importance. For this reason, in this study, it was attempted to determine the attitudes of primary school teachers towards leisure. Furthermore, the differences in the attitudes of teachers towards leisure were examined in accordance with their gender and leisure activities they participate in and the relationships of leisure according to the age and the service year in the occupation variables of the teachers were examined.

2. Method

2.1 Research Design and Sample

Quantitative research techniques were used in this research. It is a descriptive research. The population of the study consists of 1872 primary school teachers, working in 97 schools located in the central districts of Denizli province. In the sample there are 355 ($X_{age}=46.08, \pm 7.91$) primary school teachers, 188 female ($X_{age}=44.59 \pm 8.14$) 167 male ($X_{age} 45.64 \pm 7.62$), who were determined with simple random sampling technique. The sample size was determined by utilizing the table "acceptable sample sizes for certain populations" that was created by Sekaran (1992) (Altunışık et al., 2007).

2.2 Data Collection Tools

In the study, "The Leisure Attitude Scale" that was developed by Beard and Ragheb (1982) and translated to Turkish by Akgül and Gürbüz (2011) and "Personal Information Form" that was developed by the researchers were used as data collection tools.

2.2.1 The Leisure Attitude Scale (LAS)

The scale consists of 36 items. It has 3 sub-dimensions as affective, cognitive and behavioral. The answers in the scale which is 5 point likert type range from "Strongly Agree (5)" to "Strongly Disagree (1)". It was determined that the factor loads of items in the Turkish form range from 412 to 814. As a result of the analyses, it was understood that the internal consistency coefficients of the scale range from .81 to .92. The total reliability coefficient of the scale was determined as 0.97. The cronbach alpha is .94 as the reliability analysis that was conducted within the context of this study.

2.2.2 Personal Information Form (PIF)

Information about the independent variables of the research were determined with "Personal Information Form" which was developed by the researchers.

2.3 Collection of the Data

Official permissions were acquired from the necessary institutions in order to collect data. Then, with these permissions, measuring instruments were handed to and collected from the teachers by giving necessary explanations.

2.4 Statistical Analysis of the Data

The data were evaluated by using frequency, arithmetic mean, standard deviation, t-test, Pearson correlation analysis and statistical test techniques. T- test was used for the differences in sub-dimension and total scores of LAS according to the teachers' gender and leisure type they participate in and Pearson correlation analysis was conducted for the relationships about the age and occupation duration. Whether or not the data provide the prerequisites of parametric tests were decided by examining the skewness and kurtosis values (normal distribution status of the data). In order to determine the reliability of the scale within the context of the research that was used in the study, cronbach alpha internal consistency coefficients were calculated. Type 1 error was accepted as 5%.

3. Findings

Table 1. Descriptive statistic results regarding the attitudes of teachers towards leisure

	n	Min.	Max.	X	Std. Error
Affective	355	3.42	5.00	4.34	.36
Cognitive	355	2.42	5.00	4.32	.36
Behavioral	355	3.08	5.00	4.19	.44
LAS Total	355	3.28	5.00	4.28	.33

When the Table 1 is examined, it can be observed that the attitude scores of primary school teachers towards leisure is quite high, as above average. When the sub-dimension scores were observed it was determined that the highest score was in affective sub-dimension and the lowest score was in behavioral sub-dimension. When generally evaluated, it can be stated that there are positive attitudes towards leisure.

Table 2. T-test result that shows the attitudes of teachers towards leisure according to gender variable

LAS	Gender	N	X	sd	df	t	p
Affective	Female	188	4.32	.03	353	.734	.463
	Male	167	4.35				
Cognitive	Female	188	4.28	.03	353	2.146	.033
	Male	167	4.37				
Behavioral	Female	188	4.20	.04	353	.287	.774
	Male	167	4.19				
LAS Total	Female	188	4.27	.03	353	.939	.348
	Male	167	4.30				

According to Table 2, while there is a significant difference in terms of gender factor in cognitive sub-dimension of the attitude of primary school teachers towards leisure scale, it was observed that there wasn't a statistically significant difference in behavioral sub-dimensions and total score. According to this, it was determined that in the cognitive sub-dimension of the attitude of primary school teachers towards leisure, the scores of males are higher than the scores of female teachers.

Table 3. T-test results that shows the attitude of teachers towards leisure according to the most preferred type of leisure activity

LAS	PA* Type	N	X	sd	df	t	p
Affective	Other**	203	4.34	.04	283.16	.000	1.00
	PA*	152	4.34				
Cognitive	Other**	203	4.32	.04	291.03	.255	.79
	PA*	152	4.33				
Behavioral	Other**	203	4.15	.04	304.07	2.017	.04
	PA*	152	4.25				
LAS Total	Other**	203	4.27	.03	282.40	.988	.32
	PA*	152	4.30				

* Physical Activity

** Activities of artistic, intellectual, social, practical works etc.

According to Table 3, while there is a significant difference in terms of the most preferred type of leisure activity in behavioral sub-dimension of the attitude of primary school teachers towards leisure scale, it was observed that there wasn't a statistically significant relationship in cognitive and affective sub-dimensions and total score. According to this, it was determined that in the behavioral sub-dimension of the attitude of primary school teachers towards leisure scale, the scores of teachers who prefer physical activity were higher than those who prefer other activities. Further, it was observed that most preferred type of activity is physical activity.

Table 4. Pearson correlation analysis intended to determine the relationship between the attitude of teachers towards leisure and their age and their service duration in the occupation

n=355	Affective	Cognitive	Behavioral	LAS Total
Age	.031	.042	.042	.046
Service Duration	-.009	-.032	.006	-.013

In Table 4, when the LAS total score and sub-dimension correlations between the ages of the teachers and their service duration in the occupation were examined, it was observed that there weren't significant relationships between the variables. According to this, it can be stated that the attitudes of teachers towards leisure don't change in accordance with their age and service duration.

4. Discussion

According to the findings of the research, it was observed that the total and sub-dimension scores of attitude of primary school teachers towards leisure are quite high. Under these circumstances, it can be stated that teachers have positive attitudes towards leisure. When evaluated in terms of sub-dimensions, it is considered that cognitively, they have information, positive opinions and believe the benefits of the activities regarding leisure. Because cognitive dimension includes belief and information about the relationship between leisure and life quality (Ragheb & Beard, 1982). It was observed that they were affectively interested in and liked these activities and participated in behaviorally, however, when the mean scores are examined, they perform the activities in this sub-dimension less, compared to other dimensions. In the study of Ustun et al. (2017), it can be seen that teachers are interested in leisure activities, but they don't participate in as much as they are interested.

According to the genders of the teachers that participated in the research, there wasn't a significant difference in affective and behavioral dimensions and total leisure attitude. However, it was observed that the knowledge and thoughts of males towards leisure in cognitive dimension were more positive than females. This finding could result from the fact that female and male teachers could not have reached leisure sources equally. According to Muzindutsi and Masango (2015), the possibilities of reaching leisure sources create difference in parameters about leisure. For this reason, different findings are acquired on the basis of gender towards the attitude of leisure in different cultures (Akgül, 2011). According to Henderson et al. (1996), men and women encounter different incidents in social environment in the society. Therefore, the activities women and men, who undertake different social roles, prefer in their leisure can be different. For this reason, it is considered that the gender factor can affect their opinions or their attitude towards leisure. Furthermore, in terms of social roles, the work and domestic life responsibilities of women and especially working mothers bring along the conflict of work-leisure and it may cause them to consider leisure more negative than men.

It can be observed that in the behavioral sub-dimension of the attitudes of primary school teachers towards leisure who participate in physical activity according to the most participated type of activity are higher than those who participate in other activities (activities of artistic, intellectual, social, practical works etc.) Further, according to the findings of the study, it was determined that the most preferred type of activity is physical activities. In a research, it was determined that the most preferred activity is physical activities (Binbaşıoğlu and Tuna, 2014). Karaman et al. (2016) stated that the attitudes of individuals towards leisure who participate in dancing activities which is a physical activity are quite positive.

It was determined that there wasn't a significant relationship between the attitudes of primary school teachers towards leisure and their age and their service duration. According to this, it can be stated that the attitudes of teachers towards leisure does not change as their age and service duration progress. There wasn't a research in the literature that discusses this finding. However, this situation is related to the professional liability, work load and sharing similarities of daily and weekly leisure of teachers regardless of their biological age and service duration.

5. Result and Recommendations

It was observed that the knowledge, belief, perception, emotion and thoughts of primary school teachers towards leisure are quite positive, they like leisure activities, but they do not participate in these activities as much as they like. For this reason, enhancing studies on the behavioral dimension would provide more detailed information for the explanation of the reasons about the participation. Furthermore, class teachers attend to lessons whole day and whole week, different than branch teachers. In this context, providing institutional leisure opportunities would affect emotion, thought, behaviors and ultimately leisure attitudes positively. Because, participation in leisure positively affects parameters about leisure.

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