

SPORTS AND RECREATION ACTIVITIES OF PHYSICAL EDUCATION TEACHERS AND PROFESSORS IN FREE TIME

Original paper

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Abstract

The concept and essence of free time are defined differently. We can understand free time only if we look at it with work and the position of man in work, as an integral part of man's time, which is socially conditioned and cannot be studied without economic, political, cultural and historical factors. The goal of the research was to determine the possible difference in the structure of the free time of teachers and professors of physical education, as well as the identification of certain lifestyle habits that may have an impact on the determination to practice sports and recreational activities in free time. The research was transversal in nature, with the application of the Survey method, carried out in the first semester of the 2022/2023 school year. As a research instrument, a survey questionnaire was used, specially constructed for this research with eight closed questions with the possibility of two or more answers. The sample of respondents included 130 teachers and 80 professors of physical education. In the processing of data obtained through empirical research, in addition to descriptive statistics procedures to determine the significance of differences between sports and recreational activities in the free time of teachers and professors of physical education, Pearson's χ^2 test was applied. In both subsamples, the function of free time is primarily in the function of entertainment and leisure. physical-recreational activities (walking, excursions, travel, sports activities, etc.) are mostly practiced in free time. The family and the local environment are very important factors in enabling the implementation of various forms of free time. The character of sports-recreational activities is predominantly recreational for teachers, and competitive for physical education professors. A statistically significant difference was found in two out of eight statements. Socio-economic status is directly related to the exercise of sports and recreational activities in free time. A change in lifestyle, including a greater volume of sports and recreational activities can lead to a reduction in the number of diseases or premature death. So, the free time of physical education teachers and professors should be with a larger scope of sports and recreational activities.

Keywords: teachers, physical education professors, free time, Serbia

INTRODUCTION

The concept and essence of free time are defined differently. We can understand free time only if we look at it with work and the position of man in work, as an integral part of man's time, which is socially conditioned and cannot be studied without economic, political, cultural and historical factors.

Physical activity is an important element of the development of the physical and psychological ability of an individual and the whole community, as a basic component of preserving and improving health (Hall et al., 2012: 310). Regular physical activity with moderate intensity enables the burning of the products of a stressful situation, and in this way, it has an impact on the reduction of negative effects of stress. The researches indicate that stress is one of the risk factors for the onset of cardiovascular diseases (Hemingway, Kuper & Marmot, 2003).

Physical activity calms down, relaxes, reduces blood pressure, slows down the blood circulation in blood vessels and reduces the excretion of cortisol and adrenaline (Sharkey & Gaskill, 2008). Physical activity has a beneficial effect on the whole organism. However, physical activity of high intensity is not recommended to persons who are stressed, but only content with moderate intensity performance (for example, walking, swimming, yoga, tai-chi and others). From time to time persons who are stressed are exhausted from physical activities, trying to find an exit from a stressful situation as a form of therapy (Sharkey & Gaskill,

2008). People who do not perform physical activity are 56 times more prone to cardiac arrest in relation to people who regularly do physical activity (Sharkey & Gaskill, 2008). The increased risk for the appearance of cardiovascular diseases is more frequent for people who are not physically active in comparison to those who are physically active. Physical activity also helps in the prevention of brain stroke, for example, because it eliminates many risk factors (high blood pressure, high cholesterol and similar).

Free time is a part of our active life in the circumstances in which we live. This is a part of our development. Thus, free time activities do not have only recreational character and the aspect of relaxation, but they are also creative because they enable the development of human creative abilities which are not only connected to obligatory work but are a part of freedom and free time of an individual.

According to Vukasovic (2001), free time is the time when an individual is free from work, and duties, the time during which he or she can create and fulfill activities according to his or her personal wishes and interests, in order to satisfy personal needs and develop own abilities. Free time appears in various forms and should not be seen only as satisfying individual interests, because free time activities can be of social nature, they can be active or passive, take place indoors or outdoors, they can contribute to physical health or to harm, to be useful or harmful to society (Bashir, Bano & Riaz Sajan, 2014).

Activities that people engage in during their free time can significantly affect the quality of life of the individual, as well as society, because social relationships are built, new skills and knowledge are improved and acquired, and positive emotions are experienced (Brajsa Zganec & Kaliterna Lipovcan, 2010).

According to studies conducted in 24 countries belonging to the Organization for Economic Co-operation and Development, with the increase in income (measured by gross domestic product per capita), the number of hours of free time during the week also increases (Veal, 2016).

The goal of the research was to determine the eventual difference in the structure of the free time of teachers and professors of physical activity, as well as the identification of certain life habits, which can have an impact on determination towards taking sports recreative activities in their free time.

METHODS

The research was transversal in nature, with the application of the Survey method, carried out in the first semester of the 2022/2023 school year. As a research instrument, a survey questionnaire was used, specially constructed for this research with eight closed questions with the possibility of two or more answers.

The sample of respondents included 130 teachers and 80 professors of physical education. In the processing of data obtained through empirical research, in addition to descriptive statistics procedures to determine the significance of differences between sports and recreational activities in the free time of teachers and professors of physical education, Pearson's χ^2 test was applied.

RESULTS AND DISCUSSION

The present life rhythm determines that the most important functions of free time for tutors are dedicated to resting (87,06%), then the activities dedicated to leisure and entertainment (48,68%) and with the least percentage are the activities dedicated to the development of personality (38,78%). A significantly different situation is for teachers of physical activity at primary and secondary schools, by which the activities for the development of personality are most frequent (61,22%), follow the activities dedicated to leisure and entertainment and with the least percent are the activities like resting (12,94%). This situation is conditioned by the great percentage of teachers and professors who are apart from regular school lessons also engaged as coaches in sport clubs which demands additional engagement and education.

Table 1. The most important functions of free time in relation to gender

| | | What do you think are the most important functions of free time? | | | In total | |
|---|--------|--|---|---|----------|---------|
| | | Activities intended for relaxation | Activities intended for leisure and entertainment | Activities intended for personality development | | |
| P | Tut | f | 74 | 37 | 19 | 130 |
| | | % | 87,06% | 48,68% | 38,78% | 100.00% |
| | Prof | f | 11 | 39 | 30 | 80 |
| | | % | 12,94% | 51,32% | 61,22% | 100.00% |
| | Ukupno | f | 85 | 76 | 49 | 210 |
| | | % | 40,48% | 36,19% | 23,33% | 100.00% |

Legend: P – Profession, Tut – Tutors, Prof - Professors, χ^2 - Chi-square test and p – level of statistical significance $\chi^2=6,940$, $p=0,079$

Percent differences did not influence statistically significant differences, while the level of statistical significance is $p=0.079$ (Table 1.).

Table 2. The most important type of free time in relation to creative values

| | | What type of free time is most important for a person in relation to creative values? | | | In total | |
|---|----------|---|--------------------|------------------------------------|----------|---------|
| | | Mutual connection of man with other people | Play and free time | free time through the prism of art | | |
| P | Tut | f | 94 | 28 | 8 | 130 |
| | | % | 72,31% | 21,54% | 6,15% | 100.00% |
| | Prof | f | 58 | 19 | 3 | 80 |
| | | % | 72,50% | 23,75% | 3,75% | 100.00% |
| | In total | f | 152 | 47 | 11 | 210 |
| | | % | 72,38% | 22,38% | 5,24% | 100.00% |

$\chi^2=12,387$, $p=0,094$

By the insight in Table 2., it can be stated that the interconnection of a man with other people is the most important

type of free time in relation to creative values. An approximate percent of relations are for art and games. Minimal percent

differences did not make a statistically significant difference between tutors and professors in relation to the most important type

of free time in relation to creative values, while the level of statistical significance is $p=0.094$.

Table 3. The concept of free time in relation to gender

| | | What do you think free time is in relation to the claims offered? | | | In total | |
|---|----------|---|--|--|----------|---------|
| | | Time freed from organized work | Requirement for recreation and active rest | Free time as a function of self-evaluation and self-identification | | |
| P | Tut | <i>f</i> | 52 | 70 | 8 | 130 |
| | | % | 40,00% | 53,85% | 6,15% | 100.00% |
| | Prof | <i>f</i> | 34 | 41 | 5 | 80 |
| | | % | 42,50% | 51,25% | 6,25% | 100.00% |
| | In total | <i>f</i> | 86 | 111 | 13 | 210 |
| | | % | 40,95% | 52,86 | 6,19% | 100.00% |

$\chi^2=13,210, \quad p=0.021$

Tutors with 53,85% and professors with 51,25% indicate that free time should be used for recreation and active holiday. The approximate relation is in understanding free time freed from organized work. The least percentage of tutors (6,15%) and professors (6,25%) think that free time should not be used in

the function of self-esteem and self-identification. The difference in understanding free time between tutors and professors has made a statistically significant difference with the level of statistical significance of $p=0.021$ (Table 3.).

Table 4. Activity performed in free time in relation to gender

| | | In relation to your lifestyle, which activity prevails in your free time? | | | In total | |
|---|----------|---|-------------------------------|------------------------|----------|---------|
| | | Physical-recreational activities | Cultural-aesthetic activities | Educational activities | | |
| P | Tut | <i>f</i> | 76 | 18 | 36 | 130 |
| | | % | 58,46% | 13,85% | 27,69% | 100.00% |
| | Prof | <i>f</i> | 39 | 14 | 19 | 80 |
| | | % | 48,75% | 17,50% | 33,75% | 100.00% |
| | In total | <i>f</i> | 147 | 32 | 48 | 210 |
| | | % | 54,76% | 15,24% | 30,00% | 100.00% |

$\chi^2=5,817, \quad p=0.411$

The least number of tutors and professors do in their free time cultural aesthetic activities. More frequent are educational activities and the most frequent are physical recreative activities with 58,46% for tutors and 48,75% for professors of physical education.

There is no statistically significant difference between tutors and professors in relation to chosen activity during their free time since the level of statistical significance is $p=0.411$ (Table 4.).

Table 5. Factors by the level of organization in enabling the implementation of various forms of free time

| | | Which of the above factors by the level of organization enables spending different forms of free time? | | | | In total | |
|---|----------|--|------------------------------|----------------------|-----------------------------|----------|---------|
| | | Educational institutions | Family and local environment | Social organizations | Means of mass communication | | |
| P | Tut | <i>f</i> | 12 | 71 | 17 | 30 | 130 |
| | | % | 9,23% | 54,62% | 13,07% | 23,08% | 100.00% |
| | Prof | <i>f</i> | 17 | 51 | 6 | 6 | 80 |
| | | % | 21,25% | 63,75% | 7,50% | 7,50% | 100.00% |
| | In total | <i>f</i> | 29 | 122 | 23 | 36 | 210 |
| | | % | 13,81% | 58,10% | 10,95% | 17,14% | 100.00% |

$\chi^2=4,725, \quad p=0.571$

According to tutors and professors, family and the local community have the greatest influence on the organization and realization of different forms of free time. They were in agreement that after family and local community on organization and realization of different forms of free time the biggest influence for tutors have mass media (23,08%), then social organizations (13,07%) and with the smallest frequency educational institutions

(9,23%). For professors, the situation is completely different. In second place are educational institutions (21,25%) and with the same percent frequency social organizations and mass media (7,50%). The attitudes of tutors and professors in relation to most organized factors in enabling different forms of free time did not create a statistically significant difference $p=0.571$ (Table 5.).

Table 6. Character of sports and recreational activities

| | | If sports and recreational activities prevail, are they? | | In total |
|----------|------|--|---------------------------|----------|
| | | Recreational in character | Recreational in character | |
| P | Tut | <i>f</i> | 122 | 130 |
| | | % | 93,85% | 100.00% |
| | Prof | <i>f</i> | 78 | 80 |
| | | % | 97,50% | 100.00% |
| In total | | <i>f</i> | 200 | 210 |
| | | % | 95,24% | 100.00% |

$\chi^2=2,815$, $p=0.149$

The results indicate that there is no statistically significant difference between tutors and professors in relation to the character of sport recreative activities since the level of statistical significance is $p=0.149$.

The most frequent sport recreational activity for tutors and professors is walking and then follows by running. For tutors follows volleyball, cycling, basketball, and dancing and with the

least percentage of 3,08% is dancing. For professors the situation is similar and the third place is cycling, then dancing and basketball (5,00%), chess (3,75%) and in the end volleyball (2,50%).

The dispersion of the results did not produce a statistically significant difference between tutors and professors in relation to the most frequent sport recreative activities, since the level of statistical significance is $p=0.315$ (Table 7.).

Table 7. The most frequent sports and recreational activity

| | | What sports and recreational activities do you most often practice in your free time? | | | | | | | In total | |
|----------|------|---|---------|--------|------------|---------|--------|-------|----------|---------|
| | | Basketball | Running | Chess | Volleyball | Walking | Bike | Dance | | |
| P | Tut | <i>f</i> | 8 | 39 | 2 | 10 | 58 | 9 | 4 | 130 |
| | | % | 6,15% | 30,00% | 1,54% | 7,69% | 44,62% | 6,92% | 3,08% | 100.00% |
| | Prof | <i>f</i> | 4 | 19 | 3 | 2 | 42 | 6 | 4 | 80 |
| | | % | 5,00% | 23,75% | 3,75% | 2,50% | 52,50% | 7,50% | 5,00% | 100.00% |
| In total | | <i>f</i> | 12 | 58 | 5 | 12 | 100 | 15 | 8 | 210 |
| | | % | 5,71% | 27,62% | 2,38% | 5,71% | 47,62% | 7,14% | 3,81% | 100.00% |

$\chi^2=110,414$, $p=0.315$

By the insight in Table 8. it can be stated that 14,62% of tutors and 30,00% of professors do not exercise at all. 62,31% of tutors and 33,75% of professors exercise one or two times a week. Three to four times a week exercise 15,38% of tutors and 21,25%

of professors. Five or six times a week exercise 4,62 of tutors and 8,75% of professors. 3,08% of tutors and 6,25% of professors exercise every day. The differences between tutors and professors are more expressed which made a statistically significant difference between tutors and professors in relation to the number of exercises per week with the level of statistical significance of $p=0.034$.

Table 8. Number of weekly exercises

| | | How many times a week do you exercise? | | | | | In total | |
|----------|------|--|------------------|------------------|------------------|----------------------|----------|---------|
| | | I don't exercise | 1-2 times a week | 3-4 times a week | 5-6 times a week | I exercise every day | | |
| P | Tut | <i>f</i> | 19 | 81 | 20 | 6 | 4 | 130 |
| | | % | 14,62% | 62,31% | 15,38% | 4,62% | 3,08% | 100.00% |
| | Prof | <i>f</i> | 24 | 27 | 17 | 7 | 5 | 80 |
| | | % | 30,00% | 33,75% | 21,25% | 8,75% | 6,25% | 100.00% |
| In total | | <i>f</i> | 43 | 108 | 37 | 13 | 9 | 210 |

| | | How many times a week do you exercise? | | | | | In total | |
|---|----------|--|------------------|------------------|------------------|----------------------|----------|---------|
| | | I don't exercise | 1-2 times a week | 3-4 times a week | 5-6 times a week | I exercise every day | | |
| P | Tut | <i>f</i> | 19 | 81 | 20 | 6 | 4 | 130 |
| | | % | 14,62% | 62,31% | 15,38% | 4,62% | 3,08% | 100.00% |
| | Prof | <i>f</i> | 24 | 27 | 17 | 7 | 5 | 80 |
| | | % | 30,00% | 33,75% | 21,25% | 8,75% | 6,25% | 100.00% |
| | In total | <i>f</i> | 43 | 108 | 37 | 13 | 9 | 210 |
| | | % | 20,48% | 51,43% | 17,62% | 6,19% | 4,29% | 100.00% |

$\chi^2=12,071$, $p=0.034$

CONCLUSION

In both subsamples, the function of free time is primarily in the function of entertainment and leisure. physical-recreational activities (walking, excursions, travel, sports activities, etc.) are mostly practiced in free time. The family and the local environment are very important factors in enabling the implementation of various forms of free time. The character of sports-recreational activities is predominantly recreational for teachers, and competitive for physical education professors. A statistically significant difference was found in two out of eight statements.

Socio-economic status is directly related to the exercise of sports and recreational activities in free time. A change in lifestyle, including a greater volume of sports and recreational activities can lead to a reduction in the number of diseases or premature death. So, the free time of physical education teachers and professors should be with a larger scope of sports and recreational activities.

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