

## Leisure Time Habits of Employees of Ministry of Justice According to the Education Level\*

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### Abstract

This research is concluded in order to determine the effects of the educational levels of the individuals on the leisure time evaluation preferences. The sampling of the research consists of 159 personnel working in various departments of the central organization of the Ministry of Justice. A questionnaire consisting of 64 questions is used as data collection tool in the study. The data is analyzed with the SPSS 15.0 Statistical Package program and the frequency tables of the variables are given together with the percentage values. One way Variance Analysis (ANOVA) test is used to determine whether there is a significant difference between the variables. In addition, the frequency of participation of the participants in leisure activities is presented as cross tables according to their educational status. According to the results of the research; it is understood that individuals can not have sufficient leisure time, but at least they try to evaluate the leisure time they have in a more effective and planned manner as their educational status increases. In addition, it is observed that individuals with low education level are more likely to participate in leisure time activities on their own and also it is observed that as the level of education increased, the activities carried out together increase. Therefore, it is determined that the level of education is influential on the preferences of individuals to evaluate leisure time.

**Keywords:** Leisure, Recreation, Education Level

## Adalet Bakanlığı Çalışanlarının Eğitim Düzeylerine Göre Boş Zaman Değerlendirme Alışkanlıkları

### Öz

Bu araştırma; bireylerin eğitim düzeylerinin, boş zaman değerlendirme tercihleri üzerindeki etkilerinin belirlenmesi amacıyla yapılmıştır. Araştırmanın örneklemini Adalet Bakanlığı Merkez Teşkilatının çeşitli daire başkanlıklarında görev yapan 159 personel oluşturmaktadır. Araştırmada, veri toplama aracı olarak 64 sorudan oluşan bir anket kullanılmıştır. Veriler SPSS 15.0 İstatistik Paket programı ile analiz edilerek, değişkenlerin frekans tabloları yüzde değerleri ile birlikte verilmiştir. Değişkenler arasında anlamlı farkın olup olmadığına Tek Yönlü Varyans Analizi (ANOVA) testi yöntemi ile bakılmıştır. Ayrıca Katılımcıların eğitim durumlarına göre tercih ettikleri boş zaman aktivitelerine katılma sıklıkları çapraz tablolar olarak sunulmuştur. Araştırma sonuçlarına göre; bireylerin yeterli düzeyde boş zamana sahip olamadıkları ancak azda olsa sahip oldukları boş zaman sürecini, eğitim durumları yükseldikçe daha etkin ve planlı bir şekilde değerlendirmeye çalıştıkları anlaşılmıştır. Ayrıca eğitim seviyesi düşük olan bireylerin daha çok kendi başlarına, boş zaman faaliyetlerine katıldıkları; eğitim seviyesi yükseldikçe birlikte yapılan faaliyetlerin arttığı gözlenmiştir. Dolayısıyla eğitim düzeyinin, bireylerin boş zamanlarını değerlendirme tercihleri üzerinde etkili olduğu saptanmıştır.

**Anahtar Kelimeler:** Boş zaman, Rekreasyon, Eğitim düzeyi

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## INTRODUCTION

Education is a process with encouragement and guidance to be an efficient and useful individual from the economic and political point of view in the development of the foundation towards the gen. Education and leisure education are similar to each other in many aspects such as purpose and program. But they are two separate things. Education is a broader concept. Education is the sum of the processes in which an individual develops his / her ability, attitudes and other behaviors in a positive sense. Another definition is the process of bringing change in the individual's behavior, through his or her own life and purpose. When the definitions are considered, it is understood that education is a process that helps the development of the person and based on it, prepares it for the adult life, and acquires necessary knowledge, skills and behaviors. Within the framework of modern education understanding, the need for the development of mind and spirit as well as the development of mind has emerged in education and training activities. The purposes of evaluating leisure time are also for these purposes. The evaluation of leisure time is an important issue that needs to be emphasized and emphasized in industrialized and industrialized societies within the framework of the facts set forth in other scientific studies. Countries that have adopted social and economic development as a principle have considered to work to solve problems related to leisure time. Due to such reasons as economic developments, mechanization, automation, overproduction and improvement of living conditions, working hours have decreased and there has been an increase in leisure time. There is also a leisure problem that naturally arises in industrialized societies due to unemployment.

It is the free time in which one freely uses one's leisure and other duties to assist others in their cultural, social, psychological and professional integration, interaction and co-operation with the rest of the time, freely resting fun, social and individual success. In another respect, it is an education that helps the person to get an idea for the leisure time activity that develops the personality and personality that the individual will express

himself creatively. Recreation has both a role to play and a role to play in leisure, just like education. We should not forget that the use of idle time as worthless leads to impaired health, in the face of family life, diminished occupational effectiveness and deterioration of civic consciousness. Some researchers have emphasized that leisure education should be the main goal of education. They have equaled leisure time with education for life. Leisure education is thought to be a helpful process that prepares people to use their free time. Therefore, there is undoubtedly an influence on the evaluation of the leisure time of the individual as well as the achievements that the theoretically the individual gives to the education. But the individual is a process that continues until the education person dies, in need of training from the moment of birth. The individual is a learning state of this educational process in his / her life, either formal (formal) or unaware (informal). The study of the effect of educational awareness and level on the evaluation of leisure time of individuals is important in this respect. The aim of the research is to determine the effects of the education level on the leisure time preference preferences of the individuals

## METHOD

### *Participants*

A total of 218 personnel working under the body of central organization of the Ministry of Justice forms the population of the research, the personnel from the Department of Education Directorate (35), the Directorate of Strategy Development Department (34), the Computer Center Department (64) and the Technical Affairs Department (85) form the sampling group, and total 159 staff selected to participate and voluntarily participated in the survey.

### *Data Collection Tools*

Survey data collection tool used in the study. The questionnaire is a systematic data collection technique by directing questions to a population or a sample of the sample, depending on the hypotheses or questions determined in a particular subject (Balci, 2000). The questionnaire consists of 2 parts

and contains 64 questions. In the first part, questions about defining the demographic information of the participants, in the second part; questions about their behavior regarding their leisure time evaluations.

### Analysis of Data

Before the statistical evaluations were carried out, it was checked whether the questionnaires were filled in correctly and validly. Questionnaires were taken on likert type scale. On a Likert-type scale, a five-point scale was used for activities that were "never done" from "always" activities. The frequency of participation in activities carried out in this study is made up of five scales in the form of "always", "frequently", "intermittently", "rarely" and "never". Each of these five scales was given one point. These scores are ranked

as "5", "4", "3", "2", "1" in the most negative way. All the questions in the questionnaire are required to be answered. The data collected in accordance with the sub-problems in the purpose of the study were checked and recorded in the electronic environment. The data were analyzed with SPSS 15.0 statistical package program, and the frequency tables of the variables were given together with the percentage values. One way ANOVA test was used to determine whether there was a significant difference between the qualitative variables and the .05 value was considered statistically significant. In addition, the frequency of participation in leisure activities that participants preferred according to their educational status was presented as cross tables.

## FINDINGS

Table 1. Distribution of the personel information of the participants

Variable		f	%
Gender	Male	89	56.0
	Female	70	44.0
Age	≤ 25 age	15	9.4
	26 – 33 age	52	32.7
	34 – 41 age	49	30.8
	42 – 49 age	37	23.3
	50 ≥ age	6	3.8
Marital Status	Married	117	73.6
	Single	42	26.4
The longest residency	Rural Area	5	3.1
	Urban Area	82	51.6
	Metropol	72	45.3
Education	High School	36	22.7
	Associate degree/Undergraduate	101	63.5
	Post graduate /Doctora degree	22	13.8
	<b>Total</b>	<b>159</b>	<b>100.0</b>

Table 1 shows that 56% of the participants were male, 32.7% were in the age group of 26-33, 30.8% were in the age group 34-41, 73.6% were married and 51.6% it is seen that

metropolises also spend 45.3% in the area, 63.5% of them are associate / bachelor, 22.7% of them are in high school and 13.8% are graduate of master / doctorate.

Table 2. Distribution of the view of participants related with the sufficiency of the leisure time according to the education level

Education Level	Sufficiency of weekly Leisure time					Total %
	Definitely insufficient	Insufficient	Normal	Sufficient	Definitely sufficient	
	%	%	%	%	%	
High School	4.4	9.4	3.8	3.8	1.3	22.6
Associate degree/undergraduate degree	10.1	13.8	27.0	11.3	1.3	63.5
Postgraduate /Doctorate	1.3	4.4	6.3	1.9	0	13.8
<b>Total</b>	<b>15.7</b>	<b>27.7</b>	<b>37.1</b>	<b>17.0</b>	<b>2.5</b>	<b>100.0</b>

When the data in Table 2 are examined, 9.4% of the "high school" graduates found this period to be inadequate, 27% of the "Associate Degree / Bachelor" graduates found enough

time and 6.3% of the "Graduate / PhD" graduates had enough time it turned out to be normal again.

Do you have problems in evaluating leisure time?

Who do you participate with most to the leisure time activities?

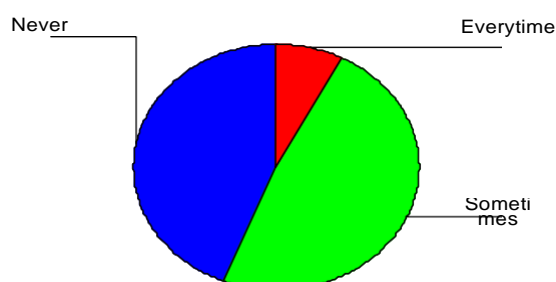


Figure 1: Problems of participants in evaluating the leisure time



Figure 2: Distribution of the participants related with the people whom they participated leisure time activities

When the above forms were examined, it was determined that 48.4% of the participants had difficulty sometimes, 44% of them had never "difficulty", and 7.5% had "always" difficulties when evaluating their leisure time. In addition,

it was determined that 66.7% of the participants preferred to participate with leisure time activities, and 20.8% preferred to participate with a group of friends.

Table 3. Distribution of the opinions of the participants related with whether the participants have problems in evaluating their leisure times according to the education level

Education Level	Status of problem in evaluating leisure time			Total
	Every time	Sometimes	Never	
	%	%	%	%
High School	3.1	10.1	9.4	22.6
Associate degree/ Undergraduate	3.8	32.7	27.0	63.5
Postgraduate/Doctorate	0.6	5.7	7.5	13.8
<b>Total</b>	<b>7.5</b>	<b>48.5</b>	<b>44.0</b>	<b>100.0</b>

When the data in Table 3 are examined, 10.1% of the "high school" graduates and 32.7% of the associate / undergraduate graduates "sometimes" have difficulty in the question of the participants' education levels and

difficulties in evaluating their free time, participants who have graduate / doctoral level found that 7.5% stated that they "never" had difficulty in evaluating their free time.

Table 4. Result of One-way Variance Analysis (Anova) of the opinions of the participants related with the welfare level

Source of Variance	SS	df	MS	F	p
Intergroup	5.556	2	2.778	5.36	.006
In-group	80.834	156	.518		

When the data in Table 4 were examined, it was found that the average of the welfare of the individuals was 2.778 and the mean of the intra-group distribution was .518, and it was found that there was a significant difference in the results of one way variance analysis [ $F(2-158) = 5.36; p < .05$ ]. Turkey HSD multiple comparison test was conducted to determine which groups were significant differences.

According to the results of the Tukey HSD multiple comparison test, scores of the participants with the education status of "High School" ( $X = 2.55$ ) and the scores of the participants whose education status was "Associate / Undergraduate" ( $X = 2.99$ ) and "Master / Doctorate" ( $X = 3.04$ ) it turned out to be a meaningful difference.

Table 5. One way Variance Analysis (Anova) results of the opinions of the participants related with the sufficiency of the weekly leisure time

Source of Variance	SS	df	MS	F	p
Intergroup	1.182	2	.591	.563	.571
In-group	163.925	156	1.051		

When the table is considered, it was determined that the average value of the inter-group distribution value was .591 and the intra-group distribution average was 1.051 in the opinion of the individuals regarding the "adequacy of the weekly leisure time", and no relation was found [ $F(2-158) = .563; p > .05$ ].

## DISCUSSION AND RESULT

When the findings obtained from the study were examined, it was found that 43.4% of the respondents who expressed their weekly leisure time as "inadequate" and "absolutely inadequate" from the participants were found. Güngören (2007) reported that 31.4% of the participants who expressed their leisure time period as "inadequate" and "absolutely inadequate" during the weekly leisure time were the participants in the study to determine the factors leading to recreational exhaustion. These results are in line with our study results, but the result can be interpreted as if the participants did not have sufficient leisure time or could not participate in these activities. There are many studies supporting this finding in the field literature (Alexandris, and Carroll, 1997; Anderson, 2003, Crawford et al., 1991; Frisby and Fenton, 1998; Gibson and Wood, 2000). On the other hand, the evaluation of leisure time was found to have a high proportion (44.0%) of the participants who "never" had difficulty. The fact that the results do not parallel each other can be interpreted as the fact that the participants evaluated this time effectively and in spite of their inadequate leisure time. According to the results of the research, it was found that 56% of the participants were male, and 63.5% of the participants were educated. And 13.8% were graduated from master's / doctoral degree. In his doctoral studies, Güngörmüş (2007) stated that 55.1% of the respondents were male and İlban and Özcan (2003) found that 62% of the respondents were undergraduate / graduate, 13.5% they have. As a result of the obtained data, 34.5% of associate / undergraduate and graduate / doctoral graduates did not have any difficulty in evaluating their free time and 38.4% of the same participant group had

difficulty in "sometimes" evaluating their free time according to their educational status. Karaküçük (2005) found that 46.4% of teachers did not have difficulty in evaluating leisure time and 33.8% of them had difficulty in doing it. According to this result, it can be said that there is a relation between the level of education of the individual and the difficulty in evaluating leisure time. In the results of the ANOVA to determine the scores of the participants according to the welfare level of the participants according to the obtained data; it was found that there was a significant difference between the scores of participants with education status "High School" and the scores of participants with education status "Associate Degree / Bachelor" and "Master / Doctorate". According to the results of the research, 30.2% of the participants prefer to "always" walk in their free time, 3.1% to the face and 15% of the participants "always" and "frequently" to play football. Özdemir et al. (2006) found that 30.1% of football, 22.7% of fishing, 17.5% of swimming, 15% of nature march, 15% of sporting-physical activities of workers and 15.0% of shooting and shooting were the first activities of the underground workers working in the general directorate of coal mines of Turkey, in order to determine their leisure time habits. They found that they were interested in 10.6%. These results are not parallel to our results. In the study done by Özdemir and others, the low level of education of the study group is considered as the source of the dissemination of study results. It is possible to find similar works in the literature (Hawkins et al., 1999, Henderson, and Bialeschki, 1999, Howard, and Crompton, 1984, Hubbard, and Mannell, 2001). On the other hand, Pular (2003) found 17.3% of football, 2.0% of swimming and 27.4% of march in the study of university academicians and administrative staff. These results are in parallel with our results. The percentage of those who prefer to go to "occasional" cinema and theater in the activities they perform in their free time is 39.6%. İlban and Özcan (2003) In their researches on the differentiation

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of leisure time preference preferences according to their demographic characteristics, the educational status is as a leisure time activity for associate degree, undergraduate and graduate students in cinema, theater, they prefer to participate. This result is parallel to our study results. As a result, it has been understood that individuals can not have sufficient leisure time, but at the very least they evaluate the leisure time they have in a more effective and planned manner as their educational status increases. When the study group's preferences for evaluating leisure time are examined; those with low levels of education are more likely to participate in their leisure time activities; As the level of education increased, the activities carried out together increased. Parallel to the increase in the level of education of the participants, there is a tendency that individuals also change their leisure preferences. It is thought, however, that the individual's educational situation directly affects the activities they prefer in their spare time. On the other hand, on the basis of research, it has been determined that depending on the level of education, participants pay more attention to their own health and prefer their activities accordingly. Planned, the time spent by participating in the activities, whether short or not; it is a fact that the individual is more unplanned and contributes more to the long-term leisure time to be spent without participating in any activity. Evaluation of leisure time is seen as a training process in itself. Participants with a high level of education in our work also seem to be actively evaluating this time if their leisure time is insufficient. As a result; it can be said that the level of education is influential on the preferences of individuals to evaluate their leisure time.

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