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PARTICIPATION OF THE STUDENTS IN THE ACTIVITIES OF RECREATION IN VOCATIONAL SCHOOLS

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Abstract

The purpose of this study is to investigate how vocational school students attend and affected by recreative facilities inside and outside of the university campus. Study begins with a descriptive analysis of the variables studied; inferential statistical techniques are subsequently applied in order to study the relationships that help form the basis for the conclusions reached. Two-hundred and thirty six vocational school students participated in this study (females = 157; men = 79). When evaluated according to gender participation in social activities with family status, the difference was not significant. The authors found males read books and go to theatre more than females. After getting into college, males participate in social activities more than females, Number of siblings, and the gender factor is found to be a significant relationship between participation in recreational activities.

Keywords : Tourism, Recreation Facility, Vocational School.

INTRODUCTION

Over the past two decades, there has been a push for colleges and universities to step outside of the ivory tower and become more engaged with their surrounding communities, thereby helping with local needs and concerns (Fitzgerald, Burack, & Seifer, 2010). One way for colleges and universities to increase engagement is through experiential and active learning strategies, through which students have “hands-on” learning experiences in the community. To enable these experiences, there has been an expansion of partnerships between colleges and universities and community agencies, organizations, and schools. In fact, a recent feature in explored the dynamics of promoting sustained school-university partnerships as one form of community engagement (Patton, 2012). Although these partnerships take many forms, an increasingly common school-university partnership is service-learning. According to Bringle and Hatcher (1995), service-learning is: A course-based, credit-bearing, educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Service-learning occurs in a wide range of fields, including nursing, child development, and teacher education. Within the fields of kinesiology and physical education teacher education, there have been a growing number of courses and curricula that utilize service-learning as a pedagogical strategy. For example, service-learning courses have been used to conduct a youth fitness program (Petersen, Judge, & Pierce, 2012), to provide physical activity opportunities for children with disabilities (Richards, Wilson, & Eubank, 2012), and to teach physical education to low-income students (Meaney, et al, 2008).

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These courses match the growing belief in our field that service-learning is the way of the future, with calls for further implementation of service-learning to benefit students, faculty, institutions, and community partners and members (Petersen et al., 2012). While the increasing number of service-learning courses is an exciting and innovative trend, these courses and curricula are often constructed, implemented, and evaluated without a strong framework based on literature in our field. This is one of the most consistent critiques of service-learning courses outside of our field as well (Aronson et al., 2005; Roldan, Strage, & David, 2004), suggesting that there is a need for a strong framework based on literature that can help guide the design, implementation, and evaluation of these experiences. (Whitley & Walsh, 2014)

In most countries' current economic situation, where the unemployment rate for workers are high, it is clear that the youngest job seekers as well as unemployed workers with insufficient qualifications must receive further education in order to succeed in the workplace. Vocational education and training opportunities have therefore emerged as a key factor in terms of the country's economic recovery. Various reports produced by the European Centre for the Development of Vocational Training. The number of low-skill jobs will also decline because of higher levels of specialization in industry, technological advances, and increasing automation of production processes, among other factors (CEDEFOP, 2010, 2012) Changes in the production model, high rates of unemployment, and the fact that many workers have only low levels of formal education are some of the factors that have played an influential role in the greatly increased demand for vocational education and training seen in countries in recent years. To the extent that countries' economic crisis situation continues to improve, the need for workers qualified in the new specializations the job market will be demanding means that online distance vocational education will play a fundamental role, both because of the flexibility it offers as well as its ability to reach the largest number of students at lower costs compared to on-site classroom teaching.

The educational level of a country's population not only conditions its possibilities for development but influences other factors as well. For example, previous studies have found relationships between a population's educational level and certain types of health problems Education has become fundamental in multiple aspects of our society and it is no longer thought of as a temporary stage ending in the granting of a degree, but instead as a life-long, ongoing process. There are also a diversity of activities supported by new technologies that can help delay the onset of certain types of problems associated with age in retired workers, thereby improving their quality of life. Education will continue to be a part of all our lives in one way or another and at least a portion of it will be provided via an online virtual platform.

University students are at a risk for a variety of risky health behaviors and are in a position to begin to learn how to control their lifestyle, but unfortunately have not learned to develop healthy behaviors'. These years they have an important role in establishing patterns of active living, before entering the broader society. Little information is known, however, about how the design of university infrastructures and the placement of recreational facilities can influence the physical activity patterns of the students. Understanding how undergraduate men and women perceive the role of their environment and its association with physical activity could lead to changes in a range of built and external environments on university campuses (Reed, 2014)

The study discussed in this paper had a principal objective. It was to assess in which degree the vocational school students have been participated in recreation activities. Vocational education and training can be seen as complementary in terms of responding to the majority of modern educational needs.

MATERIAL AND METHOD

This research is planned and conducted in order to assess in which degree the students studying at Bülent Ecevit University Çaycuma Vocational School have been participated in recreation activities.

This part of the study is given under the headings; the study area and sample selection, data collection method, questionnaire preparation, implementation of questionnaire, data evaluation.

The Study Area and Sample Selection

The research area is Çaycuma town of Zonguldak city. The research population constitutes the students studying at Çaycuma Vocational School. The study sample consists of totally 236 students (157 female, 79 male) who accepted to participate in the study.

Sample Selection

Research data were collected by researchers using the face to face interview with questionnaire technique.

Questionnaire Preparation

The questionnaire used to collect data was prepared by utilizing earlier studies (Kılıç ve Ener 2013). The questionnaire includes the questions about general information and student recreation information in two parts.

Implementation of Questionnaire

After obtaining the necessary permits, research data were collected between 26-28 May 2014. Implementation of the questionnaire for each student took 15 minutes.

Data Evaluation

The data obtained from the survey results were evaluated by utilizing SPSS 15 for Windows (Statistical Package for the Social Science) and R statistical software packages.

General Information about the Students

This section includes the issues related with student gender, age, family place of residence, family's monthly income, student's monthly expenses, father and mother's education level 66.6% of the students covered in the research are female, 33.4% are male as seen in Tab1. When assessed according to the age, the vast majority of our sample (77.0%), consists of the 21-25 age group. It has been determined that there are no students participated in our research over the age of 25.

The majority of students participating in our survey (72.3%) was observed between the number of siblings ranging from 1-3. The number of those students having brothers between 4 and 7 is at the second order with the percentage of 22.1.

The majority of the sample students' mothers (%59.8) and fathers (%36.8) were primary school graduates, while the monthly expenditures was observed 250 TL (40.5%) and between 250 -500 TL (40.5%).

The proportion of the students whose monthly expenditures are over 1,000 TL is very low as 5.1%. In addition, it is conspicuous that none of the student's mothers are university graduates.

Table 1. Demographic Characteristics

Demographic Characteristics	N	%
Gender		
Female	157	66.6
Male	79	33.4
Age (Year)		
Below 20	52	23.0
21-25	174	77.0
Above 20	0	
Family lives in		
City	100	43.5
Town	89	38.7
Village	41	17.8
Number of siblings		
None	12	5.1
1-3	170	72.3
4-7	52	22.1
8-10	1	0.5
More than 10	0	0
Family monthly income (TL)		
Less than 500	14	6.2
501-1000	60	26.7
1001-1500	71	31.5
1501-2000	40	17.8
More than 2000	40	17.8
Your monthly income (TL)		
0-250	79	40.5
251-500	79	40.5
501-1000	27	13.9
More than 1000	10	5.1
Education status of your father		
Illiterate	4	1.7
Elementary school	86	36.8
Middle school	74	31.6
High School	53	22.6
Bachelor's degree or higher	17	7.3
Education status of your mother		
Illiterate	16	6.8
Elementary school	140	59.8
Middle school	54	23.1
High School	24	10.3
Bachelor's degree or higher	0	0

Most frequently performed activity by males is sports (53.3%), and by females is fun as shopping (46.5%). The least favored activities by males (1.7%) and by females (4.9%) are the services made for family or community.

Note that Fisher's exact test could not be performed because there were not enough data for some of the groups. Percentages were calculated over 142 for females and 60 for males.

Table 2. Most frequently performed activity

	Gender	n	%
Education	Female	26	18.3
	Male	10	16.7
Several Entertainments	Female	66	46.5
	Male	12	20
Arts and culture	Female	23	16.2
	Male	9	15
Services made for family or community	Female	7	4.9
	Male	1	1.7
Creativity	Female	13	9.2
	Male	8	13.3
Sports	Female	26	18.3
	Male	32	53.3
Others	Female	14	9.9
	Male	9	15

According to Table 3. 63.2% of the males and 58.8% of the females stated that they watch television. When television watching conditions were evaluated according to the gender, the difference was not significant ($P > 0.05$) – Table 3

Table 3. The result of the question- "Do you think you spend your spare time efficient"

	Gender	N	%	Fisher's Exact test p-value
Yes	Female	79	59.8	0.7462
	Male	36	63.2	
No	Female	53	40.2	
	Male	21	36.8	
Total	Female	A:132 NA: 25	100	
	Male	A:57 NA: 22	100	

According to Table 4, the most frequently watched TV programs by gender were determined for males respectively sports (37.3%), documentaries (30.5%), series (27.1%) and news (27.1%) at the same rate. For females, first series (30.4%), second cinema (26.7%), third entertainment programs were identified and ranked. The least preferred program to watch for females is the marriage programs (3.7%), while males prefer other programs (1.7%)

Table 4. Most frequently watched TV programs

	Gender	N	%
Never watch TV	Female	20	14.8
	Male	6	10.2
Entertainment	Female	35	25.9
	Male	15	25.4
Sports	Female	9	6.7
	Male	22	37.3
Cinema	Female	36	26.7
	Male	15	25.4

Serials	Female	41	30.4
	Male	16	27.1
News	Female	22	16.3
	Male	16	27.1
Politics	Female	6	4.4
	Male	8	13.6
Documentary	Female	24	17.8
	Male	18	30.5
Economy	Female	4	3
	Male	3	5.1
Marriage	Female	5	3.7
	Male	2	3.4
Di er	Female	15	11.1
	Male	1	1.7

Table 5 shows the percentages of the most preferred artistic activities of males (33.3%) and females (27.8%) as theatre. The least preferred artistic activity by males (1.7%) is the sculptor. This activity wasn't preferred (0%) by females.

Table 5. Most preferred artistic activities

	Gender	n	%
Tiyatro	Female	35	27.8
	Male	20	33.3
Dans	Female	33	26.2
	Male	3	5
Edebiyat	Female	16	12.7
	Male	2	3.3
Müzik	Female	30	23.8
	Male	15	25
Heykeltra	Female	0	0.0
	Male	1	1.7
Resim	Female	18	14.3
	Male	5	8.3
Di er	Female	8	6.3
	Male	10	16.7

As seen from the chart, the most preferred sport is football for males (71.7%), while volleyball is preferred mostly (52.7%) by females. 10.9% of females and 3.3% of males stated that they had never done sports. (Table 6)

Table 6. Most preferred sports

	Gender	N	%
Basketball	Female	17	13.2
	Male	16	26.7
Football	Female	12	9.3
	Male	43	71.7
Volleyball	Female	68	52.7
	Male	11	18.3
Never done	Female	14	10.9
	Male	2	3.3
Gymnastic	Female	19	14.7
	Male	1	1.7
Other	Female	19	14.7
	Male	6	10

Table 7 shows that 69.1 % of the male students and 63.2 of the female students participate in social activities along with their families. The p-value (0.5026) for this test shows that we do not have enough evidence to conclude that participation in social activities with their families and gender are dependent.

Table 7. Participate in social activities along with their families

	Gender	N	%	Fisher's Exact test p-value
Yes	Female	96	69.1	0.5026
	Male	36	63.2	
No	Female	43	30.9	
	Male	21	36.8	
Total	Female	A:139 NA: 18	100	
	Male	A:57 NA: 22	100	

Table 8 shows the percentages of their participation to the social activities. %89 of females and %85.4 of males have responded the question "Would you go to the movies" as "yes".

Table 8. Participation to the social activities:

	Gender	n	Number of Answers	%
54-Are you a member of one of the student communities? Yes	Female	40	133	30.1
	Male	24	56	42.9
64-Do you read books in your free time? Yes	Female	106	126	84.1
	Male	34	51	66.7
70-How many hours do you watch TV in a day? Other than the answer "never"	Female	93	126	73.8
	Male	45	53	84.9
71-Do you have computer? Yes	Female	99	116	85.3
	Male	41	46	89.1
74-How many times do you go to cinema? Other than the answer "never"	Female	115	128	89.8
	Male	41	48	85.4
76-Do you go to theatre? Yes	Female	81	117	69.2
	Male	30	55	54.5
79-Do you play a musical instrument? Yes	Female	32	93	34.4
	Male	12	38	31.6

To the question of "Do you read books in your free time?" 84.1% of females, and 66.7% of males have responded "yes". To another question "Is there a computer in your home in your environment?" the majority of males (89.1%) and females (85.3%) have replied as "yes". Male students who are members of any of the university's student population are 42.9% and female students are 30.1%.

Table 9 shows that the students have watched TV between 1-3 pm. (M: %61.1; F:%64.2) 15.1% of males and 26.2% of females have expressed that they have never watched TV..

Table 9. The frequencies of the students watcing TV

	Gender	n	%	Fisher's Exact test p-value
Never watch TV	Female	33	26.2	0.0389
	Male	8	15.1	
1-3 hrs	Female	77	61.1	
	Male	34	64.2	
4-6 hrs	Female	11	8.7	
	Male	10	18.9	
6 hrs and more	Female	5	4.0	
	Male	1	1.9	
Total	Female	A:126 NA: 31	100	
	Male	A:53 NA: 26	100	

According to the p-value (0.2456) for this test, we do not have enough evidence to conclude that the frequency of going to the cinema and gender are dependent.

While 37.5% of men said they went to the movies once a month 1 month to 36.2% of girls reported that they rarely go to the movies more than once. The proportion of males who never go to cinema 14.6%, females 10.3 (Table 10).

Table 10 The frequencies of the student's going to the cinema

	Gender	N	%	Fisher's Exact test p-value
Never gone	Female	13	10.3	0.2456
	Male	7	14.6	
Once in a week	Female	30	23.6	
	Male	10	20.8	
Twice in a week	Female	8	6.3	
	Male	1	2.1	
Once in a month	Female	46	36.2	
	Male	12	25.0	
Rare	Female	30	23.6	
	Male	18	37.5	
Total	Female	A:127 NA: 30	100	
	Male	A:48 NA: 31	100	

DISCUSSION

With this research conducted in Bülent Ecevit University Çaycuma Vocational School, it is found that males read books 3 times, go to the theater 2.5 times more than females. After getting into collage, males participate in social activities 2 times more than females, school life affects of males' sociability positively. It is found that the students whose mothers are less educated participate in fewer social activities. Number of siblings, and the gender factor is found to be a significant relationship between participation in recreational activities.

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