

Utilization of Leisure Time among Primary School Teachers in Uvwie Local Government Area of Delta State, Nigeria

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Abstract: *The purpose of the study was to find out how primary school teachers in the Uvwie LGA of Delta State utilize their leisure time and types of leisure time activities they engage in. The study adopted the descriptive survey research design. Five research questions and two hypotheses were postulated to guide the study. The multistage sampling procedure was employed to select 400 teachers in the Uvwie LGA. Researchers' self-developed questionnaire was used for data collection. Data collected were analyzed using means and percentages. Chi-square statistic was used to test the two null hypotheses at .05 level of significance. The result showed that primary school teachers in the Uvwie LGA make out time for leisure activities averagely utilize their leisure time, & and engage mostly in listening to music/radio. The result also revealed that utilization of leisure time was influenced by gender and location. Based on the findings, the study recommended among others that there should be a review of primary school teachers' work programme to accommodate provision for leisure time.*

Introduction

Human health depends greatly on relaxation after a long day of labor, and it also helps one get ready for upcoming tasks. Individuals must work hard to provide for their daily requirements, and occasionally circumstances are such that they negatively impact the person's bodily and mental health, which in turn causes the person's quality of life to decline (Mokdad, 2005). According to Paleker (2012), a man must hustle to make the most of every moment of his life because modern living is hectic and the pace of life is accelerating daily. Paleker noted that there is no happiness, though. For a man unless he is given the opportunity to pass the time anyway he prefers. We refer to this period as leisure time.

Leisure refers to a variety of pursuits one can engage in of his own free will to keep himself content or to unwind. Leisure, according to Falk (2012), is the state of being free from the pressures of work or responsibility. Leisure was characterized by Paffenbarger, Hyde, and Dow (1991) as time spent away from work, school, and household responsibilities or as a process involving independence, self-discovery, and progress. In the context of this study, "leisure" refers to activities primary school teachers engage in outside of their regular jobs, household errands, or business that should be able to relieve stress, bring joy, and even extend life.

There are many distinct sorts of leisure. There are two categories of leisure activities: active and passive, according to Leitner & Leitner (2012). The author claims that indulging in outdoor activities or adventure sports, which involve strenuous tasks even requiring mental fortitude, falls within the category of active leisure activities. The three categories of active leisure are social, cognitive, and physical. These activities take place outside of the home and frequently entail social interaction. Passive leisure activities involve unwinding and may include viewing a movie with friends or reading academic material. It is time spent at home engaging in leisurely pursuits that demand minimal effort. In general, passive leisure activities include things like watching television, listening to music or the radio, and taking walks in parks. One's energy is restored, and their health is enhanced.

Stress is reduced through leisure activities, which improves all facets of human health. According to Tony, Lars, Johan, Eva, and Eva (2013), there is a connection between leisure and both physical and mental health. They determined that one of the causes of heart illnesses and unexpected mortality was the inability to enjoy leisure activities to one's satisfaction. According to Paleker (2012), one needs adequate time to appreciate the wonders of nature and other pleasant things in life. Singing, dancing, and the pursuit of other beautiful arts must all be fit into one's schedule because they are all important aspects of life that, without them, would make one's life monotonous, dry, and unhealthy. So, it is expected that each person will plan for and utilize their free time.

Utilization of leisure time provides numerous social and health advantages. The health advantages include: lowering obesity, lowering chronic disease risk, increasing immunity, etc. Reduces stress, eases sadness, strengthens social ties, and connects families are just a few of the social advantages (Schwarzenegger, Christ man & Coleman, 2005). Everyone who works, including instructors, puts in a lot of time at the office and needs to unwind after a day's worth of work.

A person who has received specialized training in teaching and learning and is qualified to impart to the next generation particular types of socially acceptable information, skills, and attitudes is referred to as a teacher. According to Sellick (2002), a teacher serves as a mediator in the learning process, helping students find and use information in ways that are beneficial to both them and society at large. According to Leuven (2011), instructors are an essential component of the educational process. The author went on to say that there is strong evidence linking student results to teacher effectiveness. According to Hakanen, Bakker, and Schaufeli (2005),

teaching is stressful and between 5 and 20% of all teachers in the United States are burnt out at any given time (physical or mental collapse brought on by working too hard over an extended period of time). They emphasized that teachers exhibit higher levels of weariness and cynicism than other professionals, which are the two main characteristics of burnout.

Teachers in Nigeria are not any different. They frequently deal with unfavorable working conditions, which cause them a great deal of stress. Olaitan, Oyerinde, Obiyemi, and Kayode (2009) found that teachers' busy schedules deprive them of quality personal time, which has a negative impact on their health and increases stress. These conditions include obesity, a high risk of disease, including elevated blood pressure, lowered immunity, and, in general, a shorter life expectancy. An individual's life style is impacted by other concerns such as employment, family, seeking life stability, and professional and social advancement during an active, productive life. In particular, when they have not been highly motivated, they may shove lifestyle desires into the background.

Yet, there are some demographic factors that may have an impact on how instructors spend their free time. According to Krantz- (2008) Kent's research, teachers' use of their free time is significantly influenced by where they live. Because recreation centers and theme parks are more frequently mentioned in urban regions than in rural ones, it is assumed that instructors in urban areas are more likely to make use of their free time than those in rural areas.

Also, research demonstrates that male teachers schedule more downtime and entertainment than their female counterparts. While the female instructors will be involved in one activity or another both inside and outside their homes as they attempt to balance family obligations and societal expectations, the male teachers do participate in some activities like athletics and/or watching football (Leino-Arjas, Solovieva Riihimaki, Kirjonem, & Telama, 2014)

It is concerning that in today's society, most individual's lack the time for leisure, primary school teachers in the Uvwie LGA are not the only ones who struggle to keep up with the pace of life or to make ends meet. This study aims to determine whether primary school teachers in the Uvwie LGA have time for leisure, how primary school teachers in the Uvwie LGA spend their leisure time, as well as other factors that affect this behavior.

No or insufficient use of leisure time by primary school teachers has several negative health effects, including stress and deteriorating health conditions. The result of this will be subpar performance in the classroom owing to illness, and this always has an impact on the pupil's performance and the society at large. The researchers believe it is vital to conduct this investigation in order to determine whether primary school teachers in the Uvwie LGA have time for leisure, how they utilize their leisure and the kinds of things they do.

Research Questions

1. How do primary school teachers in the Uvwie LGA make out time for leisure activities?
2. What is the frequency of utilization of leisure time by primary school teachers?
3. What type of leisure activities do primary school teachers in the Uvwie LGA engage in?
4. What is the influence of gender on the type of leisure time activity by primary school teachers?
5. What is the influence of location on the type of leisure time activity by primary school teachers?

Hypotheses

HO1. Type of leisure time activity by primary school teachers is not significantly dependent on their gender

HO2. Type of leisure time activity by primary school teachers is not significantly dependent on their location.

Methods

For this study, a descriptive survey research design was used. All of the primary school teachers in Delta State's Uvwie Local Government Area made up the study's population. 400 primary school teachers made up the study's sample, which represents 34.8% of all primary school teachers in the Uvwie LGA. The approach for multi-stage sampling was used. 30 and 26 schools were randomly chosen from rural and urban primary schools, respectively, using 50% of the total number of public primary schools. A total of 400 primary school teachers from both urban and rural districts of Uvwie LGA were chosen using the proportionate sample technique, including 236 teachers from urban primary schools and 156 teachers from rural primary schools.

The structured questionnaire created by the researchers served as the study's primary data collection tool. Two components, A and B, made up the questionnaire. Part A contains the respondents' personal information, and Section B focused on the variables derived from the study's specific objectives. Part one of section B of the questionnaire comprised of 4-point Likert type scale questions namely: VO - Very Often, O - Often, ST - Sometimes, NA - Not at all. The scales were weighted as follows: VO = 4, O = 3, ST = 2 and 4—3—2—1 10 NA = 1. The criterion means score of the scale was calculated as follows: $\bar{x} = \frac{\sum f_i x_i}{N} = 2.5$.

In order to accept the statement as positive or negative, a criterion mean score of 2.5 was used as the standard. A mean score of 2.5 or more was considered a favorable response, whereas one of less than 2.5 was considered a negative response. Dichotomous response options were used to complete part two of the questionnaire, and frequencies and percentages were used to evaluate the results. Three experts determined that the instrument was validated. Using the Spearman correlation coefficient, the instrument's reliability was also determined. It was possible to acquire a reliability coefficient of .76. So, it was decided that the instrument was quite trustworthy. With the assistance of the Head Teachers, 400 copies of the questionnaire were given out to the responders. 392 properly completed copies of the 400 instrument copies that were distributed were returned and used in the study. The means score, frequencies, and percentages were used to examine the data. The null hypothesis was tested using the Chi-square statistic at the .05 level of significance.

Result

How do primary school teachers in the Uvwie LGA make out time for leisure activities?

Table 1

Primary School Teachers' Time Out for Leisure Activities

S/N item	SA	A	D	SD	Total	Mean	Std Dev
1. After school, I have time for leisure activities	98	112	86	96	996	2.54	1.11
2. Leisure activities take much of my time	24	68	219	81	819	2.09	0.79
3. I don't have time for leisure because of School activities	122	105	130	35	1098	2.80	0.98
4. Extracurricular activities make me occupied in my supposed leisure period	139	151	80	22	1191	3.04	0.88
Aggregate mean score						2.62	0.94

Table 1 gives the idea that primary school teachers have free time for leisure activities. A mean answer score of 2.54 indicates this. The primary school teachers in the table above generally concur that they have time for leisure activities after school, according to item 1 of the table. The primary school teachers believe that leisure activities take up a large portion of their time, as seen by the mean response score of 2.09 for item 2. Also, the response to question 3 implies that their free time is limited by school obligations. This is demonstrated by a mean response score of 2.8, which shows that, on average, primary school teachers agreed with item 3. Last but not least, a mean response score of 3.04 from Table 1 demonstrates that primary school teachers concur that extracurricular activities keep them busy during their purported downtime. The Uvwie LGA's primary school teachers appear to schedule leisure time, based on the overall mean score of 2.62. So, primary school instructors actually have flings with each other over recreational pursuits.

Research question two.

What is the frequency of utilization of leisure time by primary school teachers?

Table 2

Frequency of Utilization of leisure Time by Primary School Teacher in the Uvwie L.G.A (n=392)

Utilization of leisure time	Frequency	Percentage
Low	22	5.61
Medium	271	69.13
High	99	25.26
Total	392	100

Table 2 reveals that 22 (5.6 %) of the responses utilize their time at a low frequency. Most of the respondents, 271 (69.13%) utilize their leisure time at a high frequency, while 99 (25.26%) of them utilize their leisure time on a regular basis.

Research question three

What type of leisure activities do primary school teachers in the Uvwie LGA engage in?

Table 3

Type of Leisure Time Activities Primary School Teachers in the Uvwie LGA engage in (n=392)

Leisure Activities	Number of teachers	Percentage (%)
Table tennis	112	28.57
Badminton	76	19.3
Football	155	39.54
Swimming	18	4.59
Ludo game	165	42.09
Draught	84	21.43
Drinking	74	18.88
Watching video	276	70.41
Music/radio	371	94.64
Petty Business	210	53.57

Table 3 reveals that 112 respondents (28.57%) claimed to play table tennis during their Leisure time, A total of 76 people (19.3%) said they play badminton, 155 people (39.54%) said they play football, 18 people (4.59%) said they swim, and 165 people (42.09%) said they play Ludo. The table also shows that 74 (18.88%) respondents said they drank during their game, while 84 (21.43%) reported playing draught during their leisure time, 276 (70.41%) responded watching video, 371 (94.64%) responded listening to music/radio and 210 (53.57%) reported conducting small business.

Research question four

What is the influence of gender on the type of leisure time activity by primary school teachers?

Table 4:

Type of Leisure Time Activity by Primary School Teachers Based on Gender

Leisure Activity	Male (n=54)		Female (n=338)	
	Number of Teachers	Percentage (%)	Number of teacher	Percentage (%)
Table tennis	8	14.81	104	30.77
Badminton	6	11.11	70	20.71
Football	30	55.56	125	36.98
Swimming	4	7.40	14	4.14
Ludo game	14	25.93	151	44.67
Draught	10	18.52	74	21.89
Drinking	32	59.26	42	12.43
Watching video	48	88.89	228	67.46
Music / radio	54	100.00	317	93.79
Petty Business	20	37.04	190	56.21

Table 4 displays the percentage of respondents that participate in different leisure activities as categorized by gender. The table further reveals that the entire male (100%) respondents listen to music/radio during their leisure time while very few (7.40%) of them take swimming as a leisure activity. according to gender. The chart also shows that all of the male respondents (100%) listen to music or radio throughout their leisure while very few (4.14) of them take swimming as a leisure activity.

Research question five

What is the influence of location on the type of leisure time activity by primary school teachers?

Table 5:

Type of Leisure Time Activity by Primary School Teachers Based on Location(n=392)

Leisure activity	Urban (n=236)		Rural (n=156)	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Table tennis	100	42.37	12	7.69
Badminton	68	28.81	8	5.13
Football	118	50.00	37	23.72
Swimming	14	5.93	4	2.56
Ludo Game	134	56.78	31	19.87
Draught	70	29.66	14	8.97
Drinking	40	16.95	34	21.79
Watching video	162	68.64	114	73.08
Music/radio	224	94.92	147	94.23
Petty Business	124	52.54	86	55.13

Table 5 shows that majority (94.92%) of the respondents in urban area indicated that they listen to music/radio during their leisure time while very few (5.93%) of them indicated that swimming is their leisure time activity. The table further revealed that majority of the rural respondents also indicated listening to music/radio as their leisure activity.

Table 6: Summary of Chi-square Analysis on the Influence of Location on the Type Activity by Primary School Teachers

Variables	N	Cal x2	Tab x2	df	P-value	Decision
Gender	392	79.08	16.92	9	.05	Not accepted

As can be seen from the outcome in table 6, the computed chi-square (Cal X-) value of 79.08 is higher than the table chi-square (Tab X2) value (16.92) at a significant level of .05 and a df 9. The premise of the null hypothesis is that the type of leisure time activity by primary school teachers is not significantly dependent on gender is therefore not accepted.

Table 7: Summary of Chi-square Analysis on the Influence of Location on the Type of Leisure Time Activity by Primary School Teachers

Variables	N	Cal x2	Tab x2	df	P-value	Decision
Gender	392	102.95	16.92	9	.05	Not accepted

The outcome in table 7 shows that the calculated chi-square (Cal X2) value of 102.95 is greater than the table chi square (Tab X2) value (16.92) at .05 level of significance and df 9. The premise of the null hypothesis is that the type of leisure time activity by primary school teachers is not significantly dependent on location is also not accepted.

Discussion

Table 1 of the study's findings shows that primary school teachers actually make out time for leisure activities. These results conflicts with those of Olaitan, Oyerinde, Obiyemi, and Kayode (2009) who found that teachers' work schedules limited their leisure time, leading to stress and other detrimental health issues. The differences between the two studies may reflect increased public knowledge of the benefits of leisure time, rest and relaxation after day's work.

The results also indicate that the types of leisure time activities by primary school teachers include watching videos, ludo game, listening to music and radio, table tennis, among others. The finding is in line with Leitner and Leitner (2012) which classifies these leisure time activities into active and passive leisure time activities. Active leisure time activities are merely outdoor activities like table tennis while passive leisure time activities are activities like watching television, listening to radio or music, among others.

The study's results indicate that most of the respondent. 271 (69.13%) utilize their leisure time at a moderate frequency. This implies that primary school teachers not only utilize their leisure time but also at a good or moderate frequency and this makes them both physically and mentally healthy. There is a connection between leisure and both physical and mental health, according to Tony, Lays, Johan, Eva, and Eva (2013).

The results also showed that gender has influence on the leisure time activities of primary school teachers in the Uvwie LGA. This result is consistent with Paleker's (2012) claim that male teachers do engage in some leisure time activities like sports and watching of football while females engage in activities inside their home, trying to cope with family's needs and social demands. The premise of the null hypothesis is that the type of leisure time activity by primary school teachers is not significantly dependent on gender was therefore not accepted. This means that the type of leisure time activity by primary school teachers is dependent on gender and supports the above assertion.

The findings of the study also revealed that location has influence on the leisure time activities of primary school teachers in the Uvwie LGA. The result is consistent with Krantz-Kent (2008). The investigation found that location of teachers has a lot of influence on teachers' utilization of leisure time. The study found out that teachers in urban areas are more likely to utilize their leisure time than those in rural areas because recreational centers and amusement parks are more often cited in the urban locations. The assertion made by the null hypothesis that the type of leisure time activity by primary school teachers is not significantly dependent on location was also not accepted. This means that the type of leisure time activity by primary school teachers is dependent on location and supports the above assertion.

Conclusion

The researchers came to a conclusion based on the study's findings and discussions that primary school teachers make out time for leisure activities. The teachers partake in leisure activities like table tennis, badminton, swimming, ludo game, draught, playing football, watching movie, drinking, listening to music/radio, and doing petty business. The teachers' utilization of leisure time was influenced by gender and location.

Recommendation

The study's conclusions led to the following recommendations:

1. A review should be conducted of primary school teacher's programme to make provision for leisure time. This will significantly increase the teachers' ability to reap the great benefits of leisure activities.
2. Especially in rural areas, primary schools should build facilities to enable teachers utilize their leisure time well.
3. Government should arrange seminars and workshops to educate teachers about the necessity to utilize their leisure time well. The importance of participating in sports during leisure time should be emphasized even more as this would improve teachers' physical condition.

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