

UDC: 373.5.091.212.5:[379.84:796(497.7)

373.5.091.212.5:379.8.091(497.7)

Preliminary communication

APPLYING SPORTING ACTIVITIES ON SECONDARY SCHOOL IN THE REPUBLIC OF NORTH MACEDONIA

Besa Havziu¹, Lulzim Mehmedi¹

¹ University of Tetova, RNM

*Corresponding author e-mail: besa.havziu@unite.edu.mk; lulzim.mehmedi@unite.edu.mk

Abstract

Nowadays contemporary society should consider securing not only a quantitative but also a qualitative free time for young people. Therefore, we believe that the educational dimensions of free time and its functions should be moving in relation to educational action through free time and for free time. Through free time is needed to develop a sense of its positive use- sporting activities so that people will become cultural beneficiaries of free time which nowadays in the shape of “good and bad stuff” is being offered more and more in the market of the everyday life.

This paper's purpose and our views are directed towards resolving issues and dilemmas in terms of: how secondary school students realize their free time, how much do they apply sporting (physical) activities, does the time spent in realization of sporting activities represents a satisfaction for them, how and how much the secondary education affects the formation of culture for applying constructive sporting activities among students in their free time.

Contents for fulfilling of the free time of the students in secondary education are characterized by absence (lack) of adequate relevant information about the phenomenon that has been researched in this paper. Because of this, there are more general and specific reasons that impose the need for an active exploration of this problem.

In the research were applied: inductive method, deductive method, comparison, and descriptive method through which have been completed: the description, explanation, comparison and generalization. In accordance with the objectives that were set, in the research have been applied the techniques of surveying and interviewing.

The results should serve to identify and overcome the shortcomings of the way the free time is fulfilled and applying of sports and physical activities that have a huge impact on the psycho-physical development of youth.

Keywords: Higher education, organization of teaching, students' competences, quality

1. Introduction

Free time as a phenomenon penetrates all spheres of social life, while it is most strongly reflected in the pedagogical sphere. This time affects the conception, organization, and realization of contemporary education. It is a time in which the student (individual) can live freely in accordance with his personal nature. (Баpакocka, 2005.,p.22) The environment in which the family, school, peers, media, various organizations, and so have a great influence, enables the child as a biological being to be gradually formed in the social circle, through the acquisition of knowledge, skills, abilities, etc. (Пoпoвa - Кockaпoвa, 2004., p.105)

High school students, given that they are overwhelmed with their personality development, still seek help and understanding from family, school, or the wider community to meet their needs. The key to solving this problem should be sought in various pedagogical institutes that deal with the organization of free physical activities. (Баpакocka, 2005.,p.102) "A number of individual organizations, institutions and services take care of the use, organization and fulfillment of free time. Their role is specifically defined, and the force of influence is different. " The pedagogical

knowledge of free time is not seen in the organization of its physical activities, but in the various factors of the institutional character which can help in the formation of free time by creating practical opportunities for its design. (Теодосиќ, 1987.,p.302)

Given the rapid development of technology in modern society has significantly affected the pacification of young people in terms of physical activities, it is necessary to research how high schools in cooperation with other educational institutions work in the direction to develop students' awareness of the application of physical activities in school and out of school in their free time. The free physical activities of students in the school are organized either within the subject of physical education or within the clubs and individual sections of the school that unite the work of all clubs and sections. (Naoemi,.P.Beaulieu, 2008., p. 10) The primary task of these activities is to involve all students in the many activities that take place at school. Their primary goal is the appropriate physical development of students, while as a secondary goal to enable all students who are interested and show specific skills in various sports disciplines such as: volleyball, basketball, tennis, handball, swimming, mountaineering, skiing, etc., meet their requirements and at the same time develop their skills. The most suitable forms for physical activity of students can be: Different competitions; Tour; Different outdoor picnics; Camping; School clubs; Athletic exercises and similar.

2. Materials and methods

Objectives, tasks, hypotheses, instrument and research method)

The objective of the research was to survey whether high school as an educational institution influence the application of physical activities of students within free activities (which are an integral part of the curriculum)

Tasks: To research how many high school students in RMN practice physical activity within the day. Investigate the factors that influence the selection of their activities. For the realization of this research, we have presented the general hypothesis as follows: **“High school as an educational institution influences the formation of student culture for the application of physical activities in their free time”**

Samples, techniques and instruments

Given the position of gender as a possible important variable in terms of attitudes towards free time, during the design of the sample we took care of the fairer representation of both genders. The final ratio is almost ideal, with approximately half of the representation of women and men. A total of 100 high school students in RNM (48 female and 52 male) were selected. The research was conducted with high school students, respectively 2 high schools in the city of Tetovo, and 2 high schools in Skopje. We used the technique observing students regarding the application of physical activities in their free time by using the instrument Diary for physical activities in free time - dedicated to high school students, we chose only 100 participants due to the complexity of gathering data with this kind of instrument.

Table1. Respondents Gender

Respondents (gender)		%
1. Male	52	52%
2. Female	48	48%
	Total	100

Technique: Observing students regarding the application of physical activities in their free time. **Instrument:** Diary for physical activities in free time - dedicated to high school students

Analysis and interpretation of results

To complete and interpret the results more broadly, we applied the scaling technique with content analysis through the instrument diary of free activities for high school students. In the following part we will continue with the analysis of descriptive (qualitative) and partial quantitative data.

2.1. Categorization and interpretation

Categorization and interpretation of the results obtained from the observations were made through a register of free activities dedicated to high school students. Regarding the first question - How much free time did you have today?, Students for about 10 days wrote approximately how many hours they had free time throughout the day, e.g. 2 hours throughout the day, etc. According to the similarity of the answers obtained from the total number of respondents, we compiled the answers in 4 categories in proportion to total hours recorded by the students during 10 days, starting with the first category 1. 15 or fewer hours during 10 days (students who do not have free time) 2. 16-23 hours during 10 days (students who have partially free time) 3. 24-30 hours during 10 days (students who have enough free time) 4. 31 and more hours over 10 days (students who have more time than they need it).

Table 2. Free time available to high school students (male and female)

How much free time did you have today			1) Female 2) Male		Total
			F	M	
	15 or less hours	Values obtained	5	1	6
		Values obtained	2.9	3.1	6.0
	16-23 hours		28	22	50
			24.0	26.0	50.0
	24-30 hours		14	27	41
			19.7	21.3	41.0
	31 and more		1	2	3
			1.4	1.6	3.0
	Total	Total	48	52	100
		Expected values	48.0	52.0	100.0

Analyzing the quantitative processing of results, it is clear that male students' respondents have a greater amount of free time than female students' respondents. But what stands out from the total number of respondents is the fact that in addition to the extreme points of contact between the maximum and minimum of the total number of respondents, again a large proportion of male and female respondents belong to the group who has (16-23 hours) daily free time, and 41 of the male

and female students interviewed fall into the group that has (24-30 hours) free time during the day. According to this, we conclude that high school students have a certain amount of free time, but also confirms the fact that there are gender differences in the amount of free time among high school students, respectively male and female students differ from each other in their assessment of the amount of free time, which affects the way of organizing free time.

In the following questions about who guides them in the selection of activities, we have obtained these results.

Table 3. The influence of factors on student orientation for their free time

Application of sport activities in my spare time	N	Mean Rank	χ^2	df	P
I set myself	100	4,54	510,721	5	0,000**
My family guided me		3,76			
The school guided me		3,57			
My boyfriend/girlfriend guided me		2,25			
My friends guided me		3,12			
The media influenced		3,76			

From table no. 3 we see that the school has a strong influence on the orientation, not ignoring the family as a very powerful factor that ranks in the first rank. As for the fourth question, what activities have filled your free time? Which implies the degree and participation of structured group social and structured individual social activities of secondary school students in unstructured individual and group social activities are as follows, 35 respondents noted activities belonging to the group of structured activities, and 65 of them stated that they spend their free time with unstructured social and individual activities. On the other hand, from the above writings we discover that when it comes to gender difference between respondents, then in the category of structured individual and structured social activities in the group, we have surveyed 19 women and 16 men. From the results obtained we cannot strongly assert that there are major differences between the two genders. Respectively, the differences obtained are not large, but the fact that the responses of the female are more structured activities suggest that such a connection should not be rejected in advance. In our case, specifically, there is a tendency for men to show more inclination to practice disorganized forms of free time, but at the same time, most of them tend to practice certain sports activities, while women prefer organized social forms. Therefore, according to the results of the first, second, third and fourth questions that have been submitted to high school students through the diary instrument of activities dedicated to them, we can conclude that there is a gender difference in attitudes and opinions in high school students. In addition, from the total number of students surveyed in secondary education, young people today tend to practice disorganized forms of free time, i.e. they mainly practice passive activities. Moreover, to the organized and disorganized activities in the interest of our work, we have performed a qualitative analysis of the results by categorizing them into two categories: 1. Students who participate in free school activities and 2. Students who do not participate in free school activities.

Table 4. Students who participate in school sports activities and those who do not participate in school sports activities

Students who participate in free school activities	<u>Clarification - (5 times within 10 days they marked this answer)</u> <ul style="list-style-type: none"> - I train volleyball in the club for young females "Shkendija". Here we are guided by the professor of physical education. He pushed us to practice at school too and then I enrolled in the club. A little tedious, but it seems ok to me - I train football, I also play for school - I was running ... and at the same time I was listening to music ... - I played volleyball, I am a member of the club "Bamikor" and I also play in school - I took an English course (4 times in 10 days I have written such an answer)
Students who do not participate in free school activities	<u>Clarification (we received these answers almost 3 to 6 times in a total of 10 days)</u> <ul style="list-style-type: none"> - Home with parents - At home with my sister, we watched movies. - At home with guests, I love it when we have guests - Well, today is a weekend, I was walking with friends and we drank a little ... we should sometimes, right?

From the answers received, a total of 20 students who stated that they spend their free time with humanitarian activities, sports activities, as well as cultural and artistic activities, we find that some of these students also participate in school sections, such as sports activities, artistic, humanitarian and cultural activities which are implemented in their school. It is interesting that these students have written that in their free time they continue to perform activities similar to school activities because according to them it gives them pleasure. At the same time, students who participate in sports activities continue to perform sports activities outside of school. Furthermore, from the answers, we learn that the family also has a great influence on the selection of content in their free time (e.g. quote: I practice volleyball at the Ljuboten club, my mother has a volleyball school, and I also like to play). According to the data obtained and the results obtained, we also confirm the hypothesis according to which it was said that: *"High school as an educational institution affects the formation of student culture for the application of physical activities in their free time"*.

3. Concluding remarks

Sports and recreational activities enable students to socialize, have fun, improve health, and contribute to active free time and useful recreation. Sometimes rhythmic and musical sections are attached to them. Therefore, we say that these activities are very important for the full development of the student's personality. In fact, the physical activity of young people is presented as an important factor in their psychophysical development. In the earliest years of their lives, children enjoy the realization of light physical activities such as: running, jumping, playing light physical games. But as they grow older, they become more physically fit, and the physical activity they need to do in adolescence becomes a more complex process and displays more serious demands, tasks, and goals in their daily lives if we want their educational goal to be achieved. According to this, there are collective games that require teamwork, and thus the need for school sports clubs which will meet the physical needs of young people and at the same time will contribute to their physical, mental and cultural development. From this we can say that the whole educational system must have a serious approach to the problem of using free time and free school activities if the general educational goal is to be achieved. The education system should strive for a proper and

realistic organization and realization of these activities, which present a unique opportunity to overcome the limitations that appear in teaching.

Recommendation

Secondary education ought to take more care in the implementation of plans and programs for physical activities by categorizing them into: physical activities for future professionals, physical activities for all students (amateurs - educational and training) and for students with disabilities.

References

- [1]. P.Beaulieu, N. (2008). Physical Activity and Childrean -New Research. In *Physical Activity and Childrean* (p. 10). New York: Nova Sciens.
- [2]. Teodosiq, R. (1987). *Педагогија -учебник за учителските школи*. Скопје: Просветно дело.
- [3]. Баракоска, А. (2005). *Педагогија на слободното време*. Скопје: Доминант.
- [4]. Попова - Коскарова, Р. (2004). *Вовед во педагогија*. Скопје: График Мак Принт Д.О.О.Е.Л.
- [5]. Parker.S.(1972). *Annotated Bibliography on Free in Great Britian*. Pragua: European - Centre for Free and Education
- [6]. Previšić, V. (2000). *Slobodno vrijeme između pedagogijske teorije i odgojne prakse*. Napredak: časopis za pedagogijsku teoriju i praksu
- [7]. Mahoney, L.; Reed,J. ; Larson W.; Jacquelynnes, S. Eccles.(2009).*Organized Activities as Context of Development*, Francis Library.
- [8]. Grandić, R., Letić, M. (2008): *Prilozi pedagogiji slobodnog vremena*. Novi Sad: Savez pedagoških društava Vojvodine, Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača.