

Leisure Involvement, Exposure and Satisfaction of Teachers and Staff: Basis for Developing a Wellness Program in the Workplace

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Abstract

Leisure has always been an important part of human life, active leisure participation can not only eliminate fatigue and relieve stress, but also improve the quality of life and promote the overall development of individuals. Teachers are engineers of the human soul. Due to social and economic development, teachers' work pressure is increasing, leisure time is becoming less and less, and leisure methods have also changed. In order to promote teachers' physical and mental health, based on the analysis of the value of leisure, leisure styles, and the influencing factors of leisure, it is proposed that teachers should establish a comprehensive and correct view of leisure, schools should create conditions for teachers' leisure participation, and governments and communities should improve the leisure environment and facilities.

Keywords

Leisure Time, Leisure Activity, Teachers, Wellness.

1. Introduction

Leisure time is a free time and is the time that remains after all obligations have been met and the individual can therefore make a choice as to how the time should be spent. (Bull, et. al, 2003). Leisure time spent wisely benefits both the individual and the community. Time spent in creative activities such as music, art, hobbies, education, and community service are more beneficial than such source of amusement as television, radio, spectator's sports, or other passive activities.

The benefits of leisure are generally considered to include happiness, fun, creative expression, the opportunity for self development and self-fulfilment, accomplishment, the challenge of experiment, adventure and pure satisfaction. Leisure brings different rewards to different people. Many use free time to recuperate from work, but not many will admit to being pleasure seekers, aimless or indolent. Free time does not always have to be productive, sometimes it is appropriate simply to enjoy or play, for it is natural human desire to be devoted to something through people and not always sure of what it should be. Everyone should have opportunities for leisure and recreation. The basic point is that free time / leisure time affords people the opportunity to do many things, and recreation is only one of these.

Focusing on the school work setting, wherein teachers and staff work more than the expected number of hours that they need to work, the presence of leisure is very limited due to the time that they spend just to finish their task and assigned work. A working society must have the opportunity to learn and train in order to leisure, and to use discretionary time as well. Merely providing workers with non work time is not enough. The scheduling of work in relation to other life activities and needs must be considered. Therefore, a thorough knowledge of basic

motivational process cannot be achieved without a motivated workforce. This workforce needs attention, even if for some, a motivational leisure is just a time to relax, for the word relax is very necessary for the workforce of the school to come up with an effective instruction which is the product of an educational institution.

2. Background of the Study

At present, teachers' satisfaction in China is mostly not high (Xiao, 2019). Among the reasons for dissatisfaction is the workload is too large and teachers' salary is too low. At present, most teachers need to have classes every. In addition, young teachers also need to undertake the work of head teachers and carry out class management. There are also various meetings and activities. Teachers do not have enough time for leisure.

According to Peng (2019), about 40% of the teachers said that they had no plans in their leisure time and could do whatever they wanted. Only 10% of the teachers who often made plans and did as planned accounted for. Half of the teachers choose to plan occasionally and follow the plan. It can be seen that in the consumption of leisure time, teachers did not make reasonable arrangements.

According to a survey (Zhang, 2016), the top leisure activities for teachers are consumer entertainment, the second is online electronic leisure, the second is fitness, tourism, entrepreneurship and part-time jobs, and the least students choose to study, calligraphy and painting art. For young teachers, endless dramas, endless online games, endless "Tiktok" and "Kwai" and endless micro videos are surging against young teachers. In the information age, there is no time to screen good and bad resources. Young people accept new things more quickly. Some young teachers are addicted to them. It seems that the "brain wasting" things such as painting and calligraphy art and interest development are getting farther and farther away from people.

Most teachers' leisure time is extremely scarce (Zhao & Zhao, 2019). About 40% of teachers think they have very little leisure time, and less than 6% of teachers think they have enough leisure time. Too long working hours occupy teachers' due leisure time, which makes teachers generally believe that they need to increase their leisure time.

In an educational organization the teachers are the sources that greatly affects the success and failure in the system for the teacher gives the institution its credibility and determines its character. They are the vehicles through which subject matter is presented to the students and assured its degree of learning (Ligelarde, 2020).

In line with this, various programs and activities such as team buildings, outings , vacations , sports fest ,school party and related recreational activities are included in the growth program to support this kind of problem that common companies and workplace are facing and continuously searching for ways to uplift the human resource development. Giving much focus in an educational institution setting, teachers and school staff should also be involved into leisure activities provided by the school. People inside the community should be able to choose between higher incomes and more leisure depending on their values, needs and desires. Working conditions should provide worker responsibility, participation and enrichment. Due to the tiring and very busy schedules of teachers and staff, leisure involvement and experiences is greatly affected. Such situations caused by the absence of leisure in one's life is that affects one's performance in the workplace due to lack of excitement to continue doing their work , having problems in facing the daily task , loss of interest in the job itself and others.

3. Literature Review

3.1. The Concepts and Nature of Leisure

Leisure was Integral to human culture since the human brain was capable of conceiving the difference between survival activities and activities which developed without compulsion. In the beginning there was only survival. Until human beings learned how to make fire at their own discretion, preserve whatever food they could ever find or kill, have an adequate water supply, build or locate an easily defensible habitation against marauding foreign groups and savage animals of the infra-human species, their every thought focused on just staying alive. In the five approaches to the concept of leisure explored by Torkildsen (2001), he viewed leisure as the following: (1) Leisure as time when someone is not working for money, when an individual has time after all other activities, and when an individual spends according to judgement and choice; (2) Leisure as an activity when an opportunity to engage in some kind of activity, whether rigorous or relatively passive; (3) Leisure as a state of being of quiet contemplative dignity, a mood of contemplation and a state of mind where an individual is free from thoughts of basic necessity; (4) Leisure as an all-pervading holistic concept that is all about relaxation, entertainment and personal development, and is a mental or spiritual attitude that links to culture; and (5) Leisure as a way of life that is about having ideas of freedom and worthwhile life.

On the other hand, leisure is defined as an any exploration that highlights the vast range of different understandings of theories used within the areas of some studies. It has quickly become evident that leisure is most certainly far more easily experienced than defined; defining leisure is fraught with difficulties.

In this context there are four (4) approaches in defining leisure that can help clarify the concepts (Bull, et al., 2003). The first one is called as the Time Based Approach. Leisure as a time left over from work, where work time is that which is spent in gainful employment or quite simply time spent earning money. In this approach leisure time is then a free time that remains after all important obligations have been met and the individual can therefore make a choice as to how the time is spent. Time is an important element in social structure. Leisure opportunities and resources occur within the context of social structure and by necessity, for reasons of effectiveness and efficiency of provisions are usually provided within set time frames. A time based approach to defining leisure, while limited, does highlight and explore an important element in defining the nature of leisure.

The second one is Activity Based Approach. This approach sees leisure as engaging in an activity that is not required as a daily necessity but pursued out of choice and lies outside professional, family and social duties. This is clearly linked to the perception of leisure time but here the emphasis lies within the nature of the activity pursued. Leisure as an activity attempts to deal with the issue of what is done during an individual's free time.

The third approach is termed as Attitude Based Approach. Leisure is viewed in this approach as a state of mind or a state of being. This approach to defining leisure is guided by the motive of the participant. It is the individual themselves who define what constitutes a leisure experience. They give meaning to chosen activities and places as leisure forms and leisure environments. It is the individual's perception and experience that defines what is leisure.

The fourth one is the Quality Based Approach. Whether or not an individual regards as an activity as a leisure pursuit or a particular period of time a leisure is very much dependent upon the quality of their experience. It is not surprising therefore, that people constantly find qualities linked within three approaches. The quality of freedom is often found in time-based approaches, that is, leisure being viewed as free time, and activity list often drawn up to include leisure forms that have qualities of being physically active, pleasurable, relaxing or creative.

3.2. Leisure Activities

How much leisure time do people actually have? In terms of the work week and how much of it is devoted to actual employment, the average worker today has approximately three thousand free hours a year for leisure. This is a far cry from the life of generation's grandparents who led a dawn to dusk existence and endured the sixty and seventy hours of work week.

For example, the efficiency of transportation, resources affects the amount of time one has for leisure, while urbanization and suburbanization influence the attitude one has towards leisure. One must think not only in terms of time "saved" through improved means and speed transportation, but also in terms of the increased range in the choice of leisure activities available.

Leisure Activities is considered a time to live. According to Horner (2005), any measurement of leisure must start with a specific conceptualization of leisure. Concepts that stress an attitude of the mind or a condition of the soul are considerably more difficult to quantify than the residual concepts, which consider leisure to be only the time remaining after one's work and other obligatory activities are completed. In fact, some social scientists do not believe that leisure has no standards of measurement, and that attempts to measure it may be really be measuring something else. Since leisure is not a tangible thing, but it is often considered to be "free time", Foote believes that this cannot be measured. It becomes clear in his statement, "that any free time that emerges from the diminution of previous routines quickly gets committed to the new ones". Free time is thus something of a myth, since even reverie is an activity and some people commit themselves to regular routines of reverie.

The very idea of free time, believes, belonged to the pre-sociological age "If sociology has taught us anything, it has taught us that no time is free of normative constraints what is work for some is leisure for others".

Another way is to rank their activities by the frequency with which they are engaged in or by the importance they are assigned. The third method ranks activities not by frequency but by the length of time devoted to them.

In other case most methods of measuring leisure activities have concentrated on recording amounts of time devoted to various activities that are classified as either leisure or non-leisure. Time has been measured in the following ways: (a.) chronological sequence, 1-2-3 o'clock (b.) the attitudes or meanings about time held by the person, or his perception of the sequential relations of events, and (c.) institutionalized segments, such as holidays, hours for work, hours of sleep, etc. as passed through generations.

A research tool known as time budget is often used to try to determine people's daily leisure patterns. A time budget is, structured diary in which people record what they do at certain regular intervals during their working hours. Usually the day is recorded in periods of one hour or less. In determining which of the recorded activities are really leisure pursuits, some researchers have excluded such non-leisure activities as "sleep, paid work, care of house hold and children, care of self, transportation, and other items which the records indicates are primarily instrumental or incidental to the other activities rather than ends in themselves.

Leisure includes all other activities. However, many human activities are not easily distinguishable as leisure or non-leisure pursuits. Therefore, some time budget have sought to specify some middle category to include semi-leisurely activities. Some members of society, such as housewives, would record the majority of their time in the "highly committed" category in this time budget classification.

A second way of attempting to measure leisure is to total that part of an individual's time spent in work or work related activity, and consider leisure to be remainder. The most frequently cited statistics in such a measurement is the length of the work week. Many other kinds of information are also used in analysis of work time, including percentage of individuals in the

labour force, percentage of those who hold two or more jobs (moonlighting), the age of entry and retirement from the labour force in relation to life expectancy, and the rate of unemployment, the number of vacations and holidays and time spent travelling to and from one job (commuting). Segments of time such as vacations, commuting time and job related homework are typically not included in the measurement of an average workweek.

When this is done, a more complete picture is given because the individual's perception of the activity is defined by him rather than by the researcher. Many studies have shown that people's attitudes towards various leisure activities are not always those which might be expected. A study of business executives for instance, found that much of their work is characterized by qualities which would ordinarily be associated with leisure. Conversely, about one third of the executives said that they considered their involvement in church and charity activities that bettered the community as "work" that helped to advance their careers.

Leisure and its significance shows a big contribution for all since man has always yearned for leisure. The age old concept of a heaven without work is one expression of this yearning. In earlier societies, it was the privileged few with leisure and relief from the rigors of survival and physical labor who were emulated. Man believed that in a culture where there was a high degree of knowledge through formal education, leisure would be used for social well-being. It has even been argued that increased means and increased leisure would be the two main civilizers of man.

Surely, there has never been a time in history when man's energies were needed more urgently to solve social problems and establish beliefs in human dignity than at the present. The significance of leisure in today's society cannot be taken lightly, for philosophers through the ages have been concerned with leisure. Aristotle advised that people must be educated to "use leisure rightly", and that the true purpose of education was to teach the man to do this. It was with considered judgment and study that as early as 1918, educators listed "worthy use of leisure time" as one of the cardinal principles of education.

Culture is largely conditioned by man's use of leisure time. It is during leisure that ideas are formulated about government and social order, family associations, personal needs, purposes for existence, and our relationships to the universe.

4. Leisure Involvement and Exposure of Teachers

4.1. The Value of Teachers' Leisure Involvement

Although leisure originally existed to free us from heavy work and obtain physical and psychological rest and adjustment. However, with the continuous development of leisure activities, people's leisure participation continues to enrich and deepen, and leisure can also bring us a sense of achievement and satisfaction. The two complement each other and jointly promote all-round human development. Of course, in addition to this, positive leisure activities can also promote personal growth and development.

The state of a teacher can affect the development of students. Through high-quality leisure activities, teachers can maintain a positive attitude and full enthusiasm, as well as the leisure behaviors and values formed in leisure participation, as well as the knowledge and skills acquired outside of teaching, which can become rich educational resources, indirectly promoting teachers' professional development and personal abilities.

Teachers lead students to grow, are developers of students' abilities, and are also disseminators of human culture. The rich leisure experiences and spiritual wealth of teachers can become endless educational resources. There is a famous saying: "Only a teacher who understands leisure is a person who knows how to decorate education and how to make education fragrant."

4.2. Leisure Style and Leisure Exposure of Teachers

One's lifestyle can greatly influence life satisfaction or well-being. Edginton et. al., (2002) articulated that an optimal lifestyle is the integration and balance of the physical, mental, emotional, social and spiritual aspects of a person. Each person strives to attain and is capable of achieving an optimal level of life satisfaction or well-being. While leisure influences lifestyle, it may not be the dominant factor in many people's lives; the focal point can be work, family, religion, social roles, societal commitments or other factors. One's lifestyle is the sum of total of all these factors, some of which contributes greatly to life satisfaction and well-being, whereas others can detract. This is true for leisure as well. Leisure can contribute in a positive way to the maintenance of a healthy, vigorous lifestyle; on the other hand, it can detract from one's well-being in a significant manner.

When investigating the types of leisure activities among teachers, we refer to Yu Sheng's (2003) classification method to classify public participation in leisure and entertainment activities into active and passive types (such as watching competitions, performing, visiting museums, exhibitions, etc.), passive and passive types (such as watching movies, staying at home, sleeping late, making wine bars, etc.) There are four types of positive activity (such as participating in various competitions, performances, sports, community activities, learning, etc.) and negative activity (such as playing video games, playing mobile phones, surfing the internet, etc.).

According to the survey data reported by the People Think Tank, In terms of the types of leisure and entertainment activities, the public will give priority to "positive and active" activities, followed by "positive and passive" activities, followed by "negative and active" and "negative and passive" activities. Leisure is closely related to the quality of life and lifestyle of each of us, and teachers should choose leisure activities that can bring them good experiences and spiritual enjoyment, as well as help achieve self worth. In these leisure activities, teachers can return to the most authentic state of life and recognize their true selves.

4.3. Influencing Factors of teachers' leisure Satisfaction

One of the main antecedents to satisfaction and / or happiness is motivation. Ragheb (2000) suggested a logical order for the relationship between the two His view is that motivation refers to expenditure of effort toward a goal, while satisfaction refers to feelings of contentment resulting from its achievement. Martires, as cited in Ligelarde (2011) states that motivation as an ingredient in boosting the morale of the individual and improving his productivity. Another statement from Stenbridge, as cited in Ligelarde (2002) that motivation activates human energy. A force that leads people to attempt and to satisfy their needs. All human behaviours are motivated to some degree and the critical factors is the direction of motivation, particularly human motivation. In exploring this relation further, satisfaction is usually equated with a need or deficiency to be filled.

What is the impact of deprivation from leisure satisfaction? Logically, leisure and recreations contributions to life satisfaction and other positive outcomes are understood for those who, for example are healthy and have positive attitudes and motivations as part of their going actions. In conclusion, leisure and physical recreation seem to have some inherent rewarding characteristics that can consistently contribute to the betterment of the participants. Similarly, leisure and physical rewards are not going to benefit, unless individuals actually engage in them. Participation in different leisure pursuits are determined by one's motivation as is shown in their frequency of participation.

A clear and precise definition of the nature of leisure and wellness is clearly difficult to achieve. Our lives do not neatly segment and what is required from a leisure experience and wellness exposures is ultimately subjective and individual. The true nature of leisure is more about the combination of factors in a much richer and more integrated wellness experiences than any rational analysis can portray. Leisure is not simply experienced by an individual but occurs in

the context of the society and its institutions that can be seen to exert shaping influences upon individuals' leisure choices, wellness experiences and lifestyles.

5. Countermeasures and Suggestions

5.1. Teachers Should Establish a Correct and Comprehensive View of Leisure

Despite the fact that most people take their leisure time for granted, it is, in fact, an important component of every individual's life. The concept of leisure permeates a wide range of responses and it could be argued that it is a sense of time, rather than a sector at all. For most people, leisure time can be an opportunity for positive activities and development of life skills, or it can be filled with boredom and negative experiences. Leisure time and exposure leads every individual into greater heights of fulfilment in the field of enjoyment and satisfaction. Torkildsen (2001) stated that Leisure as a way of life is about having ideas of freedom and worthwhile life that gives full satisfaction to the individual. Though many people tend to disregard times of leisure due to different factors that can affect their exposure on various activities, there are still ways for them to use activities inside their household as well in their workplace to turn it to a leisure form of work. Kyle and Chick (2004) stated that leisure involvement consist of enduring and situational components and conceptualizes involvement as the strength or extent of a cognitive linkages between the self and a leisure activity. In this statement, involvement reflects the degree to which a person devotes him or herself to an activity or associated product or output. It is considered enduring because the level of importance an individual ascribes to an activity is dependent upon his or her values, which are less susceptible to variation induced by situational stimuli.

At this stage, many teachers' understanding of leisure is not comprehensive, mainly reflected in the fact that some teachers believe that leisure is only a supplement to work, without independent significance and value, and is dispensable. Leisure is an adjunct to work, and its existence is to eliminate and alleviate fatigue and stress at work. This perception directly hinders teachers from obtaining energy and skills from leisure. Only with a good sense of leisure can we obtain a better leisure experience in life and form a comprehensive understanding and value judgment of leisure. Teachers need to form an "endogenous and autonomous" view of leisure from their own perspective, efficiently use their leisure time, cultivate the habit of contemplation and rumination in their leisure time, and use their leisure time to cultivate the ability to learn for life., Pay more attention to the role of leisure activities in life, and arrange leisure time and leisure methods reasonably.

5.2. Schools should create conditions for teachers' leisure participation

Leisure time is one of the important criteria for measuring the quality of leisure, and having enough leisure time is more likely to have a good leisure life. Schools should actively create conditions for teachers to participate in leisure activities. First, it is necessary to alleviate teachers' work pressure to a certain extent, especially not to occupy teachers' rest time. Only with sufficient leisure time can leisure activities be guaranteed.

In addition, schools can conduct diverse surveys to understand the characteristics and influencing factors of teacher participation in leisure activities, guide teachers to participate in leisure activities that are beneficial to their own development, and encourage teachers to develop diverse interests and hobbies. For example, organize various thematic interest activities, hire experts from different fields and industries, and guide teachers to develop their interests into professional skills. Encourage teachers to expand their leisure horizons and actively participate in leisure practice. For example, schools in Japan often organize leisure activities for teachers during holidays, such as sailing on the sea, studying during the voyage,

and exploring different customs and customs in different places. This can not only promote teachers' leisure enthusiasm, but also help teachers broaden their horizons.

Communicate well with teachers through training lectures, guide teachers on the importance of leisure time and choosing healthy leisure activities, and provide some healthy leisure activities for everyone to choose from. Schools can also make full use of human resources to organize leisure group activities between young teachers and older and more experienced teachers, such as dancing, tea parties, reading parties, etc., to enable young teachers to gain more work experience and inspiration in leisure activities, while older teachers can also feel the vitality and enthusiasm of young people.

5.3. Governments and communities improve the quality of leisure for teachers in terms of environment and facilities

With the increasing task and pressure of teachers, the government can consider creating better leisure environments and facilities for teachers, such as providing funds and subsidies for teachers' leisure; Add leisure activity rooms open to teachers in schools and purchase leisure activity facilities; For example, building leisure places such as gyms, cafes, and book bars, creating a good leisure environment by adding leisure facilities to the community, provides convenience for teachers to engage in leisure. Leisure is a way of existence and lifestyle. When teachers feel the good leisure environment and facilities, they can enhance the quality of leisure activities and experience the joy in leisure practice.

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