
The Free Time Test (FTT): A Personal Evaluation of Leisure

Donald N. Roberson, Jr.,

Palacky University, Faculty of Physical Culture, Olomouc, Czech Republic

ABSTRACT

The aim of this study was to create a tool that may help adults consider their free time. The Free Times Test (FTT) was given to participants at conferences, colleagues, friends and students. Students gave the FTT to their circle of family and friends for their suggestions. This resulted in a total of 233 people who took the FTT. As a result of their input we have a final version of the FTT as well as positive comments concerning the impact of the FTT. The FTT helps someone to consider their free time and how to change their free time to improve their life as well as their health. Leisure and free time are important concerns and continued research on educational aspects of leisure should be continued.

Keywords: Free Time, Leisure, Questionnaire, Self-Directed Learning

THE FREE TIME TEST (FTT): A PERSONAL EVALUATION OF LEISURE

Introduction

A busy schedule and a frantic lifestyle seems to be a reflection of this current era. The compulsion to manage several things at once seems to occupy the mind as well as place us in danger, especially driving and using mobile phone. Some may focus their energy and time on work and career; however, work is usually not the most important aspect of our lives. Most people place their priority on their family as well as their personal life, including friends, and some leisure activities. This meshing of different interests may cause a conflict of time as well as personal frustration. Therefore, it is important to consider our free time (Jackson, 2009). This post industrial society can create a climate of frustration and hurriedness. Ongoing news reports sometimes create a sensation of impending doom and can multiply these negative thoughts. Adding to this there are continuous conversations, intrusions, and distractions into one's schedule especially because of 'modern' conveniences such as hand held devices, mainly mobile phones. Therefore, we need more tools to help us to learn about leisure. Leisure offers one the space in order to fulfill personal goals, to learn some new interest, or to be involved in physical activity with time for reflection and a freedom from paid work.

People have always met to discuss, to plan, and to learn for a variety of reasons (Candy, 1991; Dewey, 1995; Field, 2001; Foley, 2001; Hansen, 2000). This process of learning was also a part of the Greek society called "scholē" meaning leisure and school. This ideal learning, guided by Aristotle, was a personal and civil self-improvement program focusing on individual excellence and virtue. The final result of this personal and civil education was a more cohesive society and supportive community. These early roots of self-directed learning (SDL) attest to the power and influence of personal education over the lifetime (Goodale & Godbey, 1989).

Self-directed learning or personal learning has the potential to promote change. Some learners have helped to change their personal health or lifestyle as a result of its emphasis of learning throughout the lifespan (Connelly, 1998). Also, SDL is the natural way for adults to learn (Knowles, 1984), and this personal learning is evident across all cultures (Lamdin, 1997). SDL is more than an activity of

**Address for correspondence:*

dnrjr99@yahoo.com

discovery or homework; it is actually a part of the human experience, and a normal part of each adult's life (Confessore, 1992). Another researcher has stated how self-directed learning promotes life satisfaction, helps one to gain specific information, and occurs in leisure (Roberson, 2005).

LITERATURE

Some of the more common statements of modern life are: "I don't have time" or "Sorry, I am just too busy." This has become an ecumenical excuse that is supposed to fit into everyone's reason of why one is not there. The common charade of "busyness" defies an accountability of one's time and actions. As our society digresses on this slide toward frustration our free time becomes more and more squeezed by previous appointments, expectations, demands from children, as well as the expectations of an extended family. Collisions of this free time can cause frustration, disappointment, and a general sense of angst. Petrou and Baker (2015) outline the importance of utilizing leisure in response to the difficulties and stress that are a part of our world.

The day with its 24 hour segments may not be enough time for some people. The typical adult who is working has almost six hours a day left for his/her own time. This person may have a work schedule of eight to ten hours, for some it can extend up to 12 hours a day. Work related hours should also include transportation to work, which may involve 15 – 45 minutes twice a day. The typical person needs one to two hours a day for personal needs and seven to eight hours for sleeping. This leaves one with four to five hours per day for free choice activities. Leisure has the potential to be a source for coping within our modern society as well as demands of work (Joudrey and Wallace, 2009).

Thendo, Monyeki, Strydom, Amusa, and Temane (2013) confirm that regular leisure-time physical activity as well as regular time for leisure activities (Yang, Chen, Hsueh, Tan, & Chang, 2012) plays an important role in the promotion of physical health and well-being of an individual. In addition, regular leisure-time physical activity has also been reported to have a positive effect on the prevention as well as rehabilitation of illnesses such as heart disease, hypertension, osteoporosis, cancer and diabetes. The common decline of physical activity varies significantly as some individuals maintain their physical activity level, while others are faced with limitations due to factors like workload, age, and health problems. Regular leisure-time physical activity has been found to promote physical health and the well-being of an individual.

Qian, Yarnal, and Almeida (2013) emphasize the value of leisure time, and that there is less stress within individuals who have more free time. One important issue is the scheduling and content of free time. Based on Chelladurai (1992) there are two approaches toward activity in free time: activities organized, prescribed or supervised by someone else, and activities in which one is free to make his/her own decisions. Some leisure activities become so important that one is willing to commit large amount of time, money, and travel (Fairer-Wessels, 2013.)

Also, it is appropriate to consider the motivational factors that are involved in this choice of free time. Lindner and Kerr (2001) focused on several studies with school children in Hong Kong. These studies show the importance of motivation for healthy behavior. For example, in sport participation, it is influenced by an interaction of issues such as self-confidence, experience, personal choice, or level of conditioning. Leisure time activity can be identified as sports, conditioning exercises, household tasks such as yardwork, cleaning and home repair, and other activities. Furthermore, physical activities can be light, moderate or heavy intensity; those that are willful or compulsory; or those that are daily or weekend activities. The health-related components of physical fitness include cardiorespiratory exercise, muscular endurance and strength, and flexibility. Children should be encouraged to have one hour of moderate to vigorous physical activity daily.

Sanghee, Younghill, Byungook, and Jinmoo (2012) showed evidence that having positive leisure experiences helps people handle stress by providing a time for a review of one's life as well as to discover other interests. Waters and Moore (2002) showed that social leisure activities contributed more to the meaning of leisure than solitary leisure activities. However, results also demonstrated that solitary leisure activities play a significant role in maintaining psychological health and provides a sense of personal identity.

Adding to this there are three ways that conditions may result in leisure that can promote well-being and work-life balance. According to Waters and Moore (2012), leisure activities reduce stress and help people cope with difficulty. Leisure activity serves as a preventive mechanism helping to ward off poor health and risky behaviors before they occur. Their conclusion is that leisure can contribute to physical, social, emotional, and cognitive health through prevention, coping and transcendence.

Some writers focus on leisure activities that can be effective on health and well-being. They suggest to help others to discover new leisure interest and activities. The aim is to help the individual identify an 'ideal' leisure lifestyle, and then assist the individual to bridge the gap between their current and ideal leisure lifestyle. On the other hand, many adult behavior patterns are learned in childhood or influenced by childhood experiences.

Some of this refers to the idea of leisure counseling. Iwasaki, Mackay, Mactavish, and Ristock (2006) discuss the creation of leisure space, this space can create a sense of perseverance and empowerment. They suggest that leisure time can offer a positive diversion from stress and a context for rejuvenation and renewal. In this way leisure has provided a positive alternative for deflecting stressful thoughts and an opportunity to recharge with a different perspective. They discuss the importance of developing leisure enhancing attitudes and engagement from childhood. Developing positive leisure choices can show the importance of understanding those patterns of child leisure behavior that predict constructive leisure attitudes and engagements in adulthood.

In summary, free time can be a forum to learn what is necessary in order to improve one's life and especially one's health. This is a time which must be guarded, or other distractions in our society or lifestyle will replace it. This can be a time for physical activity, personal reflection, and time for retirees to pursue their unique interests. There are a variety of tests and measures that help to determine the extent of one's free time. These are somewhat based on measures of quantification from various tests, they are costly, and seemingly out of reach of the general public. The Free Time Test (FTT) is an attempt to create a tool to be freely used without being measured or evaluated, reflecting the ideas of SDL, lifelong education, and personal evaluation.

METHODS

The purpose of this research was to create and evaluate a tool that can help adults consider their free time. Research questions are the following. How did the participants describe the FTT? Is there something that should be changed about the free time test?

This instrument was initially created as a result of concepts such as free time and worship

(Pieper, 1952), free time and work, deGrazia (1962), history of and meanings of leisure (Goodale and Godbey, 1989), the ideas of solitude (Thoreau, 2008/1854), the concepts of nature and beauty (Muir, 1990/1838), and the intensity of high involvement (Ciszkoszmiyhalyi, 1997). After creating the FTT, I began to use this with students; we would discuss the contents of the exam as well as their opinions. Also, I gave the FTT to participants at several conferences as a part of a presentation. The comments continued to be supportive of this exam. The FTT was evaluated, according to ideas of andragogy and adult education, rather than standard procedures of validity or reliability. Each person can determine if this is helpful; there are no correct answers. (Jarvis, 2001). In addition I wanted to create a tool that is free and easily accessible.

Eventually I gave this to many of my colleagues and friends and asked for their input and impressions. And, I also created a shorter version, if they felt this was too long. In addition, we evaluated the FTT in one class of my contemporaries which included a professional language expert. They in particular were looking for wording which was confusing.

Students in a recent class gave the FTT to fifteen of their family and friends for their output. Lastly, I gave the FTT to all of the students at our college who were enrolled in an English language class. As a result of all of this, 223 questionnaires were returned to me. The purpose of this was not to consider or evaluate their answers to the actual FTT. Rather, the purpose was to consider their reaction to the FTT.

On the FTT used in this study, the first part was kept by the participant; the second part is an evaluation of the FTT and was returned to the researcher.

RESULTS

The first part of the FTT is kept by the individual in order to promote a self-directed educational experience about their free time. The second part of the questionnaire was returned to the researcher. According to the purpose of the study, the following results reflect the participant's responses. Quotes represent direct statements from the participants, and if there is a number behind a statement or sentence, this indicates how many people indicated this thought or idea. Although we received 223 questionnaires, the numbers will not add to this sum because some of the participants did not complete each question. The Table One is general information about what the individual thought about the FTT.

Table1. General Summary of the FTT.

| | | | | |
|---|--|--|---|---|
| What did you think about this test? | Very Helpful 31 | Helpful 133 | More or less "so-so" 49 | A Waste of Time 6 |
| How would you Improve the FTT? (These four statements summarize the main thoughts.) | "Maybe you can delete some questions." | "More time for thinking and completing." | "Have more questions, but simple ones and more specific." | "This was very good, we should make some result and do some activity together." |
| I really like question number | 1 - 54 | 4 - 85 | 5 - 32 | 10 - 33 |
| I did not like question number | 3 - 33 | 8 - 26 | 11 - 40 | 12 - 60 |

Table Two is a focus on the positive and most popular questions in the FTT.

Table2. Most Popular Questions.

| | | |
|--|---|--|
| 1. List the activities you enjoy participating in during your "free time." Describe what you "love" doing. If you had a day where you could freely choose your activities, how would this day look? | 51 positive marks 4 negative marks | "I like to speak about things that I love or like." "When we do something with love it is the best thing ever." "It is very interesting." "It forces you to think." "It makes me feel happy because I can express what I love." "I could write about my hobbies." |
| 4. List the activities you enjoyed as a child. | 81 positive marks 0 negative marks | "When we were children, we do lots of things, it is good idea." "Because I can realize that what I did when I was child and make my happy." "I remembered my childhood; It is important to remember your past." "It motivates yourself to do the activities that you enjoyed as a child again." |
| 5. What has happened with these activities, is there anything you would like to continue from this time of play? | 29 positive marks 5 negative marks | "It is important to be by yourself, and to see if you still doing these type of activities or not." "I realize I don't continue some activities from childhood." "It is so nice to think about your childhood." |
| 10. Is there anything you do in your free time that is especially meaningful? This may be similar to #1. (For example, meaningful conversation, volunteering, music, reading, being with people you love, animals, sports, etc.) | Positive comments 33 Negative comments 9 | "It is really good to think about what is meaningful." "I can see if my free time is meaningful." "It helps me to understand which activity is the most important for me." "This question helped me to realize what is really important for me." |

In the next part of the questionnaire, I focus on the opposite question. What is it about this FTT that you do NOT like? I do not like question number: 1 - 4; 2 - 7; *3 - 33; 5 - 6; 6 - 8; 7 - 5; *8 - 26; 9 - 7; 10 - 9; *11 - 38; *12 - 60; 13 - 13; 14 - 3. I felt we should change the questions 3, 8, 11, and 12 due to the number of people that did NOT like these questions. If there were comments given by the participants they are included below; if there are no comments, then none were given. We did not repeat the actual question. The number next to the question, are the number of participants.

Table3. Negative Responses.

| Question | Response | Quotes from Participants |
|---|---------------------------|--|
| 3. Consider the free time of this past weekend, Friday evening, Saturday, and Sunday. This is almost 30-40 hours of available time depending on your situation. How was this time spent? If you want to go into detail you can fill in a schedule hour by hour. | 3 – 33 negative responses | "Now, it seems like I did nothing on the weekend." "My weekend is not really free because I must help to my parents to do their housework." "This question is very personal." |
| 8. Who is a positive example for you, or a negative example for you in the use of free time and in what way? | 8 - 26 | "I don't know. This seems annoying." "This is difficult to answer." "It's about negativity towards your own free time." "I had to think a lot." "I don't have these people." |
| 11. Does your free time consist of time alone to think, or for inspiration, or religious activity, or personal worship? | 11 - 38 | "I don't know; I don't really know what is my inspiration." "I don't spend time in religious activity. I think religious activity does not help to get inspiration, maybe it helps to relaxation." "I don't do these kind of activities." "I want to spend my time with religious things but I have not find my religion yet." |
| 12. Are there activities in your free time that may have some negative influence on you or others? | 12 - 60 | "Every sport can be dangerous; it was too emotional; I don't understand this question." "People seldom do things that will hurt them." "I don't understand what do you mean." "I think this question is not clear." "If some activities hurts me, why would I go on." |

General Comments about the Free Time Test. The participants made a variety of statements about the FTT. "This test was great, I realized how many people have influenced me during my life." "It help me to understand about life." "I start to do more sports in my free time." "I will think more about what I would like to do, and I won't use excuses like I am busy." "I'm not able to choose one, I think all questions are good." "I like question about religion, because I believe in God."

Any Other Ideas or Comments. The participants were able to give their ideas or thoughts about the FTT. "Maybe it is good to support this project and test with a conversation about this activity. The test alone means nothing. It is a deep idea." "Nice way to go back to playtime." "I thing that it is/was good idea to create this test, It makes sense for me." "I am enthusiastic with this test." "All of these questions are good to think about your free time and to improve it." "Yes ' or ' No ' option please." "Have more range of questions." "Questions are too similar." "There is no question I don't like, everyone has meaning."

Table Four shows the demographics of the participants in this study.

Table4. Information about participants.

| | | | | | | | |
|--|-----------------------------|------------------------------|--------------------------------|--------------------------------------|------------------|---------------------|--|
| Number of participants | 223 | | | | | | |
| Age and number of participants | 18 - 1 19 - 7 20 - 35 | 21 - 5 22 - 31 23 - 67 | 24 - 13 25 - 2 27 - 2 | 28 - 2 29 - 1 30 - 1 34 - 1 | 38 - 4 48 - 1 | 60 - 1 65 - 1 | |
| Nationality and number of participants | Czech 113 | Spanis h 7 | Turkey 14 | Italian 16 | Malaysian 12 | England - 38 | 3 or less Slovak, German, Chinese, Scotland, Iraq, Egypt, India, Ukraine, Finland, Austria, France, Portugal, Poland |
| Gender | Female - 69 | Male - 59 | | | | | |
| Occupation | Student (123) | Retire d (2) | Student and work (29) | Working full time (12) | | | |
| Social Status | Married (13) | Partne r (56) | Stay at home with children (1) | I have children () | Widowed (1) | Grandchi ldren (). | Single (100) |

DISCUSSION

Free time is an important element of our lives. During the free time there is the potential to change and to impact one's life. As a result of the literature free time can be time for thinking and reflection, time for physical activity, time to reflect on the past, or time to create various strategies in order to change one's life. Therefore I have an imperative to learn, to evaluate, and to change more about one's free time. My participants stated that during the FTT that they were able to think about, as well as to change their thoughts about their free time. There were 127 participants who stated that the FTT was very helpful or helpful.

Free Time can be a Special Focus For Retirees

Although the FTT was mainly given to students, one of the main implications of this program is for those who are no longer working and in retirement. Searle, Mahon, Iso-Ahola, Sdrolias, and van Dyck (1999) show the long term effects of leisure education as a sense of independence and psychological well-being among the elderly. According to their study leisure education increases self-control and contributes to psychological and physical health. Leisure activities as discussed on the FTT are important to enhance a sense of independence by focusing on the evaluation of one's activities. At the same time, older people need to continue to exercise due to the loss of muscle tissue during the aging process. Leisure activities can be used as a tool to enhance older adults' sense of control and competence. For example balance or flexibility exercise may increase the ability for walking, nordic walking, or gardening with one's grandchildren. Similarly, Cho and Yi (2013) discuss how adults need to learn recreational leisure activities for rehabilitation and wellness. The FTT can help one to discover a variety of leisure and recreational activities for elders such as exercise class or travel destinations can lessen the impact of depression and isolation. Park, Kim, Cho, Chung, and Lee (2014) have shown that 30 minutes of moderate or higher intensity physical activity per day and a low-fat diet can lessen the risk of coronary heart diseases for seniors. Although the majority of the sample in this study was university students, we cannot overlook the issue of free time in those who are retired.

It is important to consider how to teach an adult. If an adult is to learn some new leisure program there should be an appreciation for the concept of adult education and adult learning. The over emphasis of education for youth may not prepare one to teach adults. Self-directed learning is a significant aspect of lifelong learning. As mentioned earlier, the concept of self-directed learning is synonymous with advances throughout history. Adult education occurs outside of the classroom, has the importance of personal reflection in learning, includes social dynamics in learning, and occurs naturally (Brockett & Hiemstra, 1991; Candy, 1991; Confessore, 1992; Jarvis, 2001). Affirming these ideas is that self-direction is more than a historical fad of adult education, and these ideas of self-planned learning have remained as one of the pillars of adult learning (Merriam, 2001).

Education occurs outside the formal class and within the context of everyday life (Lindeman, 1928/1961). Also, one of the central components of education is that of reflection, especially critical reflection (Brookfield, 1985; Candy, 1991). Although many people appear to learn on one's own, there is often a foundation of social support in self-directed learning (Tough, 1971). Essentially, self-direction is the natural way that adults learn (Knowles, 1984).

Free Time may allow Learning from the Past

From Dearing (2007) we learn how past records of how human–environment interactions can provide valuable information for deriving strategies for improving one's life. This shows the importance of looking at history in order to gain important information for our future. Similarly Stott, Stott, and Wiles (2009) discuss how communities can learn from history, and Chen and Pang (2012) invite us to learn from the past because our current culture has such an influence on us. Bowl and Tobias (2005) discuss how learning from the past enables us to organize our future. Fredrickson (2000) focuses on the importance of consideration of the past – how one's past can give affective experiences about one's future. Often we are repeating in the future what we have enjoyed in the past. A study of history

is a well-established phenomenon in all branches of knowledge, and this can also extend to one's personal life. The FTT considers the participant to consider their past such as childhood activities, previous coaches or physical education teachers, and a history of one's free time.

We must be careful that our leisure time has the essential amount of physical activity. A large extent of research on physical activity records important information on the lack of physical activity. Although this indicates a problem it does not present a solution. In this research we offer a possible solution for the increasing physical education due to the lack of planning or organizing of one's free time (Hamrick et al., 2013).

My participants indicated they mainly liked questions one, four, five, 10, and 14. Therefore it is of interest to focus on these questions. Likewise, they indicated they mainly did not like questions 3, 8, or 11, indicating I would change or augment these three questions.

Thinking about one's activities helps the individual to make new decisions about his or her use of free time. One participant stated, "I will start to do more sports in my free time." And another said, "I will think more about what I would like to do, and I won't use excuses like I am too busy." Interestingly, the most popular question was one concerning reflecting on one's past during childhood. In a similar thought research by Sigmund et al. (2014) and Sigmundova et al. (2013) indicated the value of physical education with children.

In the beginning of this research I invited a variety of people to participate in this study. I asked approximately 600 people to take this FTT over various social media outlets. Surprisingly, only one person completed the FTT; there were four others who shared various comments about the test. As a result of this, I realize that although leisure and free time is important to the individual, yet the individual does not want someone questioning or evaluating their own choice of their leisure activity.

We learn important lessons in the context or situation of one's daily life (Lindeman, 1928/1961). Although vocational education can help the learner arrive at specific knowledge, true education is that which will reflect one's individuality and uniqueness. He states education should extend beyond the classroom to incorporate self-expression, recreation and leisure. Therefore when we create some perspective for adults it should focus on their practical and daily life. My participants were sharing about their individual choices and their own activities.

Self-planning is the predominant means of adult learning because of a variety of reasons (Tough, 1971). The learner knows what is the best course of action, or feels he/she would lose time by consulting someone else, may not trust others, or they may be more highly skilled than others. The learner decides details of the learning activity and is prepared to pay the cost. Similar to Houle's (1961) stimulators, Tough found that most learning projects include four or five other human resources and most of these are amateur, especially friends, neighbors, or acquaintances. Non-human resources are also paramount in this process from television, to specific books, and other printed material like pamphlets or newspapers. Similarly the FTT allows the individual to choose and to plan their own activity of how they would like to change.

Since most educators are familiar with pedagogy, Knowles (1984) defined andragogy in contrast with pedagogy. He outlines the familiar hallmarks of andragogy: the learner is self-directed, the vast experiences of an adult are an important part of one's education, the learner is at a stage in life where he/she is ready to learn, adult learning is problem centered, and the adult is internally motivated. The FTT reflects ideas of andragogy by allowing the individual to fill out the exam in their own style. Also the FTT is not standardized so there is not an impression of being compared to another individual.

Similar to Lindeman's (1928/1961) connection of education to art, Knowles (1984) describes andragogy as the art and science of helping adults learn. This art and science of learning allows for the individual learner to incorporate one's unique culture and various ways of learning (Knowles, Holton, & Swanson, 1998). The facilitator will encourage active participation from learners and incorporate one's life situation into the learning process. Andragogy's informality allows the learner to be actively involved in the program and parameters of the learning experience. As a result of this research I have

seen how the free time test can enable the individual to evaluate and improve his/her free time. This self-directed learning can help foster lifelong learning as to how to use one's free time to ameliorate problems in their life, family, and community.

REFERENCES

- Bowl, M. & Tobias, R. (2005). Learning from the Past, organizing for the future. *Adult Education Quarterly*, 62(3), 272-286.
- Brockett, R. G., & Hiemstra, R. (1991). *Self-direction in adult learning: Perspectives on theory, research, and practice*. New York: Routledge, Chapman, and Hall.
- Brookfield, S. D. (1985) The continuing educator and self-directed learning in the community. In S. D. Brookfield (Ed.), *Self directed learning: Theory to practice* (pp. 75-90). New Directions for Continuing Education, No. 25. San Francisco: Jossey-Bass.
- Brookfield, S. D. (2000). Self-directed learning as a political idea. In G. A. Straka (Ed.), *Conceptions of self-directed learning* (pp. 9-22). New York: Waxman.
- Caffarella, R.S. & Merriam, S.B. (2000). Linking the individual learner to the context of adult learning. In A.L. Wilson and E.R. Hayes (Eds.), *Handbook of Adult and Continuing Education* (p. 55-70). San Francisco: Jossey-Bass.
- Candy, P. (1991). *Self-direction for lifelong learning*. San Francisco: Jossey-Bass.
- Chelladurai, P. (1992). "A classification of sport and physical activity services: Implications for sport management." *Journal of Sport Management*, 6, 38-51.
- Chen, M., & Pang, X. (2012). Leisure motivation: An integrative review. *Social Behavior and Personality*, 40(7), 1075-1082.
- Cho, G., & Yi, E. (2013). Analysis on leisure patterns of the pre-elderly adults. *Journal of Exercise Rehabilitation*, 9(4). DOI: <http://dx.doi.org/10.12965/jer.130052>
- Chun, S., Lee, Y., Kim, B., & Heo, J. (2012). The contribution of leisure participation and leisure satisfaction to stress-related growth. *Leisure Sciences*, 34, 436-449.
- Confessore, G. J. (1992). An introduction to the study of self-directed learning. In G. J. Confessore & S. J. Confessore (Eds.), *Guideposts to Self-Directed Learning: Expert Commentary on Essential Concepts* (pp. 3-11). King of Prussia, PA: Organization Design and Development.
- Connelly, B. (1998). Lifelong learning through the Habermasian lens: Providing a theoretical grounding to adult education practice. In J. Holford, P. Jarvis, & C. Griffin (Eds.), *International Perspective on Lifelong Learning* (pp. 92-99). London: Kogan Page Limited.
- Cress, M. E., Buchner, D. M., Prohaska, T., Rimmer, J., Brown, M., Macera, C., DiPietro, L., and Chodzko-Zajko, W. (2005). Best practices for physical activity programs and behavior counseling in older adult populations. *Journal of Aging and Physical Activity*, 13, 6-74.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
- Danis, C. (1992). Advances in research and practice in self-directed learning. In G. J. Confessore & S. J. Confessore (Eds.), *Guideposts to Self-Directed Learning* (pp. 160-174). King of Prussia, PA: Organization Design and Development.
- de Grazia, S. (1962). *Of time, work, and leisure*. New York: Anchor.
- Dearing, J. (2007). Human-environment interactions learning from the past. In R. Costanza, L. J. Graumhch, and W. Steffen, (Eds.) *Sustainability or Collapse? An Integrated History and Future of People on Earth*, pp. 19 – 38. Dahlem Workshop Report 96. MIT Press, Cambridge, MA.
- Dewey, J. (1995). Experience and education. In S. Merriam (Ed.), *Selected Writings on Philosophy and Adult Education* (pp.27-31). Malabar, FL: Krieger.
- Ekelund, U., Luan, J., Sherar, L.B., Esliger, D. W., Griew, P., & Cooper, A. (2012). Moderate to vigorous physical activity and sedentary time and cardiometabolic risk factors in children and

- adolescents. *Journal of the American Medical Association*, 307(7), 704-712.
- Fairer-Wessels, F.A. (2013). Motivation and participation of serious leisure participation: The case of the comrades marathon. *South African Journal for Research in Sport, Physical Education, and Recreation*, 35(2), 83-103.
- Field, J. (2001). Lifelong education. *International Journal of Lifelong Education*, 20, 3-15.
- Foley, G. (2001). Radical adult education and learning. *International Journal of Lifelong Education*, 20, 71-88.
- Fredrickson, B. L. (2000). Extracting meaning from past affective experiences: The importance of peaks, ends, and specific emotions. *Cognition & Emotion*, 14(4), 577-606
- Goodale, T., & Godbey, G. (1989). *The evolution of leisure: Historical and philosophical perspectives*. State College, PA: Venture.
- Hansen, R. (2000). Lifelong learning in late modernity: The challenges to society, organizations, and individuals. *Adult Education Quarterly*, 49, 79-90.
- Hamrik, Z., Sigmundova, D., Kalman, M., Pavelka, J., & Sigmund, E. (2013). Physical activity and sedentary behavior in Czech adults: Results from the GPAQ study. *European Journal of Sport Science*, DOI: 10.1080/17461391.2013.822565
- Houle, C. (1961). *The inquiring mind*. Madison: University of Wisconsin Press.
- Iwasaki, Y., Mackay, K. J., Mactavish, J. B., & Ristock, J. (2006) Voices from the margins: Stress, active living, and leisure as a contributor to coping with stress. *Leisure Sciences*, 28(2), 163-180.
- Jackson, V. P. (2009). Time management: A realistic approach. *Journal of American College of Radiology*, 6, 434-436.
- Jarvis, P. (2001). *Learning in later life*. London: Kogan Page.
- Joudrey, A. O., & Wallace, J. E. (2009). Leisure as a coping resource: A test of the job demand-control-support model. *Human Relations*, 69(2), 195-217.
- Knowles, M. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.
- Knowles, M., Holton, C. III, & Swanson, R. (1998). *The adult learner*. Houston, TX: Gulf.
- Lamdin, L. (1997). *Elderlearning*. Phoenix, AZ: The Oryz Press.
- Lindeman, E. (1928/1961). *The meaning of adult education*. Norman, Oklahoma: Oklahoma Research Center for Continuing Professional and Higher Education. (Originally published 1928)
- Lindner, K. J., & Kerr, J. (2001). Predictability of sport participation motivation from metamotivational dominances & orientations. *Personality and Individual Differences*. 30(5), 759-773.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. In S. B. Merriam (Ed.), *The new update on adult learning theory* (pp. 3-14). New Directions in Adult and Continuing Education, No. 89. San Francisco: Jossey-Bass.
- Muir, J. (1990/1838). *My first summer in the Sierra*. University of California Press.
- Park, M. Y., Kim, S. H., Cho, Y.J., Chung, R. H., & Lee, K. T. (2014). Association of leisure time physical activity and metabolic syndrome over 40 years. *Korean Journal of Family Medicine*, 35(2), 65-73.
- Pieper, J. (1952). *Leisure, the basis of culture*. Indianapolis, IN: Liberty Fund.
- Qian, X. L., Yarnal, C. M., & Almeida, D. (2013). Does leisure time as a stress coping resource increase affective complexity? Applying the dynamic model of affect (DMA). *Journal of Leisure Research*, 45(3), 393-414.
- Roberson, D. N., Jr. (2005). Leisure and learning: An investigation of older adults and self-directed learning. *Leisure/Loisir*, 29(2), 203-237.
- Searle, M. S., Mahon, M. J., Iso-Ahola, S. E., Sdrolias, H. A., & van Dyck, J. (1998). Examining the

Donald N. Roberson, Jr. "The Free Time Test (FTT): A Personal Evaluation of Leisure"

- long term effects of leisure education on a sense of individual and psychological well-being among the elderly. *Journal of Leisure Research*, 30(3), 331-340.
- Sanghee, C., Younghill, L., Byunggook, K., & Jinmoo, H. (2012). The contribution of leisure participation and leisure satisfaction to stress-related growth. *Leisure Sciences*, 34, 436-449.
- Sigmund, E., Sigmundova, D., Hamrik, Z., & Geckova, A.M. (2014). Does participation in physical education reduce sedentary behavior in school and throughout the day among normal – weight and overweight-to-obese Czech children aged 9-11 years? *International Journal of Environmental Research and Public Health*, 11, 1076-1093.
- Sigmundova, D., Sigmund, E., Hamrik, Z., & Kalman, M. (2013). Trends of overweight and obesity, physical activity and sedentary behavior in Czech schoolchildren: HBSC study. *The European Journal of Public Health*, DOI: 10.1093/eurpub/ckt085
- Stott, M., Stott, N., & Wiles, C. (2009). Learning from the past: New towns, growth areas and new communities. Keystone Development Trust: Norfolk: UK.
- Thendo, T., Monyeki, A., Strydom, G. L., Amusa, L. O., & Temane, M. Q. (2013) Leisure-time physical activity and some psychological parameters among some executive employees in selected African countries. *African Journal for Physical Activity, Health Education, Recreation, and Dance*, 19(4), 999-1013.
- Thoreau, H. D. (2008/1854). Walden: Or, life in the woods. Wilder Publications: Radford, VA.
- Tough, A. (1971). *The adult's learning projects: A fresh approach to theory and practice in adult education*. Toronto: Ontario Institute for Studies in Education.
- Waters, L., & Moore, K. (2002). Reducing latent deprivation during unemployment: The role of meaningful leisure activity. *Journal of Occupational and Organizational Psychology*, 75, 15-32.
- Yang, W-C, Chen, K-C, Hsueh, Y-S, Tan, C-P, & Chang, C-M. (2012). The relationship between leisure and well being in Taiwanese college students. *Social Behavior & Personality*, 40(8), 1245-1254.

Appendix One.

Free Time Test (FTT).

This is an exercise to help you to think about your free time. Complete the questions in anyway you want. I recommend for you to write your answers and then to share them with another person, who knows you, for their feedback. At least read through each question, write down or think about your thoughts.

(option to insert a picture here)

Activities you love doing.

1. List the activities you enjoy participating in during your "free time." Describe what you "love" doing. If you had a day where you could freely choose your activities, how would this day look?
2. Which of these activities have you NOT participated in during the past month?
3. Consider the free time of this past weekend, Friday evening, Saturday, and Sunday. This is almost 30-40 hours of available time depending on your situation. How was this time spent? If you want to go into detail you can fill in a schedule hour by hour.

(option to insert a picture here)

Learning from the past.

4. List the activities you enjoyed as a child.
5. What has happened with these activities, is there anything you would like to continue from this time of play?

(option to insert a picture here)

Learning from others.

6. Name one activity you are involved with but had to learn, or were influenced by someone else.
7. Who do you spend free time with? Who do you enjoy being with? Are these relationships adding to your time or taking away?
8. Who is a positive example for you, or a negative example for you in the use of free time and in what way?
9. Physical activity – what are you doing for physical activity?

Think: Physical activity can help to solve many problems we may be having. We are physical creatures and we need physical activity – at least 30 minutes a day of some safe movement, as well as stretching, balancing, and increasing our strength.

10. Will you go to some activity alone? Can you be alone and still enjoy this time?

(option to insert a picture here)

Inspirational free time.

11. Is there anything you do in your free time that is especially meaningful? This may be similar to #1. (For example, meaningful conversation, volunteering, music, reading, being with people you love, animals, sports, etc.)
12. Does your free time consist of time alone to think, or for inspiration, or religious activity, or personal worship?
13. Are there activities in your free time that may have some negative influence on you or others?

(option to insert a picture here)

Let's start something new.

14. What is anything that you want to change about your free time?
15. Is there any new activity you would like to learn?

~~~~~

Please give your opinion! (This part of FTT will be returned to the researcher.)

What did you think about this test? ( ) waste of time ( ) more or less so-so ( ) helpful ( ) very helpful

How would you improve this free time test?

I really like question number:      because:

I do not like question number:      because:

Any other ideas or comments:

FTT has been compiled by.... You can email your thoughts ....

The following demographic data is only for measuring the reliability/validity of the FTT.

What is your age? \_\_\_\_\_ What is your nationality? \_\_\_\_\_

Male ( ) Female ( )

Check all that apply for you: I am working full time ( ) I am a student ( ) I am retired ( ) student and work ( ).

Check all that apply for you: I am single ( ) married ( ) partner ( ) I stay at home with children ( ) I have children ( ) I am widowed ( ) I have grandchildren ( ).

Thanks for your help!

## Appendix Two

This includes a brief explanation of the reason behind each question. These ideas are based on concepts found in various writings, such as Bowl and Tobias, 2005, Candy, 1991, Cress et al., 2005, Csikszentmihalyi, 1997, Dewey, 1995, Goodale and Godbey, 1989, Muir, 1990, Pieper, 1952, Tough, 1971.

### Activities You Love Doing.

1. List the activities you enjoy participating in during your "free time." Describe what you "love" doing. If you had a day where you could freely choose your activities, how would this day look? The purpose of this question is to allow the participant to consider the concepts of individual choice and freedom.
2. Which of these activities have you NOT participated in during the past month? This question is so the individual can evaluate if they are participating in the activities they want.
3. Consider the free time of this past weekend, Friday evening, Saturday, and Sunday. This is almost 30-40 hours of available time depending on your situation. How was this time spent? If you want to go into detail you can fill in a schedule hour by hour. The purpose of this question is to consider the amount of time that each person has, especially over a weekend, and to realize that there is adequate time to do what one wants.

### Learning from the Past.

4. List the activities you enjoyed as a child. This question helps the individual to consider the general happiness and simplicity of children. In addition, this is to help the individual to consider if they continue to have a playful attitude.
5. What has happened with these activities, is there anything you would like to continue from this time of play? Similar to number four, this question asks the participant to reflect on their past and to consider the simplicity and happiness of being a child.

### Learning from Others.

6. Name one activity you are involved with but had to learn, or were influenced by someone else. This question is for the individual to consider the influence of a coach or mentor. This is also for the person to consider the importance of continuing to learn new activities.
7. Who do you spend free time with? Who do you enjoy being with? Are these relationships adding to your time or taking away? This questions asks the individual to consider how being with others impacts one's free time.
8. Who is a positive example for you, or a negative example for you in the use of free time and in what way? This question is similar to number seven.
9. Will you go to some activity alone? Can you be alone and still enjoy this time? One of the main constraints listed among adults for various activities is the lack of having someone to go with. This helps the individual consider the impact of being alone and how this can impact one's free time.

### Inspirational Free Time.

10. Is there anything you do in your free time that is especially meaningful? This may be similar to #1. (For example, meaningful conversation, volunteering, music, reading, being with people you love, animals, sports, etc.) This helps the person to consider the impact of various types of activities during the choice of free time.
11. Does your free time consist of time alone to think, or for inspiration, or religious activity, or personal worship? The role of spirituality and free time is strongly related and is reflected in this question.
12. Are there activities in your free time that may have some negative influence on you or others? This helps the individual to consider the weight and impact of choice during free time.

Let's Start Something New.

13. What is anything that you want to change about your free time?
14. Is there any new activity you would like to learn? These last two questions are to push the individual to consider if they can try to make some change.

**Appendix Three**

As a result of the answers and the research this is how the FTT has been changed. Note that according to the research something new or different was changed as a result of the highest positive and negative comments.

Free Time Test (FTT).

This is an exercise to help you to think about your free time. Complete the questions in any way you want. I recommend for you to write your answers and then to share them with another person, who knows you, for their feedback. At least read through each question, write down or think about your thoughts. Feel free to skip any question you feel is not appropriate for you.



Activities You Love doing.

1. List the activities you enjoy participating in during your "free time." Describe what you "love" doing. If you had a day where you could freely choose your activities, how would this day look?
2. Which of these activities have you NOT participated in during the past month?
3. Consider the free time of this past weekend, Friday evening, Saturday, and Sunday. This is almost 30-40 hours of available time depending on your situation. How was this time spent? If you want to go into detail you can fill in a schedule hour by hour.



Think: How much free time do you really have? What would you like to do with your free time? Do you feel that you are wasting time?

Learning from the Past.

4. List the activities you enjoyed as a child. Describe more about your childhood activities.
5. What has happened with these activities - is there anything you would like to continue from this time of play?

**Donald N. Roberson, Jr. “The Free Time Test (FTT): A Personal Evaluation of Leisure”**

Think: Children are natural at play. If they are safe and healthy they are happy almost anywhere. Do you remember a time like this in your own life?



Learning from Others.

6. Name one activity you are involved with but had to learn, or were influenced by someone else.

Think: Is there something new to learn, such as a new class or some new activity?

7. Who do you spend free time with? Who do you enjoy being with? Are these relationships adding to your time or taking away?

8. Is there someone who has been a positive example for you, or a negative example for you in the use of free time and in what way?

9. Physical activity – what are you doing for physical activity?

Think: Physical activity can help to solve many problems we may be having. We are physical creatures and we need physical activity – at least 30 minutes a day of some safe movement, as well as stretching, balancing, and increasing our strength.



10. Will you go to some activity alone? Can you be alone and still enjoy this time?

Think: One day all of us will be alone, how will this affect you and your use of free time? What is our response when we see someone at some social event and they are alone?



Inspirational Free Time.

11. Is there anything you do in your free time that is especially meaningful? This may be similar to #1. (For example, meaningful conversation, volunteering, music, reading, being with people you love, animals, sports, etc.)

Think: If you do not have anything in this category – think about what would you like to do?

12. Does your free time consist of time alone to think, or for inspiration, or religious activity, or personal worship?

Think: What do you think about this question? Is it appropriate for you?



Dangerous Free Time.

13. Are there activities in your free time that may have some negative influence on you or others?

Think? Is there something you are doing that you should stop? Or, is your free time used by yourself or others in your life to promote something negative?



Let's start something new.

14. What is anything that you want to change about your free time?

15. Is there any new activity you would like to learn?

**AUTHOR'S BIOGRAPHY**

**Donald N. Roberson, Jr.**, is a native of USA. His academic work took place at the University of Georgia. He has worked mainly in central Europe, Zagreb University as well as Palacky University. He is currently living in Olomouc, Czech. His main research interests are in personal education, counseling, physical activity, and leisure.