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The Role of the Family in the Education for Free Time, Recreation and Tourism

ABSTRACT

Caring for a high level of participation in various forms of physical culture by children and youth seems to be an essential element of preparing them for adult life, and thus for functioning in society.

This article presents reflections on the role of the family in the process of educating people to consciously participate in physical culture, manifested by physical activity, in their free time. The phenomenon of free time has been discussed in the context of educational functions, in two perspectives, i.e. education for free time and education in free time. Recreation and tourism have been chosen from among human leisure activities, which are socially desirable and have proven educational values in numerous scientific studies. Therefore, at the beginning of the discussion, the analysis of the educational potential of these three phenomena is presented. Then, the essence and stages of the implementation of the education process for free time, recreation and tourism are discussed. Conclusions from the research of various authors concerning the influence of the family on the level of recreational and tourist activity in leisure time are also included.

KEYWORDS

upbringing, family, leisure, recreation, tourism

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The article is an attempt at indicating some main aspects of this classic issue, especially in the context of observed changes in the ways of spending free time by the youngest generation. The dominance of sedentary activities over physical activities is noticeable, resulting from technical progress, including computerisation and the development of social media.

Introduction

Everything that a person has internally is the result of upbringing. Through a broad development it helps ensure maximum conditions that make people happy, providing them with education and preparation to life, understanding of the world and life, satisfaction with work and mutual love, as well as, as emphasised by Kunowski, the joy of spending free time in a cultural way.¹

Free time creates a specific plane of human activity connected with one's benefits, including the possibility of choosing action, development, satisfaction and happiness. It encompasses the forms of expression and activity the elements of which result from the physical nature and are related to intellectual, social, artistic and spiritual needs.² That is because leisure, according to T. Wolańska, is "a life in relative freedom from external compulsions. Being capable of taking action resulting from one's own passions, we consider them valuable and they form the basis for our beliefs."³ Therefore the process of educating children and young people about how to use their free time in a rational way is now regarded as education for the future.⁴

What is crucial from the perspective of pedagogy is analysing the phenomenon of children and young people's leisure time in two perspectives:

¹ Cf. S. Kunowski, *Podstawy współczesnej pedagogiki*, Warszawa 1996, p. 23.

² Cf. J. Oździński, "Nowa rola czasu wolnego i rekreacji w Europie i w Polsce," in: *Rekreacja, turystyka, kultura*, ed. B. Marciszewska, J. Oździński, Gdańsk 2004, p. 15.

³ T. Wolańska, *Leksykon. Sport dla wszystkich – rekreacja ruchowa*, Warszawa 1997, p. 17.

⁴ Cf. A. Wartecka-Ważyńska, *Turystyka młodzieży i jej uwarunkowania*, Poznań 2007, p. 9.

- (a) educating for leisure, that is to be able to manage it in a rational way, fulfil its functions for one's own interest and the interest of the people around;
- (b) educating in free time, that is in educational situations which have all the hallmarks of the freedom of choice, non-commerciality and are a source of subjective satisfaction.⁵

Examining the effectiveness of action in the field of the pedagogy of free time, K. Przeclawski claims it is necessary to meet among others the following conditions:

- accepting that the organisation of children and young people's leisure is, from the point of view of upbringing, as important as the school's teaching,
- developing children and young people's autonomy, that is not only organising this time by adults, but also shaping the capabilities of organising time by young people,
- preferring the forms of active (e.g. tourism) and creative way of spending leisure time.⁶

Nevertheless, the observation of everyday life and a great amount of empirical research show an alarming phenomenon. It appears that the contemporary pupil has too little time at his or her disposal. Moreover, this short time that they have is generally wasted on passive, consumerist and often dangerous and unethical activities.⁷

What is essential among many different offers of spending leisure time are the proposals formulated by the supporters of propagating and popularising various figures of physical culture. According to J. Kosiewicz, they have an autotelic character and are focused on developing.⁸ There is no doubt that in the light of the observed civilisation threats and educational and developmental needs of children

⁵ Cf. M. Czerepaniak-Walczak, "Pedagogika czasu wolnego: schole w szkole i poza szkołą," in: *Rekreacja i czas wolny. Studia humanistyczne*, ed. R. Winiarski, Warszawa 2011, p. 217.

⁶ Cf. K. Przeclawski, "Czas wolny dzieci i młodzieży," in: *Encyklopedia pedagogiczna*, ed. W. Pomykała, Warszawa 1993, p. 76.

⁷ Cf. S. Toczek-Werner, "Czas wolny ucznia – nowe wyzwanie dla działalności edukacyjnej w szkole," in: *Edukacja jutra. XIII Tatrzańskie Seminarium Naukowe*, ed. K. Zatoń, T. Koszyc, M. Sołtysik, Wrocław 2007, p. 285.

⁸ Cf. J. Kosiewicz, "Czas wolny i wolność wyboru," in: *Turystyka i rekreacja. Wymiary teoretyczne i praktyczne*, ed. J. Kosiewicz, K. Obodyński, Rzeszów 2006, p. 217.

and young people generally accessible, popular forms of physical culture beyond school become an essential complement to the upbringing process⁹

The undeniably best way of educating for the active lifestyle is family upbringing. Family hands down the most permanent, internalised norms, values and ways of behaving. Recreation, tourism and sport in the family form a basis for the strengthening of family ties, they develop and stimulate the creative abilities of a human, create and satisfy the needs of physical activity and children's playing with adults, sustain and develop physical fitness, physical movement and physical condition of family members.¹⁰

Family as upbringing environment

What becomes an upbringing environment are all the components of the person's environment, which ensure his or her development, contribute to the creation and consolidation of features necessary to function and achieve one's purposes in life. Everywhere that an individual acquires permanent elements of knowledge, ways of acting, thinking, feeling and the like they get a more or less permanent idea of the world, people and values, what is observed is a process of socialisation and upbringing and these components of the environment create the upbringing environment of an individual.¹¹

In pedagogical literature two kinds of upbringing environments are discussed: intentional and natural.

The intentional upbringing environment is the social environment allocated (established) for purpose of exerting upbringing influence. Among environments of this type are the following institutions and facilities: schools, teenage organisations, clubs, youth clubs, social centres, welfare houses, community centres, general (public) universities, children's homes, family children's homes, foster families,

⁹ Cf. A. Dąbrowski, *Pozaszkolna kultura fizyczna młodzieży – rzeczywistość a potrzeby i oczekiwania*, Warszawa 1997, p. 35.

¹⁰ Cf. I. Kielbasiewicz-Drozdowska, "Osobowościowe i społeczne uwarunkowania rekreacji," in: *Teoria i metodyka rekreacji. Zagadnienia podstawowe*, ed. I. Kielbasiewicz-Drozdowska, W. Siwiński, Poznań 2001, p. 47.

¹¹ Cf. J. Szczepański, "Środowisko wychowawcze," in: *Encyklopedia pedagogiczna*, ed. W. Pomykała, Warszawa 1993, p. 820.

resort hotels, summer camps, parks, children's playgrounds, culture and leisure parks.¹²

By the natural upbringing environment we mean that part of the upbringing environment which has teaching, protective, social, cultural and the like functions unintentionally. Natural upbringing environment includes: family, workplace, housing estates, rural community, informal groups, the mass media and other.¹³

Taking the above into account, the family is one of the most essential elements of the upbringing environment.

Family is for a person the so-called basis group, that is a group he or she is closely connected with by means of a considerable part of his or her personality and important social functions he or she performs. It is generally also the so-called group of reference he or she strongly and consciously identifies with as a member and representative, contributes to and adopts the views, attitudes, customs, models of behaviour and conduct cultivated in the family.¹⁴

Below there are family's functions, divided into four categories:

- I. Biopsychic functions: (1) procreative function, (2) sexual function;
- II. Economic functions: (1) material-economic function, (2) care-protective function;
- III. Socio-differentiation functions: (1) stratificational function, (2) legalisation-control function;
- IV. Socio-psychological functions: (1) socialisation-upbringing function, (2) cultural function, (3) religious function, (4) recreational-social function, (5) emotional-expressive function.¹⁵

A correctly functioning family shows the way towards the society and facilitates the overcoming of the threshold of broader and broader circles. A family like this creates favourable conditions for the young generation to get familiar with the foundations of the family and national culture. At the same time it is important that in the correctly functioning family a person has a chance to experience

¹² Cf. J. Pięta, *Pedagogika czasu wolnego*, Warszawa 2004, p. 216.

¹³ Ibidem, p. 223.

¹⁴ Cf. Z. Tyszka, "Rodzina," in: *Encyklopedia pedagogiczna*, ed. W. Pomykało, Warszawa 1993, p. 695.

¹⁵ Ibidem, p. 698.

values for himself or herself and the world, make an effort of self-creation, and also receive necessary support in appropriate moments.¹⁶

However, as shown by the results of research, in the present era family performs the culture-forming function to a smaller and smaller degree. The young generation gets cultural information from different sources (media, peer groups, schools), and their content is often in opposition to what is recommended by the family. Family is becoming more and more a blend of individualities aspiring to satisfy their needs and objectives independently rather than a group sharing some ideals and action.¹⁷

Nevertheless, the family in its integrated universalism of social and psychosocial functioning is not replaceable so far, and it is not possible to image its absence in the society or the disastrous effects of its final pathologisation, if it was to happen in the period of the further development of post-industrial civilisation. Humankind has not developed another institution which could once replace the family.¹⁸

According to Z. Żukowska, family has been recently going through a considerable evolution. This concerns in particular the conditions of parents-children interaction. Partnership in this interaction, treating a child as a subject, not an object, relations based on respect and mutual kindness, devoid of strict discipline or compulsion, filled with love, are a chance for taking part in the physical culture of the family together and offer a perfect opportunity to strengthen family ties.¹⁹

¹⁶ Cf. A.W. Janke, “*Wolnościowy aspekt wychowania w rodzinie w perspektywie interakcjonizmu symbolicznego*,” in: *Wolność jako wartość i problem edukacyjny*, ed. A.M. de Tchorzewski, Bydgoszcz 1999, p. 124.

¹⁷ Cf. T. Biernat, P. Sobierajski, *Młodzież wobec małżeństwa i rodziny. Raport z badań*, Toruń 2007, p. 13.

¹⁸ Cf. Z. Tyszka, “*Rodzina w świecie współczesnym – jej znaczenie dla jednostki i społeczeństwa*,” in: *Pedagogika społeczna. Człowiek w zmieniającym się świecie*, ed. T. Pilch, I. Lepalczyk, Warszawa 2003, p. 152.

¹⁹ Cf. Z. Żukowska, “*Kultura fizyczna a rodzina*,” in: *Kultura fizyczna a rodzina. Materiały z ogólnopolskiej konferencji naukowo-metodycznej zorganizowanej 11–12.11.1994 r. w Białej Podlaskiej*, ed. S. Arasymowicz, Biała Podlaska 1996, pp. 6–8.

The upbringing potential of leisure, recreation and tourism

Every leisure activity may be either active or passive, more or less conscious, and depending on its form, it may be receptive, creative, consumerist, reconstructive, amusement or contemplation in character.²⁰

M. Czerepaniak-Walczak has noticed the need to include reflection on the educational power of leisure time in the upbringing issues. She claims that human rights and children's rights to leisure time result in a necessity to develop educational ways of respecting these rights, both in the subjective and objective dimension of this phenomena, that is its formal organisation.²¹

According to J. Pięta, pedagogic activity in the field of leisure should focus on the fulfilment of the types of general tasks: (1) preventive, (2) creative. Thanks to the carrying out of the tasks representing the former would eliminate and minimising highly unfavourable leisure phenomena, whereas the carrying of the latter provide inspiration and train to creative leisure acts, to achieve greater mastery, better competences of the higher level.²²

Studying the leisure time of children and young people, one should take into account a specific feature distinguishing him or her from the leisure time of his book. It is brought under parents' control and interference. In general, it may be said that what is hidden behind leisure activities is the educational influence exerted by adults.²³

Analysing leisure time aspects in relation to children and young people, we may agree with M. Kwilecka that: (1) in the socio-economic aspect leisure facilitates contacts and social experiences, (2) in the psychological-pedagogical aspect it has the value of providing information – it offers new impressions, allows to discover and develop interest with new phenomena and objects, (3) in the hygienic-health aspect leisure time is needed as a way of protecting a young body

²⁰ Cf. R. Winiarski, *Wstęp do teorii rekreacji (ze szczególnym uwzględnieniem rekreacji fizycznej)*, Kraków 1989, p. 80.

²¹ Cf. J. Pięta, *Pedagogika czasu wolnego*, op. cit., pp. 184–187.

²² Cf. Ibidem, pp. 184–187.

²³ Cf. A. Łukawska, "Nauka i czas wolny uczniów szkół podstawowych i średnich," *Zeszyty Naukowe Uniwersytetu Jagiellońskiego. Prace Pedagogiczne* 1991, no. 13, p. 164.

from the overload with obligations and homework, it fulfils the preventive role of the protection of children and young people's health.²⁴

The pedagogical value of free time with regards to children and young people consists in the fact that it offers situations in which they must show initiative, activity and capabilities of organising something to do which is not part of their daily duties (school, house), the free moments during the day one has to do something with. In their leisure time children and young people have an opportunity to show their own initiative and self-reliance. One of the positive elements of the pedagogical aspects of leisure time is that a child realises the necessity of self-education, and the constant improvement and honing of one's skills.²⁵

From the point of view of this article it seems the most appropriate definition of leisure time is the one suggested by W. Siwiński. According to him, studying the issue of people's free time, the physical culture and tourism outside school define it as the time which remains after satisfying the body's basic needs, fulfilling home, family and paid work duties, as the time during which he or she can do sport-recreation-tourism activities as they want, do them of their own will to rest, have fun, for the sake of the development of their own personality or devote to social activity in sport and tourism associations and organisations.²⁶

For the purpose of the theory and practice of upbringing it is necessary to classify different types of activities offered to children and young men in their leisure time, namely:

- sports and recreation,
- active and cognitive tourism,
- active participation in artistic events and artistic amateurism,
- reception of the mass media (reading, film, radio, television, Internet),
- any forms of intellectual activity, technical and construction,
- social activity (among others in peer groups),

²⁴ Cf. M. Kwilecka, *Bezpośrednie funkcje rekreacji*, Warszawa 2006, pp. 77–80.

²⁵ Cf. K. Czajkowski, *Wychowanie do rekreacji*, Warszawa 1979, p. 52.

²⁶ Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, Warszawa 2007, p. 216.

- other forms of activity (collecting, different forms of individual passions including those concerning sports activity).²⁷

That being so, one of the best forms of spending free time by children and young people is physical recreation and tourism (in particular active tourism).

The concept of physical recreation is understood in this paper as any physical activities which a person does in their leisure time of their own free will to rest, entertain themselves, improve their health and develop – which is socially acceptable.²⁸

Taking didactic-upbringing aspects into account, by tourism one means every trip lasting for some time, outside the place of permanent residence, in order to influence one's personality in a broad sense of the word. This influence may concern the intellectual sphere (increasing knowledge), emotional sphere (relaxation) and action sphere (establishing new social contacts).²⁹

From physical culture pedagogy research it appears that participation in recreation and tourism not only satisfies the cognitive and emotional needs of individuals, but also affects upbringing and develops different needs and ways of satisfying them.³⁰

As shown by experts in the field in their numerous works (K. Denek, K. Przecławski, T. Łobożewicz and others) touristic activity: (1) may be a way of getting to know the reality; (2) may shape given attitudes in relation to reality; (3) may be a way of affecting feelings; (4) provides an opportunity to act creatively; (5) contributes to improving health; (6) may be a factor in resocialisation.³¹

Upbringing for leisure time, recreation and tourism

A continuous increase in the amount of free time requires to teach the society to spend this time in a clever, useful, valuable, healthy,

²⁷ Cf. M. Kwilecka, *Bezpośrednie funkcje rekreacji*, op. cit., p. 47.

²⁸ T. Wolańska, *Leksykon. Sport dla wszystkich – rekreacja ruchowa*, op. cit., p. 22.

²⁹ Cf. K. Lubański, "Pedagogiczny potencjał turystyki," *Zeszyty Naukowe ALMAMER* 2006, no. 3, p. 150.

³⁰ Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, op. cit., p. 115.

³¹ Cf. K. Przecławski, *Socjologiczne problemy turystyki*, Warszawa 1979, pp. 98–99.

moral and cultural way, and, as a result, aspire to achieve a better quality of life. It is necessary for people to develop a balanced and diversified range of behaviours by teaching appropriate attitudes, interests, motivations, habits and skills concerning the whole life.³² The sense of the life of the modern society members comes down to organising their own free time.³³ Managing one's free time is nothing but using it for the purpose of changing oneself and the conditions of one's life in accordance with one's plans, needs and aspirations.³⁴

Therefore education for leisure time involves intentional and planned action taken by educators and the social environment paying special attention to causing permanent changes in the child, manifested in arousing interest in various forms of spending free time and the internalisation of needs, values, motivations and attitudes connected with the rational ways of spending leisure time.³⁵

Education in leisure time should also be the preparation of a human to spend time individually and in non-institutionalised groups. In fact, people may achieve full development in free time on condition that they are given an opportunity to decide what they want to do.³⁶

By upbringing for recreation one should understand intentional activity aiming to prepare a person in the area of participating in the cultural-sport and touristic spheres.³⁷

Education for recreation is of two-way character: in the process of the direct education of individuals (family and school) and it is impersonal by way of the mass media. Education concerning recreation may be done taking into consideration the following principles:

³² Cf. T. Łobożewicz, G. Bieńczyk, *Podstawy turystyki*, Warszawa 2001, p. 38.

³³ Cf. M. Kwilecka, *Bezpośrednie funkcje rekreacji*, op. cit., p. 68.

³⁴ Cf. *Po pracy i nauce. Wzory zachowań młodzieży w czasie wolnym*, ed. K. Przeclawski, Warszawa 1979, p. 7.

³⁵ Cf. J. Pięta, *Pedagogika czasu wolnego*, op. cit., p. 205.

³⁶ Cf. J. Oździński, *Norwa rola czasu wolnego i rekreacji w Europie i w Polsce*, op. cit., p. 15.

³⁷ Cf. W. Siwiński, "Pedagogika czasu wolnego i jej związki z rekreacją," in: *Teoria i metodyka rekreacji. Zagadnienia podstawowe*, ed. I. Kielbasiewicz-Drozdowska, W. Siwiński, Poznań 2001, p. 29.

- exerting a permanent influence on the awareness, needs and habits of an individual concerning the appropriate way of using one's free time;
- integrating upbringing activity connected with recreation through all circles of influence, namely: family, school, social organisations, work places, recreation centres and the media.³⁸

What is very important in this context is also taking advantage of the educational values of tourism, which according to the deliberations already presented in this article is one of the most desirable ways of spending leisure time. Here worthy of note is the concept developed by K. Lubański, who has distinguished three types of carrying out the process of using tourism for the purpose of upbringing³⁹:

- Stage I – Upbringing through tourism.

The participation of children and young people in tourist events organised by the nursery school, school, family, and different kinds of social organisations. Its main purpose should be the developing of tourist experiences determining, to a large extent, the individual's future activity in this field.

- Stage II – Upbringing for tourism.

It may be regarded as one of the aims of upbringing through tourism. Its essence is the development of a conviction about its benefits and it is supposed to make an individual decide to take independent tourist action, therefore it is so important to show its many-sidedness, creating favourable conditions for the appropriate selection of forms.

So, as emphasised by W. Siwiński, upbringing through tourism and for tourism is the “constant” (permanent) preparation of an individual to be able to spend one's time actively, rationally and on one's own, in all sorts of socially-accepted tourist-recreational activity, offering cultural-sport rest and entertainment, develop personality⁴⁰ and acquire socially desired features of character, such as: resourcefulness, ability to work in team, being responsible for oneself

³⁸ Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, op. cit., pp. 30–31.

³⁹ Cf. K. Lubański, “*Pedagogiczny potencjał turystyki*,” op. cit., p. 159.

⁴⁰ Cf. E. Mucha-Szajek, *Turystyka jako przedmiot badań nauk społecznych kultury fizycznej*, in: *Współczesne problemy hotelarstwa, gastronomii, turystyki*

and others. At present the practical side of upbringing for tourism is marked by tourist education – tourist education in terms of tourist methods, competence and skills necessary to practice different types, disciplines and forms of tourism.⁴¹

- Stage III – Self-education through tourism.

This stage is preceded by becoming aware of the benefits of getting involved in tourism and its creative role for the development of personality, an essential role in which is played by personal experience. The essence of this stage of tourist educational process is making a conscious choice of this form of spending free time and using it consciously for the purpose of deciding about one's own development.

However, as emphasised by W. Siwiński, self-education for the purpose of recreation and tourism is always a consequence of earlier external influence, and for this reason it is secondary in nature. Individuals set themselves goals and objectives concerning recreation and tourism and use the methods of work on themselves and assessment criteria which they have been taught.⁴²

It can be noticed that tourist education should become an element and form of the process of education for leisure.

According to K. Przecławski, the greater the influential power of tourism, the earlier this education starts, the earlier a young man is introduced to tourism and finds out about the ways of doing it. This responsibility rests with the family, school, youth organisations and work places. It is also the obligation of the centres of beyond-school education and the mass media.⁴³

i rekreacji, vol. 3, ed. W. Siwiński, R.D. Tauber, E. Mucha-Szajek, Poznań 2008, p. 45.

⁴¹ Cf. A. Dąbrowski, R. Rowiński, *Wpływ szkoły na kształtowanie potrzeb turystycznych uczniów*, in: *Aksjologia turystyki*, ed. Z. Dziubiński, Warszawa 2006, p. 90.

⁴² Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, op. cit., p. 122.

⁴³ Cf. K. Przecławski, *Turystyka a wychowanie*, Warszawa 1973, p. 99.

Table 1. Education for recreation (all forms of influence)

Source of influence, emissary of educational and socialisation content	Medium (ways of exerting influence)	Benefits and effects of socialising and educational action
Family	<ul style="list-style-type: none"> • through daily, intentional educational action and unplanned socialisation action • by means of personal examples 	<ul style="list-style-type: none"> • strong internalisation of needs and values in the field of active lifestyle, accepting models of active ways of spending free time, getting used to spend free time in an active and recreational way,
School	<ul style="list-style-type: none"> • through intentional action: • educational • teaching with the use of didactic content, means and methods by the teacher-educator 	<ul style="list-style-type: none"> • developing a certain general level of knowledge and consciousness concerning the necessity of physical activity and healthy lifestyle, • propagating positive models of spending leisure time
Supporting institutions (scouting, youth, sports organisations and the like)	<ul style="list-style-type: none"> • through intentional action: • educational • teaching • by the tutor-animator • making use of the methods of: • personal influence • situational influence • social influence 	<ul style="list-style-type: none"> • developing the level of knowledge and consciousness concerning healthy lifestyle • presenting positive models and proposals of recreational activities
Peer groups	<ul style="list-style-type: none"> • Intentional and unintentional norm- and opinion-forming action • one's own an example • strong identifying processes in groups 	<ul style="list-style-type: none"> • in the case of "positively motivating" peer groups in the field of leisure activity, adoption and imitation of ready-made patterns of behaviour
Local community	<ul style="list-style-type: none"> • mainly unintentional norm- and opinion-forming action imposing pressure on an individual (need of acceptance, conformism) • action as one's own an example – imitating (unity of socio-cultural patterns) 	<ul style="list-style-type: none"> • developing habits and needs in the field of activity relevant to those proposed and accepted by local community • strong control function concerning positive and negative patterns of behaviour
Mass media	<ul style="list-style-type: none"> • elements of state policy as to public health • intentional educational incentives • intentional propaganda incentives • intentional action homogenizing values and patterns 	<ul style="list-style-type: none"> • influence diversified in different groups of respondents • superficial character of adopted patterns • strong influence of fashion • considerable educational significance

Source of influence, emissary of educational and socialisation content	Medium (ways of exerting influence)	Benefits and effects of socialising and educational action
Church	<ul style="list-style-type: none"> • intentional educational action • educational programmes • using the methods of: <ul style="list-style-type: none"> – personal influence – situational influence – social influence 	<ul style="list-style-type: none"> • developing a specific state of consciousness • preparing alternative recreational behaviours • strong control function

Source: *Teoria i metodyka rekreacji. Zagadnienia podstawowe*, ed. I. Kielbasiewicz-Drozdowska, W. Siwiński, Poznań 2001, p. 48.

Family's influence on activity concerning recreation and tourism in leisure time

As already mentioned, family is the most important and first link in the upbringing of a young person. It plays the most essential role in the shaping of attitudes and interests of children and young people. It influences the patterns, habits and capabilities of organising leisure time. Parents are specially responsible for the shaping of their children's culture of free time. This is because leisure time is subject to upbringing discipline, control and partial interference provided by adults. What is of vital significance is the skilful manipulation of the patterns of spending free time in the family.⁴⁴

This fact is emphasised by Z. Tyszka, who has included the recreational-social function in the socio-psychological functions of the family, that is the function showing patterns of free time activities.⁴⁵

W. Siwiński mentions the following obligations of the contemporary family connected with spending leisure time by children and young people and improving the culture of spending free time: (1) shaping children's interests and passions; (2) advising children on how they should spend their free time; (3) organising free time

⁴⁴ Cf. M. Grochociński, *Przygotowanie dzieci do racjonalnego wykorzystania czasu wolnego*, Warszawa 1979, p. 34.

⁴⁵ Cf. Z. Tyszka, "Rodzina," in: *Encyklopedia pedagogiczna*, op. cit., p. 698.

activities in the form of sport-recreational-touristic pastimes, making children go to appropriate centres of after-school education, e.g. connected with physical culture and tourism; (4) controlling free time children spend outside.⁴⁶

T. Wolańska also emphasises that leisure time and recreation play a vital role not only in occasional family “events” or planned activities, but also in the family’s daily life, as everyday life and all issues connected with it are the essence of free time, the general atmosphere of the family home, understanding and the kindness of communication. They also form the basis and motives for developing various forms of life and family’s activity in the field of spending free time and recreation.⁴⁷

K. Czajkowski calls for getting children used to spending free time in an active way already at the age of three and continuing it as long as possible.⁴⁸ In the next years parents’ role in upbringing for the purpose of and through recreation, tourism and sport may be limited, but as observed by T. Kowalik, it has not been explicitly stated anywhere that it should stop.⁴⁹

In this place we may, the same as Z. Dziubiński, use the notion of the “process of primary socialisation to physical culture.” It is actually during this period, in a sort of natural way, in the primary group that the family is, ideas, models, values and attitudes to physical culture are transmitted and at the same time internalised.⁵⁰

An interesting comparison of the results of research on the family as an environment teaching active rest has been made by B. Maj. She has drawn several interesting conclusions from the publications from 1978–1997. According to her, only a small number of families

⁴⁶ Cf. W. Siwiński, “Społeczno-wychowawcze zadania specjalisty kultury fizycznej i turystyki w organizacji czasu wolnego dla osób w różnych grupach wiekowych,” in: *Turystyka, rekreacja i sport jako problem wychowawczy współczesnego człowieka*, ed. W. Siwiński, Poznań 1993, p. 211.

⁴⁷ Cf. T. Wolańska, “Rekreacja fizyczna i turystyka w rodzinie,” in: *Kultura fizyczna a rodzina. Materiały z ogólnopolskiej konferencji naukowo-metodycznej zorganizowanej 11–12.11.1994 r. w Białej Podlaskiej*, ed. S. Arasymowicz, Biała Podlaska, p. 20.

⁴⁸ Cf. K. Czajkowski, *Wychowanie do rekreacji*, op. cit., p. 101.

⁴⁹ Cf. T. Kowalik, *Turystyka rodzinna*, Warszawa 1982, p. 8.

⁵⁰ Cf. Z. Dziubiński, “Socjalizacja do kultury fizycznej. Socjologiczna próba przybliżenia zagadnienia,” *Lider* 2009, no. 12, pp. 7–11.

(usually those better educated) were able to properly orient their children and teenagers to interesting and healthy ideas of using leisure time. Parents with lower level of education rarely realised the need to spend pastimes with their children. Moreover a young person has been inclined to adopt models of spending free time from their nearest and dearest, among which passive rest held an important position.⁵¹

A similar stand in this respect has been taken by other experts on the subject, among others H. Piotrowska, who has observed a considerable discrepancy between the assumed and actual function of the family in upbringing for physical recreation.⁵² Based on all-Poland analyses, he has said that around 90% of parents are not able to distinguish between the goals, methods and content of school physical education, regarding it as the school's internal matter.⁵³

What can be observed here is a sort of "wrong chain," consisting in the fact that parents who do not spend their time actively or creatively, are not able to develop such customs in their children. The latter, becoming parents themselves with the passing of time, continue this "passive tradition," handing it down to the next generations.⁵⁴

However, what is emphasised by J. Rut is the indisputable statement that the role of the family in the education for tourism and recreation is fundamental and the family should not be replaced by any other institution.⁵⁵ The significance of this role also been seen by S. Toczek-Werner, who suggests the programme of encouraging people to get involved in recreation first and foremost concern the family. Children should acquire at home the habit of becoming involved in different kinds of active forms of recreation and tourism, a useful way of spending free time.⁵⁶

⁵¹ Cf. B. Maj, *Spoleczne warunki rekreacji ruchowej i turystyki młodzieży wielkomięskiej*, Kraków 2007, p. 31.

⁵² Cf. H. Piotrowska, "Teoretyczne podstawy rekreacji," in: *"Sport dla wszystkich". Rekreacja dla każdego*, ed. T. Wolańska, Warszawa 1994, p. 15.

⁵³ Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, op. cit., p. 181.

⁵⁴ Cf. R. Winiarski, *Wstęp do teorii rekreacji (ze szczególnym uwzględnieniem rekreacji fizycznej)*, op. cit., p. 127.

⁵⁵ Cf. J. Rut, *Turystyka i rekreacja dla pracy i wypoczynku*, Rzeszów 1998, p. 55.

⁵⁶ Cf. *Podstawy turystyki*, ed. S. Toczek-Werner, Wrocław 2005, p. 25.

According to K. Przeclawski, it is the family that should develop in children the cognitive-observational attitude, teach them how to see the beauty of nature, make them sensitive to the works of people, get them interested in other people's lives, develop an active attitude. The family's activity in this respect should manifest itself in: preparing children to practice tourism by buying relevant books, maps, guidebooks; walking together as a family; through the so-called small daily tourism (e.g. weekend trips, but also afternoon excursions with children to ski, ride a bicycle); walking in the city (to the museum, for an exhibition and the like); organising weekend trips and holiday journeys (itinerary, accommodation, food) with children.⁵⁷

Trips, hiking tours and staying somewhere together in an unusual atmosphere, the feeling of adventure and relaxation may help improve family relations weakened by excessive duties and the nervous tension of everyday life. A close, mutual contact between individual family members, the fulfilment of plans made together in the not infrequently hardships of the hiking trip or stay in nature create favourable conditions for the development of strong family ties.⁵⁸ Moreover, such situations show children to their parents and parents to their children in a different light and in separation from the daily routine, in a slightly different social role. Children may show some skills and how they behave in situations that are different from home and school environment.⁵⁹

It seems legitimate to say that getting involved in tourist activity together may contribute to the integration of family life, and the more effective upbringing through tourism is, the earlier parents become aware of its daily usefulness, the earlier and more systematically they follow the principle which says that "tourism teaches, entertains and brings up."⁶⁰

⁵⁷ Cf. K. Przeclawski, *Turystyka a wychowanie*, op. cit., pp. 99–102.

⁵⁸ Cf. T. Łobożewicz, T. Wolańska, *Rekreacja i turystyka w rodzinie*, Warszawa 1994, p. 50.

⁵⁹ Cf. K. Przeclawski, *Turystyka a wychowanie*, op. cit., pp. 101–102.

⁶⁰ Cf. T. Kowalik, *Turystyka rodzinna*, op. cit., p. 54.

Conclusion

Participation in physical culture and tourist activity depends not only on the individual's free will, but their level is determined by a number of factors, among which Z. Drozdowski has mentioned the most important ones: age, somatic-motoric predispositions, health, and above all motivations. The last ones are shaped above all in the primary upbringing environment, that is the family the significance of which in the area of upbringing for the purpose of participating in physical culture cannot be exaggerated.⁶¹ Schools, social organisations and the mass media also have the obligation of upbringing for physical culture (including free time, tourism and recreation) involving the popularisation of models, creating all sorts of models of organising leisure time, developing habits, customs and attitudes.⁶²

According to K. Czajkowski, this process, which starts in the person's childhood and lasts throughout his or her life, includes:

- (1) arousing interests and recreational needs,
- (2) reinforcing motivation and shaping the system of values and attitudes to recreation,
- (3) developing habits and skills involving physical movement,
- (4) familiarising with new forms of recreation.⁶³

A vital role is played by forms of physical culture non-school activities, which through their voluntary participation contain the ideas of proposal, certain offer, and not compulsion. The climate of free participation, free choice, is an essential factor in shaping the lifestyle, it speeds up and creates favourable conditions for the process of personal and social development.⁶⁴

The skilful interlarding of the family's active lifestyle with the proposals put forward by school and social organisations in this field conditions the consolidation of habits and predilections for the active

⁶¹ Cf. W. Siwiński, *Współczesne problemy turystyki i rekreacji w badaniach empirycznych nauk społecznych*, op. cit., p. 181.

⁶² Cf. M. Demel, W. Humen, "Rola szkoły w wychowaniu do rekreacji fizycznej," *Studia Pedagogiczne 1970*, no. 20, p. 315.

⁶³ Cf. A. Dąbrowski, R. Rowiński, "Wpływ szkoły na kształtowanie potrzeb turystycznych uczniów," op. cit., p. 89.

⁶⁴ Cf. A. Dąbrowski, *Pozaszkolna kultura fizyczna młodzieży – rzeczywistość a potrzeby i oczekiwania*, op. cit., p. 340.

way of spending leisure time and the development of interests in tourism and sightseeing in children and young people.⁶⁵ The effects of upbringing are very distant in time. Therefore tourist and recreational experiences of a young person acquired as a result of what is offered by school, family and other institutions – will not be appreciated by him or her until adult life. These experiences are a very important indicator of the effectiveness of upbringing and education as well as preparing students to function in the society in the character of irreplaceable member.⁶⁶

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⁶⁵ Cf. T. Kowalik, *Turystyka rodzinna*, op. cit., p. 8.

⁶⁶ Cf. E. Mucha-Szajek, *Turystyka jako przedmiot badań nauk społecznych kultury fizycznej*, op. cit., p. 49.

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