



AN EXPLORATORY STUDY TO FIND THE LEISURE TIME ACTIVITIES AMONG SCHOOL GOING STUDENTS.

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Introduction

Leisure time plays a crucial role in the overall development of adolescents, influencing their creativity, physical health, and psychological well-being. With the increasing availability of modern technology, entertainment devices, and smart gadgets, the way young people utilize their leisure hours has undergone a remarkable transformation. Activities that once centered on reading, crafts, and outdoor play have gradually shifted toward digital engagement and passive entertainment. Understanding how school-going adolescents spend their leisure time provides valuable insight into their priorities, lifestyle patterns, and potential areas for health and educational interventions.

Objectives

The primary objective of the present study was to explore the leisure time activities among arts school students studying in selected colleges of Ernakulam.

Materials and Methods

A quantitative research approach was adopted for this study, employing a descriptive research design. The study was conducted among students of the 8th, 9th, and 10th standards from selected schools in Ernakulam district. A total of 100 students who met the inclusion criteria were selected using purposive sampling.

Data were collected using a semi-structured questionnaire designed to assess the various leisure time activities of school-going adolescents. The content validity of the tool was established through expert review by seven subject specialists, whose feedback and suggestions were incorporated to ensure relevance and clarity. The reliability of the questionnaire was established using the test-retest method, which yielded consistent results across two administrations, confirming the tool's stability and reliability. A pilot study was also conducted to test feasibility, and the process was found to be practical and comprehensible for the target population.

The questionnaire included items related to a wide range of leisure activities, such as literary pursuits, sports, crafts, entertainment, traveling, gardening, shopping, and physical fitness. The study also explored the influence of digital devices and social media on the leisure preferences of adolescents.

Results



Out of the 100 participants, 27.5% were aged 10–11 years, 28.5% were aged 12–13 years, 25% were aged 13–14 years, and 19% were aged 15 years. The majority of the respondents (53.5%) were female, and there was an equal representation (50%) from urban and rural areas, as well as from government and private schools.

The distribution of preferred leisure time activities among the students revealed diverse interests. The highest proportion of participants (14%) reported engaging in sports, followed by entertainment (12%), games (12%), cultural activities (10%), traveling (10%), and gardening (10%). Other activities included literary pursuits (7%), physical fitness exercises (6%), crafts (5%), and cooking (4%). A small proportion (2%) of students participated in other miscellaneous leisure activities. Interestingly, none of the students expressed interest in political activities.

Discussion

The findings indicate that adolescents in the arts stream exhibit a broad spectrum of leisure preferences, with a noticeable inclination toward physical and entertainment-oriented activities rather than creative or intellectual pursuits such as reading or crafts. The influence of modern technology and easily accessible entertainment options appears to have shifted the pattern of leisure among young people. As life goals, achievements, and daily routines evolve due to technological advancement, the use of time-saving gadgets, home appliances, and smart devices has reshaped adolescents' concepts of leisure.

The emergence of new leisure opportunities—ranging from digital gaming and online streaming to social media engagement—has also redefined how students perceive relaxation and recreation. These changing trends underscore the need for educators and parents to guide adolescents toward balanced leisure practices that combine recreation, creativity, and physical activity to foster holistic development.

Conclusion

The study concludes that adolescents demonstrate varied leisure time behaviors, with a predominant interest in sports, entertainment, and social recreation. The use of electronic devices and the expansion of digital entertainment options have influenced their leisure preferences. Promoting constructive leisure time engagement—such as arts, literature, and physical fitness—can help young individuals achieve emotional balance, reduce stress, and develop lifelong healthy habits.

Key Words: leisure time activities, school going student.

Introduction

Free time encompasses all the activities individuals choose to engage in for relaxation, enjoyment, social interaction, or self-improvement. It serves as a vital component of human life, promoting physical, emotional, and intellectual well-being. Leisure activities vary greatly depending on one's environment, personal interests, and gender, and their role in human development differs across age



groups. These differences often lead to variations in how people perceive, select, and participate in leisure pursuits. It is therefore expected that students' leisure time activities are influenced by a combination of contextual, social, and developmental factors.

In contemporary society, the daily lifestyle of school students has become increasingly diverse compared to previous generations. Traditional forms of recreation such as reading, crafts, and outdoor games have given way to modern activities like video gaming, organized sports, and social media engagement. Playing ball games, attending outdoor events, and using digital entertainment devices have become prominent aspects of adolescents' leisure. Today's high school students are considered among the most energetic and active groups in society, navigating a critical period of personality formation and adaptation to adult roles. During this stage, young individuals undergo significant physical, psychological, and social transformations that shape their behaviors, values, and future aspirations.

However, adolescence also represents a vulnerable stage of development, where academic pressure, peer influence, and the desire for social acceptance can lead to maladaptive behaviors. Exposure to high stress levels and easy access to harmful substances may increase the likelihood of early initiation of tobacco, alcohol, or drug use, which often correlates with poor academic outcomes, impulsive behavior, and long-term psychological risks. As adolescents attempt to establish their identity and autonomy, some fail to adjust to the rapid pace of social change, which may result in risk-taking behaviors such as substance abuse, unsafe driving, and delinquency. Notably, road safety-related health risks, including high-speed driving among youth, are becoming a serious public concern.

Engagement in constructive leisure activities plays a crucial role in promoting mental, emotional, and cognitive development. With the technological explosion of modern society, there has been a remarkable transformation in how young people utilize their leisure time. While technology has opened avenues for creativity, learning, and communication, it has also contributed to more sedentary and screen-based behaviors. Appropriate and meaningful leisure activities can reduce stress levels, elevate mood, and lower physiological arousal such as heart rate. Furthermore, active engagement in leisure enhances psychological well-being, encourages social participation, and helps prevent unhealthy coping patterns.

It is, therefore, essential that adolescents be encouraged to immerse themselves in positive, health-promoting leisure activities that foster balance, creativity, and self-regulation, while protecting them from the adverse effects of external stressors and unproductive habits.



Methodology

Research Design and Approach

A quantitative research approach was adopted to describe the leisure time activities among arts school students. The study employed a non-experimental descriptive research design to systematically explore and document the various forms of leisure engagement among adolescents.

Ethical Considerations

A detailed research proposal and the data collection tool were submitted to the Institutional Ethical Committee for review. Ethical clearance was obtained prior to the commencement of the study. Formal written permission was also secured from the principals and headmasters of the selected schools in Ernakulam district. After explaining the purpose and objectives of the study, informed written consent was obtained from both the parents and the participating students.

Each participant was assigned a unique code number to maintain anonymity and confidentiality. Only the principal investigator had access to the code sheet linking the identification number with the participant's details. The participants were assured that their responses would remain confidential and be used solely for research purposes.

Population and Sampling

The target population consisted of arts school students studying in the 8th, 9th, and 10th standards in selected schools of Ernakulam district. A total of 100 students were selected using the convenience sampling technique from those who met the inclusion criteria.

Inclusion Criteria:



Students aged 10 to 15 years.

Students who were willing to participate in the study.

Exclusion Criteria:

Students engaged in practical laboratory sessions during the data collection period.

Students who were attending tests or examinations at the time of data collection.

Data Collection Instrument

A semi-structured questionnaire was developed by the investigator to explore the various leisure time activities of school-going adolescents. The tool consisted of 12 items, classified under specific categories such as:

Literary activities

Crafts

Cultural activities

Entertainment

Traveling



Gardening

Shopping

Sports and games

Politics

Cooking

Physical fitness

Other leisure activities

The questionnaire also included a demographic profile section covering age, gender, class (standard), type of school, and area of residence (urban/rural).

Validity and Reliability

The content validity of the tool was established by obtaining expert opinions from seven professionals in the fields of nursing and education. Their feedback and recommendations were incorporated into the final version of the instrument. The reliability of the tool was determined using the test–retest method, which yielded consistent results when administered on two separate occasions, confirming its stability and reliability. A pilot study was conducted among 10 students to test the feasibility of the tool, and the procedure was found to be practical and easily comprehensible.



Data Collection Procedure

After obtaining ethical approval and necessary permissions, data were collected during regular school hours. The investigator personally administered the questionnaire to the participants in small groups after obtaining their assent and parental consent. The students were instructed to complete the questionnaire honestly and independently.

Data Analysis Plan

Data were entered and analyzed using descriptive statistical methods. Frequency and percentage distributions were used to summarize and interpret the demographic characteristics and leisure time activities of the students. The results were presented in tabular and graphical forms for clarity and ease of understanding.

Results

Section A: Description of sample demographic data.

Section B: The leisure time activities OF school going students

SECTION A

Description of sample demographic data

Among the subjects, 27.5% of subjects were in the age group of 10-11 years, 28.5 % were in the age group of 12-13 years, 25 % were in the age group of 13-14 years, 19% were in the age group of 15years .Forty six subjects were males and 53.5 % were females. There were equal representation (50%) of the subjects from urban and rural areas and from government and private settings and



Majority (52. 5 %) of the students are belong to 8 th standard , remaining students 24. 5 % and 23 % of the students belong to 9 th and 10 th standard respectively .

SECTION B

Table 1: Frequency and percentage distribution of subjects based on leisure time activities. **N=100**

Leisure time activities	f	%
Literary	7	7
Crafts	5	5
Cultural activities	10	10
Entertainment activities	12	12
travelling	10	10
Gardening	10	10
Shopping	8	8
Sports	14	14
Games	12	12
Physical fitness	6	6
Cooking	4	4
Politics	-	-
Miscellaneous leisure timeactivities	2	2

Result



The study findings revealed a diverse range of leisure time preferences among arts school students. A small proportion (7%) of the participants reported literary activities—such as reading and writing—as their preferred way of spending leisure time. Craft-related activities were chosen by 5% of students.

Approximately 10% of the participants engaged in cultural activities, traveling, and gardening during their free time. The most popular leisure pursuit among the students was sports, preferred by 14% of the respondents. Entertainment activities (such as watching television or listening to music) and playing games were chosen by 12% of participants each.

A smaller proportion of students reported engaging in shopping (8%), physical fitness activities (6%), and cooking (4%) as part of their leisure routines. Interestingly, none of the students expressed an interest in political activities, while 2% mentioned participation in miscellaneous leisure activities not specified in the questionnaire.

Discussion

The present study was conducted among 100 school-going students from selected schools in the Ernakulam district to explore their leisure time activities. The demographic analysis revealed that 27.5% of the participants were in the 10–11 years age group, 28.5% were aged 12–13 years, 25% were in the 13–14 years group, and 19% were 15 years old. Regarding gender distribution, 46% of the participants were male, while 54% were female. There was an equal representation (50%) of students from both urban and rural areas, as well as from government and private schools. In terms of



educational level, the majority (52.5%) of the students were studying in the 8th standard, while 24.5% and 23% were enrolled in the 9th and 10th standards, respectively.

These findings are consistent with a study conducted at Agatize Baysal University, which examined the relationship between leisure time activities and assertiveness levels among students. In that study, 71.8% of participants were girls and 28.2% were boys, demonstrating a similar gender composition with a predominance of female students in leisure-related studies.

In the present study, a variety of leisure activities were identified among adolescents. Seven percent of students preferred literary activities such as reading and writing, while 5% engaged in crafts. Twelve percent of students reported entertainment activities (watching television, listening to music, etc.), and 10% were involved in cultural activities. Another 10% each spent their leisure time traveling and gardening, whereas 8% reported shopping as their preferred pastime. The largest group (14%) participated in sports, followed by 6% who engaged in physical fitness activities and 4% who preferred cooking. Additionally, 12% of the students played games, and a small proportion (2%) reported miscellaneous leisure activities, including cleaning, sleeping, and chatting with friends.

The findings align with those of Tomomi Hanai (2021), who studied the relationship between leisure time and life satisfaction among Japanese university students. In Hanai's study, participants engaged in diverse leisure activities such as walking, jogging, and marathons (3%), playing sports (13.3%), and watching sports (9.2%). Regarding hobbies, 65.3% of respondents reported dining out and shopping,



31.6% watched movies, 48% enjoyed music, and 21.4% engaged in reading books. Other leisure activities included playing video games (18.4%), social games (22.4%), cooking (7.1%), domestic travel (13.3%), and visiting cultural facilities (14.3%). These findings reflect global patterns in which adolescents and young adults prefer entertainment-based and social leisure pursuits over solitary or creative activities.

The results of the present study highlight a similar trend among Indian adolescents, where sports, entertainment, and games emerged as the most preferred leisure activities, while participation in literary and craft-based pursuits was comparatively low. This shift suggests the growing influence of modern technology, peer culture, and lifestyle changes on students' leisure preferences. Encouraging engagement in constructive leisure activities—such as arts, reading, and physical fitness—can help promote holistic development, enhance well-being, and prevent excessive screen dependency among school-going adolescents.

Conclusion

The present study revealed that school students engage in a wide variety of leisure time activities, reflecting diverse interests beyond their academic pursuits. Participation in recreational activities provides students with opportunities to discover and develop talents outside the academic domain, which can contribute to future career growth, personal satisfaction, and overall life enrichment. Since school students represent one of the most energetic and dynamic groups in society, channelizing their



energy toward productive and creative leisure activities can promote holistic development—benefiting both the individual and the community at large.

Encouraging adolescents to engage in structured leisure programs—such as sports, arts, reading, and cultural activities—can enhance their physical fitness, creativity, and emotional well-being. Schools and educators can play a pivotal role by integrating recreational opportunities within the academic schedule to promote balanced growth.

Limitations

During the course of the study, the investigators faced certain operational challenges. One of the main difficulties encountered was the coordination of students from various departments into a single classroom for data collection. This challenge was effectively managed with the support of the class coordinators and school authorities. Despite these efforts, the limited time frame of the study restricted the researchers from conducting additional follow-ups or repeated visits to reinforce data accuracy and observe behavioral consistency. Nevertheless, the majority of participants demonstrated high levels of cooperation and enthusiasm, which contributed significantly to the smooth execution of the research process..

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