

# Importance of the Leisure Time Activities of High School Students

Dr. M. Nageswara Rao

M.Sc., M.Sc., M.Ed., M.Phil. Ph.D., SET, NET

## Abstract

This paper emphasize an Study or Investigation About The Leisure Time Activities Of High School Students In Ramachandrapuram Municipality with effect from Gender And School The Total Sample is 160 students and complete questionnaire received 118. Relaxation, Entertainment, Personal Development are main functions of the study and the most popular hobbies proved viz., Reading books ,Playing games, Watching movies, Watching T.V., and Listening \ playing music. Hypothetically this study was emphasized there is no significance difference between in the pattern of leisure time activities of secondary school students through the independent variables of gender; male &female and class: VII & IX.

Key words: Leisure Time Activities, High School

**Preamble:** Some study done by *A.D Mueller* show clearly that leisure time activities do not interfere with academic of students, if students realise proper value of leisure time. If the proper values are developed among the students to use their leisure constructively, much of the unrest will disappear. Hence this has become a very worthwhile problem for investigation. The proper utilization of leisure is not taught to students either by parents or by students. One of the most important and challenging problems we face today is how to utilize our leisure time in the pursuit of proper constructive activities. "An ideal mind is a devil's work shop". Education has been made free and compulsory in our country upto the age of 14 years according to the Right to education Act.2009. But it is common experience that all children who join school do not stay there complete their do stay there till they complete their high school studies. So far school has just been catering to one aspect of education that is imparting knowledge of three hours. It is common experience that who students don't have proper hobbies, they waste their leisure time in gossiping loitering around gambling seeing crime, movies, reading cheap novels, drinking and other harmful activities which are detrimental to them as well as to the society; result in increase in the number of delinquents. In this investigation attempt is made to see effect of these leisure time activities on the academic achievement of the students. Although the concept of leisure has varied in some respects from time to time, it has always carried with it the idea of free time, that is, spare time at one's disposal. In this leisure is seen as freedom from the necessity of being occupied.

Leisure is also viewed as a form of non-work activity in which people engage during their free time, apart from the obligations of work family and society. According to Joffre Dumazedier, leisure involves three essential functions: Relaxation, Entertainment and personal development. Berger views leisure chiefly as a form of behaviour and stresses that it is a voluntary activity carried in free time in sharp contrast with work, which is required, utilitarian and rewarded in economic terms.

For children, play is essentially a learning medium but for too many years it has often been viewed as a frivolous pastime. The greatest values of play in education are that it is interesting to children, holds their attention, arouses their enthusiasm, is fun and contributes to the development of personality. Play in leisure is an effective learning medium because of the importance placed on it by children and its potential influence on all aspects of behaviour. It is usually considered to be pleasant and voluntary. Play is also necessary for the mental health of children. Children who are emotionally disturbed often prefer to play with things rather than interact with other children, and demand adult attention and approval of their play. Children who are well adjusted find it easy to slip into and of various roles in dramatic play. "Leisure is that complex of self-fulfilling and self-enriching values achieved by the individual as he uses leisure time in self-chosen activities that recreate him".

**The Background of the Leisure:** In Aristotle the world 'peace' and 'leisure' come together often. They repeat his thesis that wars are fought to have peace and peace is needed for leisure. In Aristotle's short definition time has no role leisure is a condition or a state, the state of being free the necessity to labor. According to *Aristotle*, not about, but action is contrast to leisure. He spoke of the leisure versus the life of action. Leisure is freedom from the necessity of being occupied. This includes freedom from the necessity to labor, but it could also embrace any activity on finds necessary to perform; but would fair be free of leisure is a state of being in which activity is performed for its own sake, or its own end. The most common conceptualization views leisure as portion of time which remains when time work for work and the basic requirements for existence have satisfied.

**Functions of Leisure:** Leisure has three major functions. They are,

- 1) Relaxation
- 2) entertainment
- 3) personal development

Relaxation provides recovery fatigue leisure repairs the physical and nervous damage wrought by tensions of daily pressures and particularly. Entertainment is the second function of leisure. If relaxation gives recovery from fatigue, entertainment, spells deliverance from freedom. In the development of personality leisure serves to liberate the individual from daily automatism or thought and action.

**Leisure Time Activities with Particular Reference to School going Children:** Education is the institution primarily responsible for teaching people to make good use of leisure time. Institutional functions expands in response to the modern leisure education requirements of the society and takes on related education functions even though these may be merely secondary purpose. All human societies have formalized the education and training of the youth in some fashion. In country education encourages and guides youth in their basic growth adulthood, toward being economically and politically productive and useful individual in the community. The function of the school in educating for leisure or in not educating for leisure is crucial in the present movement toward an increasing understanding and use of leisure and recreation as a means for enhancing the worth of the individual and his happiness in life education is now becoming aware that to fulfill its institution its institutional functions it must help individuals to gain attitudes and understanding about leisure time and to development skills, in its us. Another impact on education is the recognition that not only is and ethic of play necessary for individual self fulfillment in the age of leisure; but also that the speed; the function; the pressures; and the tensions of modern urban and industrial living threaten great damage to the individual personality unless some means for relaxation for tension reduction; and for receptivity a remade available and people are education to use them. The schools have the opportunity to contribute to leisure education and recreation in four basic areas. The first area is the formal curriculum. Leisure arts have been given a prominent place. In the curriculum other subjects offered earlier with a vocational emphasis have been reorganized to be offered for their leisure use.

The second area is extra class recognized as informal education in method and contents although seen as part of the total curriculum experience. Finally, the Leisure Time Activities are most important for the All-Round Development of the high school children.

**Objectives of the Study:**

- 1) To evaluate the level of awareness of the significance of leisure among different group of school children.
- 2) To study the pattern of leisure time activities of students with respect to the class in which they are studying.
- 3) To study difference in the pattern of leisure time activities with respect to gender.

**Hypotheses:** Based on the objectives, the following null-hypotheses have been formulated.

1. There is no awareness of the important of leisure in school children.
2. There is no significant difference in the pattern of leisure time activities of schoolchildren with respect to the grade (class) of study.
3. There is no significant difference in the pattern of leisure time activities of boys and girls.

The survey type methodology has been chosen to gather information about the attitude of school children with regard to the important given to leisure-time activities. A questionnaire was prepared to elicit this information and administered to a randomly selected sample of school children. The responses of the students were analyzed to test the hypotheses and to draw conclusion.

**Methodology:** Methodology is the specific methods and procedures adopted for acquiring the information required for solving the problem in a research investigation. The survey method of descriptive research is employed for the present study. Data was collected by personally presenting the questionnaire to the students of various secondary schools in the researcher has used one tool of research for the study, a Questionnaire for students. The population of the present study consists of the students of secondary schools of Ramachandrapuram Municipality, Hyderabad 118.

**Sampling:** The stratified random sampling technique was used in the present study. In this method, the sample is divided into different groups according to the independent variables used in the study. Then random samples are drawn from each of the groups by any simple random sampling procedure. In the present study, the two groups or Independent variables are used:

- 1) Class of study (High School)
- 2) Gender (Boys and Girls)

For the first variable, viz., class of study, students of VII and IX classes were chosen. VII class represents the middle school stage and IX class represents the high school stage. The students of these two classes constitute the outgoing students of the respective stage of education. They appear for the corresponding Board Examination. In the background of their occupation for the examination, it becomes interesting to study their interests and feelings with regard to leisure time activities.

Second variable, viz. gender, is chosen since the attitude of boys and girls generally differs in any aspect, including the leisure time activities. Accordingly the samples were selected only from VII and IX class students of different schools. The schools were selected by simple random sampling.

In each school, questionnaires were distributed to boys and girls of VII and IX class students at random.

**Sample size:** The sample size of the present study originally chosen is 120 students. The proposed stratified random sampling distribution is shown in 4.1 table.

*Table 4.1-Proposed distribution of (2 x 2) stratified random sampling.*

GENDER	CLASS		TOTAL
	VII	IX	
Boys	30	30	60
Girls	30	30	60
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>

**Research Tool:** Different evaluation tools are used for different situations. The choice of the evaluation tools depends upon the aims and objectives which the investigator has in mind. The different types of evaluation devices can be broadly classified into these categories: Test, Observation, Interview, Attitude scale, Rating scale and Questionnaire. Two discarded because of data was in-completed. Finally, the total sample is 118. The tool used in the present research is the questionnaire (closed or an open form).

**Data Analysis and Results:** The score of students in a group are subjected to statistical analysis to determine the range, mean and standard deviation. This statistical data is examined to evaluate the degree of awareness of the importance of leisure time activities among different groups of students.

**General level of awareness:** table 4.2 gives the summary of statistical data for the complete sample of 118 students.

Table: 4.2: Distribution of scores of degree of importance given to leisure-time activities for all the students

Number of students	Mean score	Mean as percent of MPS	Range of scores	S.D.	Relative S.D.wrt mean, %
118	12.56	62.8	5-19	4.97	39.6%

As can be seen from table 4.2 the mean score of the degree of importance given to leisure-time activities is 12.56, or only nearly 63% of the Maximum Possible Score (MPS). It can be considered that, on the average, awareness amongst the students about the importance of leisure time activities is fairly high. However, the variation of the scores is also high as can be understood from the range, S.D. and Relative S.D. values. The scores vary from 25 % of the maximum possible score and the standard deviation is as high as 40%. Number of students who obtained a score of less than the mean is 24 (41) and those getting less than 50% score is 11 (19%). It means that quite a fraction of students has low level of awareness.

**Relation with the class of study:** Table 4.3\_Distribution of scores of the degree of importance given to leisure time activities for students of VII and IX classes.

CLASS	No. Of Students	Mean Score	Mean As % of M P S	Range	S.D.	Relative S.D. WRT Mean, %
VII	62	11.42	57.1 %	5-16	3.9	34%
IX	56	13.82	69.1 %	5-19	5.1	37%

It can be seen from Table 4.3 that the mean score for IX class students

is somewhat higher than that of VII class students (69.1% compared to 57.1%) however; the standard deviation in both the group is high. The difference in the level of awareness of the importance of leisure – time activities between VII and IIX class can be explained by the fact that in the middle school students are given a lot of home work and the teachers force the students to do their homework regularly. In IX class, probably students are less pressurized by the teachers and hence they engage in some leisure-time activities, rather than spending all their non-school hours in homework.

**Relation with Gender:** If we consider all the distribution of score for the two groups, namely, boys and girls is presented in Table students, five hobbies can be identified as popular. They are in order of decreasing importance: Reading books (69.5%), Playing games (57.6%), Watching movies (57.6%), Watching T.V.(50.8%), Listening/playing music (16.9%). Some other hobbies of lesser importance are: collecting articles, cycling, gardening, drawing and dancing. Hobbies of lowest popularity are painting, video games and cooking.

Table 4.4- Pattern of leisure-time activities of school children with respect to the grade (class) of study.

Leisure-Time ACTIVITIES	VII (62)		IX (56)		TOTAL (118)	
	No of students	%	No of students	%	No of students	%
Watching T.V.	30	48.4	30	53.6	60	50.8
Reading books	44	71.0	38	67.9	82	69.5
Painting	2	3.0	-	-	2	1.7
Collecting articles	6	9.7	2	3.6	8	6.8
Movies	32	51.6	36	64.3	68	57.6
Cycling	4	6.5	4	7.2	8	6.8
Playing games	44	71.0	24	42.9	68	57.6
Video games	2	3.0	-	-	2	1.7
Music	6	9.7	14	25.0	20	16.9

Writing	2	3.0	-	-	2	1.7
Gardening	2	3.0	6	10.7	8	6.8
Drawing	2	3.0	2	3.6	4	3.4
Dancing	2	3.0	2	3.6	4	3.4
Cooking	2	3.0	-	-	2	1.7

In the case of VII class students, the order of importance of hobbies is as follows: Reading books (71.0 %), playing games (71.0 %), watching movies (51.6%), watching T.V (48.4%) Listening music \ playing (09.7 %), Collecting articles (09.7%). In the IX class students, the order of importance of hobbies is as follows: Reading books (67.9%), Watching movies (64.3%), Watching T.V.(53.6%), Playing games (42.9 %), Listening music\ playing (25.0 %) and Gardening (10.7 %).

A close examination of the data presented above shows that the most popular hobbies are roughly the same both for VII and IX class students. Reading books occupies the top position for both the groups, while playing games is also in the top position for IX class students. Probably, because of the pre-occupation to prepare for the school final examination, the IX class students do not find time to go out and play. The hobbies of watching movies and T.V. take a prominent place for both the groups of students.

**Pattern of Hobbies With Respect To Gender:** Table 4.5 gives the list of various pursued by boys and girls. It can be inferred from table 4.5 that most popular hobbies of boys, the descending order of importance, are as follows: Reading books (75.8 %), Playing games (60.6 %), Watching movies (54.5 %), Watching T.V (42.4 %), Listening \ playing music (15.1 %), Collecting articles (12.0 %). *In the case of girls*, the order of importance of hobbies is as follows: Reading books (73.0 %), Watching movies (61.5 %), Watching T.V. (57.1 %), Playing games (53.8 %), Listening \ playing music (19.2 %) and Gardening (15.4 %). It can be seen that the top 05 (Five) most popular hobbies are the same both for boys and girls. Thus there is not much difference between the patterns of hobbies of boys and girls. Reading books is the top most item for both groups one noticeable difference between the two groups is that playing games occupies second place of importance in the case of boys, where as in the case of girls, the second choice is watching movies, and playing games is reduced to fourth place. Watching T.V listening and playing music are the next important hobbies for both the groups.

**Table 4.5** - Pattern of leisure time activities of boys and girls.

L.T Activities	Boys (66)		Girls (52)	
	Number	%	Number	%
Watching T.V.	28	42.4%	30	57.1%
Reading booking	50	75.8%	38	73%
Painting	2	3%	-	-
Collecting Article	8	12%	-	-
Movies	36	54.5%	32	61.5%
Cycling	4	6%	4	7.7%
Playing games	40	60.6%	28	53.8%
Video games	2	3%	-	-
Music	10	15.1%	10	19.2%
Writing	-	-	-	-
Gardening	-	-	8	15.4%
Drawing	-	-	4	7.7%
Dancing	-	-	4	7.7%
Cooking	-	-	2	3.85%

Based on the analysis of data, the hypotheses formulated can be examined.

**Hypothesis-I:** "There is no awareness of the importance of leisure in school children". The table 4.2 shows the level of awareness of the importance of leisure in school children. The mean of scores that indicate the degree of importance given to leisure time activities is nearly 63%. Thirty seven students out of 57 (i.e.,66)

students have the mean score of greater 50%. As can be found from Table 4.5, a major percentage of students pursue several hobbies such as reading books, playing games, watching movies \ T.V. etc. Thus it can be concluded that the awareness of the importance of leisure in school children is fairly high.

**Hypothesis-II:** There is no significant difference in the pattern of leisure-time activities of school children with respect to the grade (class) to study. As seen from Table 4.3, the means of scores for classes VII and IX are 11.42 and 13.82 respectively. In terms of percentage with respect to maximum possible score (20), the mean are 69.1% and 57%. Thus there seems to be difference with regard to class of study. However, the standard deviation of the mean score is 3.9 and 5.1 respectively, for VII and IX classes. If the means are represented as 11.42 +- and 13.82 +- 5.1, the effective range of scores becomes 7.5-15.3 for VII class, and 8.7 – 18.9 for IX class. Thus there is some overlap in the scores of the two groups, and the difference is not very significant. The table 4.5 shows that the most popular hobbies are roughly same both for VII and IX class student, except in the position of some hobbies such as playing games.

From the discussion presented above, it follows that there is no significant difference in the pattern to leisure time activities with respect to the class of study.

**Hypothesis-III:** There is no significant difference in the pattern of leisure time activities with regard to gender. Table 4.4 show that the means of scores indicating the degree of importance given to leisure time activities are almost equal for and girls' and the variance is also more or less equal. Table 4.5 show that the top five most popular hobbies are the same both for boys and girls. The only difference observed is that playing games is the second choice after reading books for boys, watching movies is the second choice for girls. Thus, there is no significant difference in the pattern of leisure time hobbies with regard to gender.

**Summary:** Leisure time means the free or spare time at one's disposal that is not spent on the activities of making a living i.e. on one's occupation such as job or business. Leisure time activities include hobbies, avocations, sport and recreation, music, arts, and the entire range of creative work. They also involve forms of non-vocational public and personal service. Leisure time activities play an important role in the development of personality of children. However, there seems to be a lack of awareness among students, parents and teachers about the need and importance of leisure. Greater emphasis is given to the routine learning processes of class-room teaching, homework, private tuitions. A major part of students' daily schedule is used only for conventional learning activity. Such approach of gives no leisure to students' in not conducive to the growth of their personality. Tedious daily routine of school, homework and tuitions may lead to mental fatigue and break up of children and to abnormal behavior. In this context, schools play an important role in making the children gain attitudes and understanding about leisure and to develop skills in its use. Keeping in view the importance of leisure time activities in the personality development of school children, an attempt is made in this dissertation to study the level of awareness about the importance of leisure time activities among school children and evaluate differences in the pattern of leisure time activities of secondary school children of middle and secondary stages. Differences with respect to gender also have been studied.

**Conclusions:** Based on the detailed analysis of the results presented in the previous chapter, the following conclusions can be made: In general, the average level of awareness amongst the students about the importance of leisure time activities is fairly high. A major percentage of students pursue several hobbies in their leisure time. There is some difference in the degree of importance given to leisure between VII, and IX class students. However, the difference is not very significant. There is no difference in the degree of importance given to leisure between boys and girls. The most popular hobbies of these students are identified as: Reading books, playing games, Watching movies, Watching T.V., Listening \ playing music.

The most popular hobbies are roughly the same for both VII and IX class students: There is not much difference between the patterns of hobbies of boys and girls. They are, Hypotheses -1 that "there is no awareness of the importance of leisure in school children" is rejected. Hypothesis -2 that "there is no significant difference in the pattern of leisure time activities of school children with respect to the grade (class) of study" is accepted. Hypotheses -3 that "there is no significant difference in the pattern of leisure

time activities with regard to gender is accepted. Therefore, useful leisure time activities are very important in the primary, secondary, and higher secondary school stage also.

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