



Importance of the Leisure Time Activities for Adolescent learner

Dr. Pawar Gopal Ramrao

Principal

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Mr. Torane Ganesh Dinkar

Assistant Professor

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Mrs. Jadhav Sangita Kachru

Assistant Professor

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Abstract:

Adolescent characteristics emerging scenario of leisure time activities in different segments of adolescents, and responsibilities of teachers and schools in promoting wellness of our adolescents. It indicates the continuance of influence of traditional gender roles, school type divide, and several implications for leisure time use among Indian school adolescents for their health and well-being. We need to acknowledge that adolescents are prime wealth of our country and we need to work towards their betterment. Adolescents' school performance is influenced by several factors and meaningful leisure time, especially organized activities, has great potential to impact academic results. Therefore, this study aimed to gain a greater understanding of how community actors perceive meaningful leisure time and how they work to create meaningful leisure time with the intention of increasing the chances for more adolescents completing upper secondary school. Semi-structured interviews with 14 informants, representing nine different community actors in a middle-sized city in Sweden, were conducted and analyzed using content analysis. Results suggest that meaningful leisure time positively impacts adolescents' mental health through social relations, support, and guidance. Leisure is believed to have spillover effects on reducing stress, manage school demands and performance. Nevertheless, leisure time activities and school performance must be balanced with time and effort. Community actors work proactively with availability, individual approaches, and offering activities to create meaning. From a societal perspective, places to hang

out with supportive adults, in particular structured activities should be regarded as a social investment in adolescents' health and prospects, especially in deprived areas where fewer activities are available. Finally, ensuring meaningful leisure time is in line with the Convention on the Rights of the Child.

Keywords: *Leisure Time Activities, Adolescent learner,*

Introduction

The asset of a nation is its young population. However there exist a lot of ambiguity in the definition of young people and terms like young, adolescents, adults, young adults are often used interchangeably. World Health Organization (WHO) defines 'adolescence' as age spanning 10 to 19 yr, "youth" as those in 15-24 yr age group and these two overlapping age groups as "young people" covering the age group of 10-24 yr. Adults include a broader age range and all those in 20 to 64 yr. Adolescence is further divided into early adolescence (11-14 yr), middle adolescence (15-17 yr), and late adolescence (18-21 yr). Individuals in the age group of 20 - 24 yr are also referred to as young adults. The National Youth Policy of India (2003) defines the youth population as those in the age group of 15-35 yr. The national youth policy of India 2014 says that youth in the age group of 15-29 years comprise 27.5% of the population. At present, about 34% of India's Gross National Income (GNI) is contributed by the youth, aged 15-29 years.

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 up to 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.

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 though and action.

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 though and action.

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.

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.

Leisure time as a health-promoting resource

The first category describes how informants perceive meaningful leisure time. The informants described the importance of leisure time for adolescents' health and school performance. Moreover, this section presents informants' perceptions of how adolescents' prerequisite may affect their chances of achieving meaningful leisure time.

1. The importance of balance and meaningfulness

Leisure time was primarily perceived as a health-promoting resource that has a positive impact on both physical and mental health as well as on school attendance and education. Informants believed leisure time should be undemanding but fun and meaningful as described in the quote below. This time can include various activities such as physical recreation or culture.

... A leisure time that's fun. And it can be a sport or something else like music, theater, or dance or whatever. That it makes you relax. You have fun, relax. Although it is tough for a while in school, you have a leisure time that is fun and that works for you. Or you have good and fun friends.

2. Inequalities in prerequisites for adolescents

The informants perceived differences in gender, age, and socio-economy in who participates in activities. For example, boys and adolescents in primary high school participate in the activities more than girls and adolescents in upper secondary school.

Girls were thought to be more negatively influenced by social media than boys. Older adolescents were perceived to be restricted in their leisure because most activities are organized for younger adolescents. Therefore, adolescents in upper secondary school may find it challenging to find meaningful leisure activities. Additionally, a decrease in participation in sports activities and an increase in competitiveness were perceived to make adolescents drop out of sports activities.

Inequalities are further increased as some sports associations were considered to target adolescents with higher socioeconomic status and to exclude adolescents with low socioeconomic status, foreign origin, and disability.

1) Efforts to activate adolescents

This category explains how community actors create leisure time for upper secondary school students with a focus on making it meaningful. This section also demonstrates what informants perceive to be important in their work to reach and activate adolescents, such as an individual-focused approach but also the importance of a physical place to be during leisure. Moreover, this category primarily represents perceived efforts towards adolescents who are not active in an organized activity and towards adolescents with different social challenges and living conditions.

1 Offering various accessible activities

Community actors work with adolescents in different ways. Five actors are in direct contact with adolescents, aiming to increase security in school and society, and one organization supports students who have incomplete grades. The youth centres are often run by the municipality and are usually located in the vicinity of a school. Adolescents can meet at the youth centre after school and participate in both structured and unstructured activities such as cooking, playing ping-pong, or just hanging out.

Libraries usually offer activities for younger children and do not have targeted activities for upper secondary school students. However, some libraries have become meeting places for adolescents. The religious centre provides a meeting place for people of all ages, but they also have a section for adolescents where they decide what kind of activities they want. Four community actors work strategically and have an indirect effect on adolescents' leisure time. One organization provides sports clubs with education and advises them on how to become more inclusive. They also encourage adolescents who otherwise are not engaged in sports or physical activity. They arrange events in which adolescents can try out different sports and have the member fee covered for a limited period. In addition, community actors make sure to provide places that adolescents can visit during their leisure in the evenings, on weekends, or on school holidays.

2 Identifying needs

The informants stated that safe meeting places, such as youth centres, outside the home or school are important to achieve meaningful leisure time. Youth centres can have activities that provide meaningfulness to adolescents who for any reason are not enrolled in other activities. The community actors, therefore, believed youth centres should be given more resources.

3. Individual-focused approach

Informants expressed that meeting adolescents unconditionally, and genuinely, and paying attention to how adolescents are feeling made a big difference in building relationships with them during leisure activities. As the goal is to create good relationships with adolescents, it is perceived as important to be present, to really listen, to give positive feedback, and employ a coaching approach. Investing in the relationships, beyond the activity itself, is thought to avoid issues later in life for the adolescent

2) Strengths and limitations

There are several other community actors working with adolescents outside the school in a similar field of work, as well as other professions at different levels who could have been included in the study. This may have produced a different result. On the other hand, qualitative methods are about discerning specific observations, and the sample was also done together with officials who had good knowledge of local community

Leisure time is a broad concept and can be interpreted in different ways. This may have led to the informants' experiencing difficulties in explaining meaningful leisure time and how they strive to create meaningful leisure time for adolescents. Some informants requested the interview guide prior to the interview to prepare for the questions, which may have contributed to further descriptions.

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.

Conclusion:

The community actors work to create meaningful leisure time for upper secondary school students by supporting them, providing a safe place for them to use in their leisure time, and arranging activities. Community actors' work might lead to increased comprehensibility, manageability, and meaningfulness. Informants perceived meaningful leisure time as important for adolescents' school performance. Empowering adolescents through meaningful leisure time could have positive effects on their health and school results and hence, result in fewer health inequalities. Working to achieve meaningful leisure time for upper secondary high school students could be part of a strategy of early social investments that enable adolescents to complete upper secondary high school and to live healthy and fulfilling lives.

References:

- Adolescent health and development. WHO Regional office for South-East Asia. Retrieved from http://www.searo.who.int/entity/child_adolescent/topics/adolescent_health/en/index.html .
- Checkley K.(2004). Meeting the Needs of the Adolescent Learner. *Education Update*, 46 (5),
- Jekielek S, & Brown B. (2005). *Kids count/PRB/Child Trends Report on Census 2000*. The Annie Casey Foundation, Population reference Bureau, and Child trends, Washington DC. (Accessed on December 29, 2017). Available from: <http://www.prb.org/pdf05/transitiontoadulthood.pdf>.
- Mfrekemfon P., Inyang I., & Okey-Orji, S. (2015). Sedentary Lifestyle: Health Implications, *Journal of Nursing and Health Science*,4(2),20-25
- Rideout V, Roberts D.F.,& Foehr M.A. (2010) *Generation M: Media in the lives of 8-18 year olds*. Menlo Park CA: The Henry J Kaiser Family Foundation.
- Salmon J, Tremblay M.S., Marshall S.J.,& Hume C. (2011). Health Risks, Correlates, and Interventions to Reduce Sedentary Behavior in Young People. *Am J Prev Med*. 41(2),197-206.
- Shann, M.H. (2001). Students' use of time outside of school: A case for after school programs for urban middle school youth. *The Urban Rev* 33 (),339-356.
- Stang J, & Story M. (2005). *Adolescent growth and development. Guidelines for adolescent nutrition services*. Minneapolis, MN Center for Leadership, Education and Training in Maternal and Child Nutrition, Division of Epidemiology and Community Health, School of Public Health,

University of Minnesota. [accessed on December 29, 2017]. Available from: http://www.epi.umn.edu/let/pubs/img/adol_ch1.pdf.

Sunder, L. Adarsh & Pankaj, (2013). *A Textbook of Community Medians Preventive and Social Medicine*. New Delhi-India, CBS Publishers & Distributors Pvt. Ltd.,

Theory of Learning for Powerful Teaching (n.d.). Retrieved from <https://ncs.uchicago.edu/page/theory-learning-powerful-teaching>

Understanding your adolescent. (n.d.). Retrieved from <https://centerforparentingeducation.org/library-of-articles/riding-the-waves-of-the-teen-years/riding-the-waves-of-the-teen-years-part-ii-understanding-your-adolescent/>

World Health Organization (1998). *The World Health Report 1998. Life in the 21st Century. A vision for all*. Geneva: World Health Organization. [accessed on December 29, 2017]. Health across the life span; pp. 66–111. Available from: http://www.who.int/whr/1998/en/whr98_en.pdf.