

Original Research Article

<https://doi.org/10.20546/ijcmas.2021.1003.030>

Screen based Recreational Activities of School Going Children and their Views about Them

P. B. Swami* and J. R. Bangale

Dept. of Human Development and Family Studies, College of Community Science,
Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani, India

*Corresponding author

ABSTRACT

A sample of 150 school going children (Male 75 and Female 75) age ranged between 11 yrs and 13 yrs were selected by following purposive random sampling method from 10 colonies of Parbhani city. The data pertaining to the study were collected by personally interviewing the sample school going children based on structured and open ended interview schedule. It is apparent from the results that on TV, a higher percentage of school going children (94%) used to watch comedy shows more as compared to the other programmes. Further a higher percentage of the girls (62%) were found to be watching family oriented serials more on TV than their counterparts boys. Whereas more number of boys were recorded to be involved in watching sports events and the programmes related to science and geography on TV as compared to the sample school going girls. Statistically a higher percentage of the girls found to be utilizing smartphones for taking photographs (77%), watching videos on YouTube(56%) and for listening to songs(42%) than the sample boys. While significantly a higher percentage of the sample boys were recorded to be utilizing smartphones often for playing games(88%) and for doing WhatsApp chatting (29%) than their counterparts girls. Further all the sample children opined that they experienced sense of joy and also were able to overcome boredom, improved their communication skills (93%), intellectual skills and enhanced their general knowledge (95% each) due to their involvement in various screen based recreational activities. While reporting about its drawbacks, irrespective of their gender, a majority of them reported that they did not get enough time for studies and completing school assignments (38%) followed by causing eye strain due to excessive screen time (35%), reducing interest in performing household chores (30%), parental aggression specially due to the excessive usage of smartphones and watching television for longer time (29%).

Keywords

Recreational
activities, School
going children

Article Info

Accepted:
04 February 2021
Available Online:
10 March 2021

Introduction

Recreation is important for promoting quality of human life. It is especially significant during children's formative years as the rate of their wholesome development is very rapid

during this period. Recreational activities are often carried out for enjoyment, amusement, or pleasure and are considered to be a fun. Recreational activities are also known as leisure time activities as they are undertaken in free time. Involving in sports, music,

games, travel, reading, television viewing, arts and crafts, dance, using smartphones, for chatting, listening to music, playing video games, surfing, involvement in household activities are some of the common recreational activities performed by children. However the benefits of recreational activities are considered to be depend on its use with structured activities generally considered to be more beneficial than unstructured, and active recreational activities than passive (Hofferth and Curtin, 2003). As per the WHO recommendation (2019), children and youth aged 5-17 yrs should accumulate at least 60 minutes of moderate to vigorous intensity physical activities daily unless specific medical conditions indicate to the contrary. In this regard involvement specially in outdoor physical activities are proved to be beneficial for promoting wholesome development and psychological well-being of an individual. Even so because of over scheduling, over-supervision, lack of appropriate play environment and too many entertaining screens, many children have less access to physical activities that too specially for play activities. (Entin, 2012). Therefore on this background a study was undertaken to know the screen based recreational activities of school going children and their views about them.

The main objectives of this study include to study the screen based recreational activities of school going children and their views about them.

Materials and Methods

A sample of 150 school going children (Male 75 and Female 75) age ranged between 11 yrs and 13 yrs were selected by following purposive random sampling method from 10 colonies of Parbhani city, Maharashtra. After seeking the consent to participate freely in the research study, the data pertaining to the

objectives of the study were collected by personally interviewing the sample school going children based on structured and open ended interview schedule cum checklist after developing rapport with them. The data thus collected were pooled, tabulated, statistically analyzed and discussed.

Results and Discussion

Table 1 and fig. 1 exhibit about the involvement of school going children in watching television for recreation. Considerably a higher percentage of the school going girls (81%) reported that, most often they prefer to watch comedy serials like *Tarak Mehta ka Ooltah Chashma*, *Chala Hava Yeu Dya*, *Tenali Rama*, *Jijaji Chhat Par Hai* and *Bhabhiji Ghar Par Hai* followed by watching family serials (63%) mostly on Z Marathi channel namely *Mazya Navaryachi Bayako*, *Tuzyat Jeev Rangala*, *LagirZal Ji*, *Tula Pahate Re* and *Swarajya Rakshak Sambhaji*; Marathi and Hindi popular movies (47%), songs (29%) and cartoon shows like *Chhota Bheem*, *Oggy and the cockroaches*, *Dora the explorer*, *Motu patlu*, *Tom and jerry* (19%). Besides these, about 7 percent of them expressed that often they prefer to watch news on TV for keeping self informed and up-to-date with breaking news around the world. On the other hand oftentimes watching above cited comedy serials on TV also was very common in their counterparts boys (95%) followed by watching Hindi and Marathi popular movies (59%), cartoon shows i.e. Ben 10, Pokémon, *Motu Patlu*, *Tom and jerry*, *Ultimate Spiderman*, *Pakadam Pakadai*, *Shiva*, Roll no. 21, *Doremon*, *Sinchan*, *Mr. Bean* etc; family serials like *Tarak Mehta ka Ooltah Chashma*, *Chala Hava Yeu Dya*, *Tenali Rama*, *Jijaji Chhat Par Hai* and *Bhabhiji Ghar Par Hai*, *Rudra kerakshak*, *Balveer*, *Aladin*, etc sports events like IPL and Pro Kabaddi (25%) as well as programmes related to science and geography on

Discovery Channel and Animal Planet. On the other hand 9 - 33 percent girls and 5 - 45 percent boys were recorded to be sometimes watching enlisted television programmes in their leisure time. Whereas irrespective of gender, about 47 percent of school going children expressed that rarely they watch programmes related to science and geography followed by watching news (34%); sports events and horror serials like *Ratris Khel Chale* and *CID* (27% each); cartoon shows (25%); songs (21%); family serials (17%) and comedy shows (2%). As many research studies had proved that, even though TV watching is beneficial for the children, spending too much time on it is hazardous for their physical and psychological health. Therefore, these findings warn sample children that they need to cutdown their screen time and start spending their leisure time on productive and development related recreational activities.

The statistical results indicate that significantly a higher percentage of the boys found to be oftentimes watching comedy and cartoon shows than their counterparts girls. Whereas the results were vice-versa with respect to watching family serials oftentimes. Similarly based on gender, significant differences also were noticed with respect to sometimes watching cartoon shows, family serials, songs and sport events on television. On the other hand as far as watching horror shows and movies on television was concerned, based on gender, non-significant differences were recorded among them. Similar trend of findings were reported by Gaikwad and Patnam (1999), Raut and Bangale (2011), Nirusha *et al.*, (2015) and Upadhyay (2017).

Table 2 and fig. 2 shows various recreational activities performed by the school going children by utilizing cell phones/smartphones. About 77 percent sample school

going girls expressed that, in their leisure time, often they take the photographs of their family members, pets or even of a nature followed by playing games (75%) like Barbie make up, Candi Crush, Bubble Blast etc., watching videos on YouTube (56%) specially for learning art and craft activities, Rangoli and *Mehandi*; making voice calls (44%) to the family members and friends; listening to the favourite songs (43%); video shooting (36%); WhatsApp chatting (15%); and video calling (11%). Besides these 2-5 percent of them found to be utilizing smartphones for watching their most preferred TV serials namely *Chala Hava Yeu Dya*, *Dora the Explorer*, *Sa re ga ma pa*, *Dance India Dance* and movies viz. *Barbie in Rock N Royals*, *Star light adventure*, *Ghatothkaj*- the master of magic etc. On the other hand, considerably a higher percentage of the sample boys (88%) stated that often they play games like Pub g, Free fire, Death motor racing, Car racing, Cricket, Chess etc. on smartphones followed by taking photographs of family members, friends and pets, making voice calls to the family members and friends (59% each); video shooting (47%); WhatsApp chatting to the friends and family members (29%); watching videos on YouTube particularly for learning computer operation tricks, science experiments, simple life hacks, art and craft activities; watching cartoon films namely *Motu Patlu Space Adventure*, *The boss baby*, *Avengers infinity war*, *Transformers* (27% each); listening to favourite songs (20%); making video calls (15%) to friends and family members. Whereas about 6-9 percent of them also were observed to be watching TV serials and movies on smart phones. Irrespective of gender, it was noticed that their favourite TV serials, which they miss due to their school timings or tuitions, those TV serials were viewed by them on smartphones during their leisure time.

Table.1 Involvement of school going children in watching television for recreation

TV Programmes	Percentages of school going children based on gender						Percentages of children irrespective of gender (n=150)			Z values		
	Girls (n=75)			Boys (n=75)			Often	Sometimes	Rarely	a Vs d	b Vs e	c Vs f
	Often (a)	Sometimes (b)	Rarely (c)	Often (d)	Sometimes (e)	Rarely (f)						
TV Serials												
Comedy	81.33 (61)	14.66 (11)	4.00 (3)	94.66 (71)	5.33 (4)	-	88.00 (132)	10.00 (15)	2.00 (3)	2.46*	1.90 NS	-
Cartoon shows	18.66 (14)	33.33 (25)	25.33 (19)	41.33 (31)	18.66 (14)	25.33 (19)	30.00 (45)	26.00 (39)	25.33 (38)	3.19**	2.13*	0 ^{NS}
Family	62.66 (47)	26.66 (20)	10.66 (8)	32.00 (24)	45.33 (34)	22.66 (17)	47.33 (71)	36.00 (54)	16.66 (25)	3.85**	2.48*	2.03*
Horror	-	9.33 (7)	21.33 (16)	-	14.66 (11)	32.00 (24)	-	12.00 (18)	26.66 (40)	-	0.96 NS	1.54 NS
Movies	46.66 (35)	33.33 (25)	10.66 (8)	58.66 (44)	34.66 (26)	6.66 (5)	52.66 (79)	34.00 (51)	8.66 (13)	1.48 NS	0.13 NS	0.90 NS
Songs	29.33 (22)	32.00 (24)	20.00 (15)	28.00 (21)	18.66 (14)	22.66 (17)	28.66 (43)	25.33 (38)	21.33 (32)	0.13 NS	2.00*	0.3 ^{NS}
News	6.66 (5)	12.00 (9)	18.66 (14)	10.66 (8)	22.66 (17)	49.33 (37)	8.66 (13)	17.33 (26)	34.00 (51)	0.91 NS	1.64 NS	4.26**
Sports	-	20.00 (15)	29.33 (22)	25.33 (19)	44.00 (33)	24.00 (18)	12.66 (19)	32.00 (48)	26.66 (40)	-	3.26**	0.69 NS
Science/ Geography	-	12.00 (9)	49.33 (37)	14.66 (11)	24.00 (18)	45.33 (34)	7.33 (11)	18.00 (27)	47.33 (71)	-	1.34 NS	0.49 NS

Figures in parenthesis indicate frequencies *P < 0.05 level **P < 0.01 level NS - Non-significant

Table.2 Various recreational activities performed by the school going children by utilizing cell phones /smartphones

Recreational activities performed on cell phones / smartphones	Percentages of school going children based on gender						Percentages of children irrespective of gender (n=150)			Z values		
	Girls (n=75)			Boys (n=75)			Often	Sometimes	Rarely	a Vs d	b Vs e	c Vs f
	Often (a)	Sometimes (b)	Rarely (c)	Often (d)	Sometimes (e)	Rarely (f)						
Playing games	74.66 (56)	13.33 (10)	12.00 (9)	88.00 (66)	12.00 (9)	-	81.33 (122)	12.66 (19)	6.00 (9)	2.22*	0.18 ^{NS}	-
Watching videos on YouTube	56.00 (42)	29.33 (22)	10.66 (8)	26.66 (20)	34.66 (26)	25.33 (19)	41.33 (62)	32.00 (48)	18.00 (27)	3.92**	0.66 ^{NS}	2.46*
Listening to songs	42.66 (32)	50.66 (38)	6.66 (5)	20.00 (15)	41.33 (31)	38.66 (29)	31.33 (47)	46.00 (69)	22.66 (34)	2.99**	1.11 ^{NS}	5.12**
Watching movies	5.33 (4)	20.00 (15)	37.33 (28)	9.33 (7)	25.33 (19)	13.33 (10)	7.33 (11)	23.33 (35)	25.33 (38)	0.96 ^{NS}	0.73 ^{NS}	3.53**
Watching cartoon films	-	24.00 (18)	24.00 (18)	26.66 (20)	50.66 (38)	18.66 (14)	13.33 (20)	37.33 (56)	21.33 (32)	-	3.42**	0.90 ^{NS}
Watching TV serials	2.66 (2)	33.33 (25)	13.33 (10)	6.66 (5)	25.33 (19)	42.66 (32)	4.66 (7)	29.33 (44)	28.00 (42)	1.25 ^{NS}	1.08 ^{NS}	4.20**
Photography	77.33 (58)	20.00 (15)	2.66 (2)	58.66 (44)	34.66 (26)	6.66 (5)	68.00 (102)	27.33 (41)	4.66 (7)	2.53*	1.95 ^{NS}	1.25 ^{NS}

Figures in parenthesis indicate frequencies *P < 0.05 level **P < 0.01 level NS - Non-significant (Contd.....)

Recreational activities performed on cell phones/ smartphones	Percentages of school going children based on gender						Percentages of children irrespective of gender (n=150)			Z values		
	Girls (n=75)			Boys (n=75)			Often	Sometimes	Rarely	a Vs d	b Vs e	c Vs f
	Often (a)	Sometimes (b)	Rarely (c)	Often (d)	Sometimes (e)	Rarely (f)						
Video shooting	36.00 (27)	44.00 (33)	20.00 (15)	46.66 (35)	42.66 (32)	10.66 (8)	41.33 (62)	43.33 (65)	15.33 (23)	1.25 ^{NS}	0.24 ^{NS}	1.73 ^{NS}
Making calls	44.00 (33)	37.33 (28)	18.66 (14)	58.66 (44)	24.00 (18)	17.33 (13)	51.33 (77)	30.66 (46)	18.00 (27)	1.73 ^{NS}	1.74 ^{NS}	0.16 ^{NS}
i Voice calls	10.66 (8)	33.33 (25)	56.00 (42)	14.66 (11)	25.33 (19)	60.00 (45)	12.66 (19)	29.33 (44)	58.00 (87)	0.75 ^{NS}	1.08 ^{NS}	0.49 ^{NS}
ii Video calls	15.00 (12)	50.66 (38)	46.66 (35)	29.33 (22)	36.00 (27)	34.66 (26)	22.66 (34)	43.33 (65)	40.66 (61)	2.1*	1.74 ^{NS}	1.51 ^{NS}

Figures in parenthesis indicate frequencies *P < 0.05 level **P < 0.01 level NS - Non-significant

Table.3 School going children’s views about the benefits from involving in screen based recreational activities

Benefits of recreational activities	Percentages of school going children based on gender		Percentages of school children irrespective of gender (n=150)	Z values
	Girls (n=75)	Boys (n=75)		
Experienced sense of enjoyment	100.00 (75)	100.00 (75)	100.00 (150)	--
Overcame boredom	100.00 (75)	100.00 (75)	100.00 (150)	--
Enhanced general knowledge	97.33 (73)	92.00 (69)	94.66 (142)	1.35 ^{NS}
Increased intellectual skills	96.00 (72)	93.33 (70)	94.66 (142)	0.81 ^{NS}
Improved communication skills	92.00 (69)	94.66 (71)	93.33 (140)	0.5 ^{NS}

Figures in parenthesis indicate frequencies
NS - Non- significant

Table.4 Drawbacks of screen based recreational activities reported by school going children

Drawbacks of recreational activities	Percentages of school going children		Percentages of school children irrespective of gender (n=150)	Z values
	Girls (n=75)	Boys (n=75)		
Lack of time for studies and completing school assignments	30.66 (23)	100.00 (150)	38.66(58)	2.05 [*]
Parental aggression	24.00 (18)	100.00 (150)	35.33(53)	1.23 ^{NS}
Caused eye strain due to excessive screen time	30.66(23)	94.66 (142)	30.66(46)	1.29 ^{NS}
Reduced interest in performing household chores	25.33(19)	94.66 (142)	28.66(43)	1.47 ^{NS}

Figures in parenthesis indicate frequencies *P < 0.05 level NS - Non-significant

Fig.1 Involvement of school going children in watching television for recreation

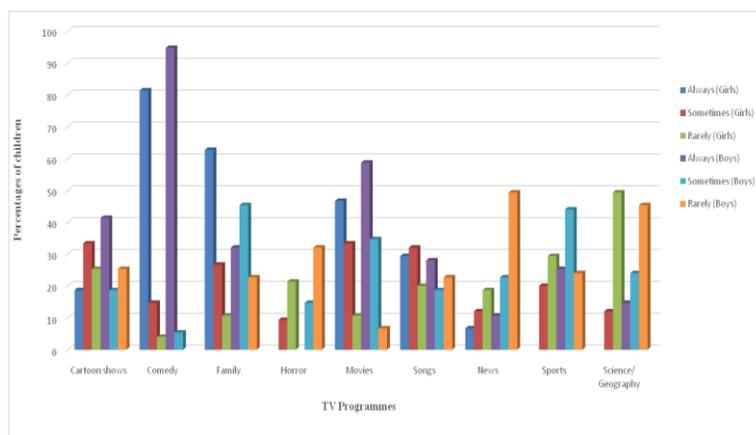
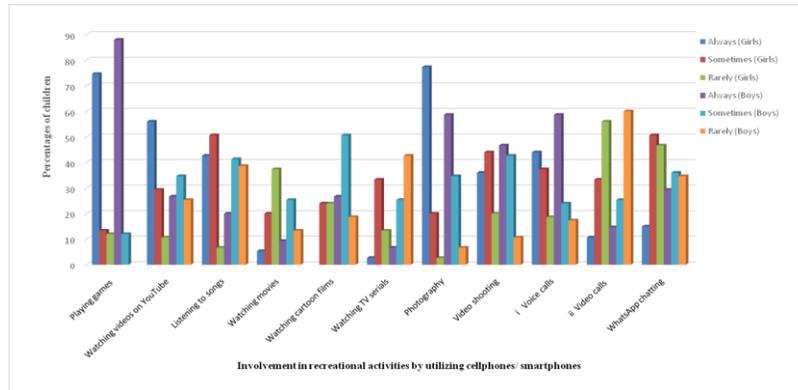


Fig.2 Various Recreational activities performed by the school going children by utilizing cell phones /smartphones



Further it was noticed that, irrespective of gender, about 13 - 46 percent of the school going children sometimes used to perform all the activities enlisted in the table as per their leisure. Whereas 6 - 58 percent of them found to be performing above cited activities rarely by utilizing cell phones/smartphones. In addition to these, it was found that except a meagre percentage of them (2%), all the other children were noticed to be utilizing their parents' cell phones/ smartphones for carrying out above mentioned recreational activities.

It is evident from the statistical results that as compared to the sample school going boys, statistically a higher percentage of the girls found to be utilizing smartphones for taking photographs, watching videos on YouTube and for listening to songs. While significantly a higher percentage of the sample boys were recorded to be utilizing smartphones often for playing games and for doing WhatsApp chatting than their counterparts girls.

Based on gender, except watching TV serials sometimes on smartphones by the significantly higher percentage of the boys, non-significant differences were observed among the school going children, with reference to the remaining recreational activities mentioned in the respective table. Whereas a highly significant differences were

recorded among them particularly about rarely watching movies and TV serials on smartphones.

Even though the smart phones are very useful device in the present era, its overuse may lead to physical and psychological problems, interfere with performance in school or daily work, reduce real-life social interactions, and promote sedentary behaviour. Therefore, to avoid these issues, children must restrict its overuse for ensuring their well-being. The findings are in conforming with the results recorded by Singh and Misra (2015), Dichwalkar and Puntambekar (2018) and Zeynep Tatli (2018).

School going children's views about the benefits received to them from involving in various recreational activities are depicted in table 3. It is obvious from the results that, irrespective of gender, all the school going children opined that they experienced sense of joy and also were able to overcome boredom due to their involvement in various screen based recreational activities. Further they also reported that these activities also were beneficial for improving communication skills (93%), increasing intellectual skills and enhancing their general knowledge (95% each).

Statistically non-significant differences were observed among them, with respect to their views about benefits received to them due to carrying out various recreational activities. Some of these results are in agreement with the findings reported in the research studies conducted by Koo and Lee (2015), Rajaraman *et al.*, (2015), Singh (2017) and Bangale and Patnam (2019).

Table 4 illustrates the drawbacks reported by school going children about the screen based recreational activities performed by them. It is clear from the results that irrespective of gender, a majority of them reported that due to their involvement in various screen based recreational activities they did not get enough time for studies and completing school assignments followed by causing eye strain due to excessive screen time (35%), reducing interest in performing household chores (30%), parental aggression specially due to the excessive usage of smartphones and watching television for longer time (29%). Statistical results indicate that significantly a higher percentage of school going boys were found to have lack of time for studies and completing their school assignments than their counterparts girls. Whereas non-significant differences were recorded among school going children with reference to the remaining drawbacks of their performed recreational activities.

In conclusion a higher percentage of school going children (94%) used to watch comedy shows more as compared to the other programmes. Further a higher percentage of the girls(62%) were found to be watching family oriented serials more than their counterparts boys. Whereas more number of boys were recorded to be involved in watching sports events and the programmes related to science and geography as compared to the sample school going girls. Statistically a higher percentage of the girls found to be

utilizing smartphones for taking photographs (77%), watching videos on YouTube (56%) and for listening to songs (42%) than the sample boys. While significantly a higher percentage of the sample boys were recorded to be utilizing smartphones often for playing games (88%) and for doing WhatsApp chatting (29%) than their counterparts girls. Further all the sample children opined that they experienced sense of joy and also were able to overcome boredom, improved their communication skills (93%), intellectual skills and enhanced their general knowledge (95% each) due to their involvement in various screen based recreational activities. While reporting about its drawbacks, irrespective of their gender, a majority of them reported that they did not get enough time for studies and completing school assignments followed by causing eye strain due to excessive screen time (35%), reducing interest in performing household chores (30%), parental aggression specially due to the excessive usage of smartphones and watching television for longer time (29%).

Acknowledgement

The authors are thankful to the school going children and to their families for providing required date to carry out this research work. The authors also acknowledge concerned authorities of VNMKV, Parbhani for providing essential facilities to conduct this research study.

References

- Bangale, J. and Patnam, V. (2019). Types of online social media and networking utilized by urban youth and its effects: An International Refereed, Peer Reviewed and Indexed Quarterly Journal in Science, Agriculture and Engineering, 9(29), 261- 263.
- Dichwalkar, P., Puntambekar, A., (2018).

- Smartphone Addiction in Urban School Children. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 7 (6) IV, 11-13.
- Entin, E. (2012). Recreational Play can be Far More Important than Academics. The Doctor Will See You Now.com.
- Gaikwad N. and Patnam V. (1999). Effects of TV viewing on selected aspects of elementary school children. Dissertation submitted to Vasant Rao Naik Marathwada Krishi Vidyapeeth, Parbhani.
- Hofferth, S. L., and Curtin, S. C. (2003). Leisure Time Activities in Middle Childhood, Paper prepared for the Positive Outcomes Conference, Washington, DC, March 12-13.
- Koo, J. E. and Lee, G. U. (2015) An effect of physical activity-based recreation programs on children's optimism, humor styles, and school life adjustment. *Journal of Exercise Rehabilitation* 2015;11(3):169-174. <http://dx.doi.org/10.12965/jer.150210>.
- Nirusha, K., Daniel, V.S., and Bhanu Priya, U. (2015). A Descriptive Study to Assess the Impact of Television Watching on Behavior among School Going Children in Selected Schools at Guntur, Andhra Pradesh, India. *International Journal of Science and Research*, 2319- 7064.
- Rajaraman D , Correa N, Punthakee Z, Lear SA, Jayachitra KG, Vaz M, and Swaminathan S. (2015). Perceived Benefits, Facilitators, Disadvantages, and Barriers for Physical Activity Amongst South Asian Adolescents in India and Canada. *J Phys Act Health*. Jul, 12(7), 931-41.
- Raut and Bangale (2011). Influence of TV viewing on selected aspects of pre-schoolers. Dissertation submitted to Vasant Rao Naik Marathwada Krishi Vidyapeeth, Parbhani.
- Singh, A. P., and Misra, G. (2015). Pattern of leisure-lifestyles among Indian school adolescents: Contextual influences and implications for emerging health concerns, *Cogent Psychology*, 2, 1050779. <http://dx.doi.org/10.1080/23311908.2015.1050779>.
- Singh, H. (2017). Relationship between leisure-time physical activity and emotional intelligence in female university students: a correlational study. *European Journal of physical education and Sport science*, 3(10).
- Tatli, Z. (2018). Traditional and Digital Game Preferences of Children: A Chaid Analysis on Middle School Students. *Contemporary Educational Technology*, 9(1), 90-110.
- Upadhyay, M., (2017). What are you doing with your leisure time? <https://m.dailyhunt.in/news/india/english/the+indian+economist-epaperindecono/what+are+you+doing+with+your+leisure+time-newsid-68186599>.
- World Health Organization (2019). Gobar Strategy on Diet, Physical Activity and Health. <https://www.who.int/dietphysicalactivity/factsheet-young-people/en/>.

How to cite this article:

Swami, P. B. and Bangale, J. R. 2021. Screen based Recreational Activities of School Going Children and their Views about Them. *Int.J.Curr.Microbiol.App.Sci*. 10(03): 224-232. doi: <https://doi.org/10.20546/ijcmas.2021.1003.030>