



The Involvement of Children in the Arts during Their Leisure Time

Mastrothanasis Konstantinos^{1*} and Kladaki Maria¹

¹Department of Primary Education, University of Aegean, 1 Dimokratias Ave., 85100 Rhodes, Greece.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and have approved the final manuscript.

Article Information

Editor(s):

(1) Dr. Atila Yildirim, Necmettin Erbakan University, Turkey.

Reviewers:

(1) Ragab Selim Ali, Mansoura University, Egypt.

(2) Mumuni Thompson, University of Cape Coast, Ghana.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/56397>

Original Research Article

Received 16 February 2020

Accepted 22 April 2020

Published 25 April 2020

ABSTRACT

Aims: The present study focuses on the investigating of children's attitudes and beliefs about the role of the arts in their leisure time.

Study Design: Mixed method research.

Place and Duration of Study: Greece and Cyprus, between May 2014 and May 2016.

Methodology: We included 3.117 students (age range 9-12 years).

Results: According to the results, children enjoy engaging in activities that bring them into contact with various forms of art, much less to other leisure activities. Gender differences and stereotypes of occupation also emerged.

Keywords: Leisure time; arts; theatre; gender stereotypes.

1. INTRODUCTION

The concept of students' leisure time and its relation to education is an important research subject in the field of Education [1,2]. It refers to

the time in which children expand their experiences, select activities that satisfy and entertain them by developing initiatives for psychosocial and learning benefits [3-6]. Based on definitions focusing on the qualitative

*Corresponding author: E-mail: kostas_0231@yahoo.gr, pred18001@aegean.gr;

dimension of leisure time, the individual's personal character is mentioned, as well as the personal satisfaction of the individual through his / her involvement in activities derived from personal interests [7]. According to quantitative definitions which consider leisure time as the remaining time of working time, leisure is the time at which a person chooses to be engaged in activities that do not affect his or her social partners and are not governed by social requirements and mandatory classifications [8–10]. Leisure reflects patterns of social, political, cultural, religious, economic and technological change and difference [11].

Children's leisure time is an important part of their daily lives and it constitutes an important factor in socializing, developing skills and shaping personal identities [3,12]. Leisure time is considered to perform the same functions (eg learning, rest, fun, entertainment, communication) for all children and is directly related to the student's school obligations [1,4,13–17]. Family and school play an important role in quantifying children's leisure time, while the allocation of leisure time varies according to age, sex, educational level and socio-economic background [18–25]. In addition, modern lifestyles influence how one chooses to spend their leisure time. The choice of activities where students spend their leisure time highly depends on the gender, the place where the children live and the educational level of the parents [26–32]. Moreover, these activities are related to mother's and father's education and family size [28,30,31], while in recent years there has been a shift in organized activities, such as sports, arts and reading, which have stereotypical characteristics, according to a nationwide study [33,34]. In terms of student leisure time, there is a marked increase in play and sports activities involvement, television watching, dancing, reading literature, engaging in music, surfing on the internet and playing electronic games, as well as learning foreign languages [35–38].

Numerous research studies show that different kinds of art, such as theater, music and painting, contribute to the development of children in general and foster their imagination and creativity [39,40]. At the same time, they introduce the values of culture and they have a unique place in the school curriculum, as well as in a variety of educational programs [41–43]. However, it is unclear what place the arts take in children's leisure preferences. In a nationwide survey of Kokkevi, Stavrou, Kanavou and Fotiou [34] in

adolescents aged 11-15 that took place in Greece, various leisure activities as well as differences between the preferences of boys and girls were observed. The most popular activities are computer use, watching TV, sports activities and listening to music. In the latter, while the majority of teenagers, regardless of gender and age, listen to their favorite kind of music every day, a very small percentage of them are more actively involved in music, such as learning a musical instrument or participating in a choir or band. In general, there are signs of reduced involvement with the arts during adolescence and vague signs of involvement with the arts in childhood and adolescence.

The purpose of the present study is to explore children's perceptions of their involvement in various forms of art in their leisure time. It also aims to study gender stereotypes and cultural perceptions of gender roles stemming from children's engagement with the arts. Thus, this study is important because, on the one hand, aspects are revealed and aspects of children's involvement with the arts are outlined. On the other hand, the gender study of perceptions provides information on the representational content of the gender dimension in leisure activities in the light of socio-cultural constructions of female and male forms of activity.

2. METHODOLOGY

2.1 Participants

The survey was based on an opportunity sample of 3.117 pupils from different regions of Greece and Cyprus (Athens, Rhodes, Heraklion Crete, Kavala, Pyrgos/Illias, Thessaloniki, Trikala, Kos, Larissa, Lesbos, Kalymnos, Mesolongi, Kozani, Lemnos, Loutraki, Samos, Serres, Chios, Chalkida, Larnaca, Limassol) during the school year 2015-2016. 1.521 (48.8%) of the participants were boys and 1.527 (49%) were girls. 69 (2.2%) questioners did not state their gender. Also, 981 (31.5%) children were in the fourth grade, 898 (28.8%) in the fifth grade and 1.231 (39.5%) in the sixth grade. 7 (0.2%) respondents did not state their attendance class.

2.2 Instruments

A three-part self-referral questionnaire was developed to explore perceptions. The first part consists of demographic questions. The second part consists of closed-ended and open-ended

questions about the type of activities that children spend in their leisure time. Finally, the third and final part consists of a coloring activity, so students can capture the way they spend their leisure time.

To ensure the reliability of the first-party data, parents and teachers were asked to check the validity of the responses. Moreover, a pilot study of the questionnaire was preceded by a small number of students to avoid confusing questions.

2.3 Research Questions

The research questions asked for the purpose of the study are as follows:

- a) What type of activities do boys and girls spend in their leisure time and what is the involvement of the arts in them?
- b) What is the effect of gender on the involvement of children with various forms of art in their spare time?
- c) Are there any differences in the perceptions of boys and girls with the theatrical game?
- d) What gender stereotypes appear in the roles impersonated by children when they engage in theatrical game?

2.4 Analyzes

The data that emerged from both open-ended questions and the thematic analysis of the coloring activity were analyzed qualitatively, according to the Miles and Huberman [44] processing model. From the resulting reports, data were classified into two categories by two researchers at the same time (coding agreement according to Cohen's kappa = 0.91), through the creation of codes and grouping according to the

thematic axes, through the meaningful content per participant. The numerical data obtained from the qualitative analysis were transferred together with the quantitative data from the closed-ended questions, in linear array tables using SPSS 23. The set of data was quantified so that the research questions could be answered.

The Chi-Square (χ^2) test and the t-test for independent specimens were selected as analytical tools to answer the research questions as well as to determinate the differences. The level of statistical significance (p) was set at 5% while the findings with a value of $p < .05$ were considered statistically significant. The size effects, depending on the type of statistical criterion used, was calculated using the Phi test (ϕ), Cramer's V (CVC) and Hedge's g (g).

The frequencies (N), the relative frequencies (N%), the averages (M) and the standard deviation (SD) of the responses were used to present the descriptive characteristics of the queries.

3. RESULTS

3.1 Perceptions of Engaging Boys and Girls with Forms of Art

Through the analysis and categorization of the qualitative data, in the question of the type of activities that children are involved in their free time, there were 672 verbal references (29.13%) related to the arts and 1.635 verbal references (70.87%) involving participation in various other not related to the arts activities (e.g. sports, electronic games, tv etc.). Finally, 810 students stated that they do not engage in a hobby or did not answer the question at all (see Table 1).

Table 1. Frequencies and relative frequencies related to engaging students with forms of art, from qualitative analysis of open-ended question

Categories/Subcategories	Sum		Boys	Girls
	N	N%	N%	N%
Not arts-related hobbies	1635	70.87%	54.76%	45.24%
Hobbies related to the arts	672	29.13%	32.78%	67.22%
Dancing	12	1.79%	0.00%	100.00%
Painting	103	15.33%	28.43%	71.57%
Music/singing	48	7.14%	36.17%	63.83%
Musical Instruments	141	20.98%	40.88%	59.12%
General reference to arts (>2)	319	47.47%	31.65%	68.35%
Acting/ theatrical game/ theater	37	5.51%	26.47%	79.41%
Cinema/ photography	7	1.04%	42.86%	57.14%
Collections	5	0.74%	60.00%	40.00%

From the analysis of the coloring activity, there were 542 answers (21.12%) dealing with the arts and 2.024 answers (78.88%) involving participation in various other not related to the arts activities (e.g. sports, electronic games etc.). Also, 551 students stated that they do not engage in any activity in their free time, or they did not paint something (see Table 2).

In the first category of answers from the open-ended question dealing with the arts, the following are included in ascending order of verbal references. Collections (5 reports) (*«I make a collection of stickers»*, participant 79), cinema / photography (7 reports) (*«I'm going to the cinema with my parents»*, participant 1.607), dancing (12 reports) (*«I do ballet»*, participant 2.231), acting / theatrical game / theater (37 reports) (*«I play theater with my sister»*, participant 780), music and singing (48 reports) (*«I sing while listening to music»*, participant 68), painting (103 reports) (*«I paint in my free time»*, participant 238), the engagement or learning of a musical instrument (141 reports) (*«I play piano»*, participant 783) and finally a more general reference to more than two arts-related activities (319 reports) (*«I paint while listening to music, dancing while singing»*, participant 343). From the analysis of the coloring activities, 18 thematic reports on cinema and photography emerged, 47 reports on theatrical game, theater and acting, 63 for the engagement or learning of a musical instrument and 100 for the music and singing. Also, 142 reports were related to dance and 172 to painting (see Tables 1, 2).

From the analysis of gender reports to the open-ended question, it turned out that 100% of the participants who mentioned dance as a way of relaxing were girls, as well as 71.57% for painting, 63.83% for music and song, and 59.12% for a musical instrument. Moreover,

68.35% of those reporting a general interest in the arts were girls, 79.41% of those for acting, theater and theatrical game, 57.14% for cinema and photography and the 40.00% for collections. Regarding the analysis of the coloring activity, 97.87% of the participants who painted something related to dance were girls, as well as 76.36% for painting, 87.76% for music and singing, and 61.29% for engaging in a musical instrument. Furthermore, 65.96% of those who drawn something related to acting, theater and play were girls and 55.56% something related to cinema and photography (see Tables 1, 2).

More generally, 67.22% of those who have declared as a hobby something related to the arts in the open-ended question, were girls. Correspondingly, the percentage% in the declaration of a non-artistic hobby was 45.24%. For the coloring activity, 80.71% of the pupils who painted an arts-related hobby were girls. Concerning non-non-arts-related hobbies, the percentage was 41.87%. Boys tend to choose, to a greater extent, hobbies that are not related to some form of art, unlike girls, as was found by both the analysis of the open-ended questions ($\chi^2=90.71$, $df=1$, $p<.001$, $\phi=.20$), and the analysis of the coloring activities ($\chi^2=253.53$, $df=1$, $p<.001$, $\phi=.32$).

According to the results obtained from the close ended dichotomous questions analysis, 420 children (13.49%), of all respondents, stated that they are generally engaged in various arts in their free time. Most children said they were engaged in music (49.40%), singing (39.80%) and theater (39.70%), while many of them indicated their involvement in music activities (49.40%), painting (37.70%) and sculpture (34,30%). A minority of them reported dancing (6.90%) (see Table 3).

Table 2. Frequencies and relative frequencies related to participating students with forms of art, from the thematic analysis of the coloring activity

Categories/Subcategories	Sum		Boys	Girls
	N	N%	N%	N%
Hobbies that are not related to the arts	2024	78.88%	58.13%	41.87%
Hobbies related to the arts	542	21.12%	19.21%	80.71%
Dancing	142	26.20%	2.13%	97.87%
Painting	172	31.73%	23.64%	76.36%
Music/singing	100	18.45%	12.24%	87.76%
Musical Instruments	63	11.62%	38.71%	61.29%
General reference to arts (>2)	47	8.67%	34.04%	65.96%
Acting / theatrical game/ theater	18	3.32%	44.44%	55.56%

Table 3. Frequencies and relative frequencies of children's participating with art forms in their free time

Perceptions of occupation	Yes		No		NR*	
	N	N%	N	N%	N	N%
Various arts	420	13.49%	2.696	86.48%	1	0.03%
Theater	1.239	39.70%	1.874	60.10%	4	0.20%
Music	1.540	49.40%	1.573	50.50%	4	0.20%
Painting	1.174	37.70%	1.940	62.20%	3	0.10%
Dancing	215	6.90%	2.899	93.00%	3	0.10%
Sculpture	1.068	34.30%	2.046	65.60%	3	0.10%
Singing	1.243	39.80%	1.870	60.00%	4	0.20%

* Did not respond

Girls, contrary to boys, declare to a greater extent that they are generally engaged in the arts ($\chi^2=35.21$, $df=1$, $p<.001$, $\phi=.33$), theater ($\chi^2=86.31$, $df=1$, $p<.001$, $\phi=.17$), music ($\chi^2=94.40$, $df=1$, $p<.001$, $\phi=.18$), painting ($\chi^2=654.75$, $df=1$, $p<.001$, $\phi=.46$) sculpture ($\chi^2=233.63$, $df=1$, $p<.001$, $\phi=.28$). This difference appears to be statistically significant ($p<.05$). Respectively, boys report higher engagement with the singing ($\chi^2=4.10$, $df=1$, $p<0.05$, $\phi=.04$), while as regards dancing, the difference between the genders is not statistically significant ($p=.45$) (see Table 4).

As to how often participants go to the theater, 1.2% of them responded every day, 3% said 2-3 times a week and 5.8% once a week. Most of

them responded that either they go to theater once a month (19.6%), or rarely (36.6%), or never (33.7%). Furthermore, regarding how often participants go to cinema, 1.6% of them responded every day, 4.8% responded 2-3 times a week and 9.2% responded once a week. Most of them responded that either they go to cinema once a month (29.5%), or rarely (33.1%), or never (21.9%) (see Table 5).

From the assessment of gender differences, it appears that girls go to theater more often than boys ($t= 3.62$, $df= 3.026$, $p<.001$, $g=.13$), whereas from the assessment of gender differences between boys and girls for going to the cinema, there were no differences ($p=.23$) (see Table 6).

Table 4. Relative frequencies of children's participating with art forms in their leisure time classified by gender

Perceptions	Boys		Girls		χ^2	df	p	ϕ
	Yes (N%)	No (N%)	Yes (N%)	No (N%)				
Various arts	9.60%	90.40%	16.90%	83.10%	35.21	1	0.00*	0.12
Theater	31.60%	68.40%	48.10%	51.90%	86.31	1	0.00*	0.17
Music	40.90%	59.10%	58.50%	41.50%	94.40	1	0.00*	0.18
Painting	15.50%	84.50%	60.50%	39.50%	654.75	1	0.00*	0.46
Dancing	7.20%	92.80%	6.50%	93.50%	0.58	1	0.45	n.d.
Sculpture	21.30%	78.70%	47.60%	52.40%	233.63	1	0.00*	0.28
Singing	41.00%	59.00%	37.40%	62.60%	4.10	1	0.04*	0.04

* $p < 0.05$

Table 5. Frequencies and relative frequencies of theater and cinema watching in free time

Frequency	Theater		Cinema	
	N	N%	N	N%
Everyday	37	1.2	49	1.6
2-3 times a week	93	3.0	147	4.8
One a week	180	5.8	283	9.2
1-2times a month	607	19.6	911	29.5
Rarely	1134	36.6	1022	33.1
Never	1044	33.7	677	21.9

Table 6. Gender differences in theater and cinema watching

Categories	Boys		Girls		t	Df	p	g
	M	SD	M	SD				
Theater	2.03	1.12	2.17	1.06	3.62	3.026	0.00*	0.13
Cinema	2.48	1.20	2.43	1.10	1.21	2.993.20	0.23	n.d.

* $p < 0.05$

3.2 Beliefs of Engaging Boys and Girls in Role-plays

From the analysis and categorization of qualitative data for the open-ended question, regarding the roles impersonated by children in role-plays, there were 1.008 reports (Table 7).

24.11% of the reports were related to the role of the artist (singer, actor), 14.38% to the role of the teacher, 12.80% to the role of the athlete and 10.91% to the roles of well-known superheroes either from television or from cartoons. Furthermore, there were also 12 reports with a frequency of less than 10%. Girls report, to a large extent, that they mainly play roles related to the teacher (95.17%) (*«I pretend to be the teacher and my friend to be a student»*, participant 194), family-inspired roles (95.12%) (*«I pretend to be a mom and talk to my children»*, participant 2.435), the role of the hairdresser (88.89%) (*«I pretend to be a hairdresser for my dolls»*, participant 562) and artistic roles (87.24%) (*«I pretend to be actors or singers»*, participant 830). In a small percentage, they report that they personalize roles such as those of the athlete (13.18%) and heroes of computer games (22.09%).

Boys, respectively, pretend to play sports roles (86.82%) (*«I pretend to be a footballer»*, participant 763), heroes from computer games (77.91%) (*«I pretend to be the San Andreas hero»*, participant 467) and war-inspired or manhunt-inspired roles (e.g. thieves and policemen, pretending war, etc., *«I pretend to be the soldier during war»*, participant 343) (74.14%). Roles related to the profession of teacher are presented with fewer references (4.83%), as well as family-inspired roles (4.88%). Boys appear to choose different roles compared to girls ($\chi^2=437.48$, $df=30$, $p<.001$, $CVC=.47$).

Table 8, which refers to how often the child plays certain roles during the theatrical game, shows a low reporting frequency for both genders. However, from the gender analysis of these roles, girls appear to prefer artistic roles (singer) more, compared to boys ($t= 20.69$, $df= 3.007.11$, $p<.001$, $g=.08$). They prefer to a greater extent either the role of the doctor or the role of the firefighter, driver or pilot ($t= 3.11$, $df= 3.022.61$, $p<.001$, $g=.01$), either the role of a thief and a policeman ($t= 12.27$, $df= 2.958.51$, $p<.001$, $g=.05$) (see Table 9).

Table 7. Frequencies and relative frequencies of pretending roles in the theatrical game

Reported roles	Sum		Boys	Girls
	N	N%	N%	N%
Famous superheroes from TV or cartoons	110	10.91%	52.73%	47.27%
Teacher	145	14.38%	4.83%	95.17%
Heroes from computer games	86	8.53%	77.91%	22.09%
Artist	243	24.11%	12.76%	87.24%
Doctor	24	2.38%	16.67%	83.33%
Athlete	129	12.80%	86.82%	13.18%
Hairdresser	18	1.79%	11.11%	88.89%
Lawyer	11	1.09%	18.18%	81.82%
Family-inspired roles	41	4.07%	4.88%	95.12%
War-inspired or manhunt-inspired roles	89	8.83%	74.16%	25.84%
Fairy Tale heroes	69	6.85%	59.42%	40.58%
Pilot / driver / sailor	9	0.89%	66.67%	33.33%
Animals	9	0.89%	33.33%	66.67%
Explorer	11	1.09%	54.55%	45.45%
Fisherman/Farmer	4	0.40%	75%	25%
Employee	10	0.99%	0%	100%

Table 8. Frequencies and relative frequencies of pretending certain roles during the theatrical game

Roles	Not at all		A little		Enough		A lot		M	SD
	N	N%	N	N%	N	N%	N	N%		
Singer	1.437	46.7%	690	22.4%	496	16.1%	457	14.8%	1.99	1.11
Doctor, fireman, driver, pilot	1.843	60.2%	660	21.6%	302	9.9%	256	8.4%	1.66	0.96
Thieves, policemen	1.991	65.9%	447	14.8%	270	8.9%	315	10.4%	1.64	1.02

Table 9. Genders' engagement and role comparisons

Roles	Boys		Girls		t	Df	p	g
	M	SD	M	SD				
Singer	1.62	1.01	2.42	1.13	20.69	3.007.11	0.00*	0.08
Doctor, fireman, driver, pilot	1.77	1.08	1.65	0.99	3.11	3.022.61	0.00*	0.01
Thieves, policemen	1.98	1.21	1.48	1.02	12.27	2.958.51	0.00*	0.05

* $p < 0.05$

4. DISCUSSION

According to the present research, children are engaged with arts to a limited extent compared to the no-arts-related activities. Many of them choose leisure activities such as surfing on the internet, watching television, etc., which are internationally recognized trends [35–38]. It was also found that girls prefer arts-related-activities compared to boys who do not. The above finding is in agreement with the results of the Pan-Hellenic study of Kokkevi, Stavrou, Kanavou and Fotiou [34], where a variety of leisure activities as well as the differentiation of gender employment between boys and girls with the arts, were concluded. Moreover, according to Wikberg [45] and Kanka, Wagner, Buchmann and Speil [33] girls report a higher rate of arts-related-activities compared to boys. In contrast, boys report higher rates than girls in activities such as sports, electronic games, programming and television.

In addition to the above, gender differences in leisure activities appeared to exist in the involvement of children with theatrical play and role play. This finding is in line with the positions of Chapman [46], Cherney and Dempsey [47], Francis [48] and Lynch [49] where it is revealed that children prefer to engage in roles that typically match their gender.

5. CONCLUSION

This research has attempted to investigate the perceptions of children about their involvement in

various forms of art in their leisure time, as well as the examination of the existence of gender stereotypes.

According to the results, children are engaged in the arts in their leisure time, to a much lesser extent, of course, compared to other activities, such as sports, computer games etc. The most common hobbies associated with some form of art are painting, singing, listening or playing music and dancing. This is more intense for girls than for boys who mostly prefer activities focusing on control, competition, supremacy and strength.

The second finding of the study is the demonstration of differences between boys and girls and the stereotypes about the theatrical game and the role play. The roles that girls and boys choose are broadly related to cognitive perceptions of female and male social roles coming from their immediate environment and television patterns. Girls choose to represent roles that stereotypically correspond to female gender and boys choose to represent roles that stereotypically correspond to male gender.

6. STUDY CONSTRAINTS, FUTURE WORK AND IMPLICATION FOR PRACTICE

The main limitation of research stems from the occasional and non-probabilistic choice of the participants. A sample of participants from probabilistic sampling patterns and mainly representative of the pupil population would be

desirable for generalizing the results. In addition, it would be desirable to collect data through individual semi-structured or structured interviews to triangulate the results. It is important that future research focuses on exploring the factors that affect children's engagement with the arts.

It is possible and interesting to think about the creation of compensatory programs within or outside the school with the aim of engaging all children with the arts, gender-based social symmetry.

CONSENT

As per international standard, parental written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Roggenbuck JW, Loomis RJ, Dagostino J. The Learning Benefits of Leisure. *J Leis Res.* 1990;22(2):112–24.
2. Packer J, Ballantyne R. Is Educational Leisure A contradiction in terms? Exploring the synergy of education and entertainment. *Ann Leis Res.* 2004;7(1): 54–71.
3. Kleiber DA. Taking leisure seriously: New and older considerations about leisure education. *World Leis J.* 2012;54(1):5–15.
4. Sivan A. Leisure education in schools: Challenges, choices and consequences. *World Leis J.* 2017;59:15–21.
5. Sivan A. Leisure and Education. In: Rojek C, Shaw SM, Veal AJ, editors. *A Handbook of Leisure Studies.* London: Palgrave Macmillan. 2006;433–47.
6. Holder MD, Coleman B, Sehn ZL. The contribution of active and passive leisure to children's well-being. *J Health Psychol.* 2009;14(3):378–86.
7. Davidovitch N, Druckman E. Utilization of leisure time and academic careers: A multidisciplinary gender perspective. *Probl Educ 21st Century.* 2017;75(5):452–66.
8. Veal AJ. Is there enough leisure time? Leisure studies, work-life balance, the realm of necessity and the realm of freedom. *World Leis J.* 2019;1–25.
9. Davidovitch N, Soen D. Leisure in the twenty-first century: The case of Israel. *IsrAff.* 2016;22(2):492–511.
10. Zuzanek J. A handbook of leisure studies. In: Rojek C, Shaw SM, Veal AJ, editors. *A Handbook of Leisure Studies.* London, London: Palgrave Macmillan. 2006;185–202.
11. Hunnicutt B. A handbook of leisure studies. In: Rojek C, Shaw SM, Veal AJ, editors. *A Handbook of Leisure Studies.* London: Palgrave Macmillan. 2006;55–74.
12. Mannell RC, Kleiber DA, Staempfli M. Psychology and social psychology and the study of leisure. In: Rojek C, Shaw SM, Veal AJ, editors. *A Handbook of Leisure Studies.* London: Palgrave Macmillan. 2006;109–24.
13. Sivan A, Chan DWK. Leisure education in schools from students' perspectives: The case of Hong Kong. *World Leis J.* 2012;54(1):26–37.
14. Elkington S. Ways of seeing degrees of leisure: From practice to pedagogy. *Leis Stud.* 2013;32(4):447–61.
15. McNamee M. Valuing leisure practices; towards a theoretical framework. *Leis Stud.* 1994;13(4):288–309.
16. Watkins M, Bond C. Ways of Experiencing Leisure. *Leis Sci.* 2007;29(3):287–307.
17. Watkins M. A follow-up study into different ways of experiencing leisure. *Ann Leis Res.* 2008;11(1–2):205–24.
18. Arisoy P, Tutkun ÖF. Case about Orientation of Primary School Students to Out-of-School Time Activities. *Procedia - Soc Behav Sci.* 2012;55:1027–35.
19. Ross A, Searle M. A Conceptual model of leisure time physical activity, neighborhood environment, and sense of community. *Environ Behav.* 2019;51(6):749–81.
20. Smale B, Gillies J. Studing Leisure in the Context of Aging. In: Gibson J, Singleton J, editors. *Leisure and Aging: Theory and Practice.* USA: Sheridan Books. 2011;67–94.
21. Craig L, Mullan K. Shared parent-child leisure time in four countries. *Leis Stud.* 2012;31(2):211–29.
22. Quarmby T, Dagkas S. Children's engagement in leisure time physical

- activity: Exploring family structure as a determinant. *Leis Stud.* 2010;29(1):53–66.
23. Lee Y, Dattilo J, Howard D. The Complex and Dynamic Nature of Leisure Experience. *J Leis Res.* 1994;26(3):195–211.
 24. Kay T. Leisure, gender and family: The influence of social policy. *Leis Stud.* 2000;19(4):247–65.
 25. Sivan A, Tam V, Siu G, Stebbins R. Adolescents' choice and pursuit of their most important and interesting leisure activities. *Leis Stud.* 2019;38(1):98–113.
 26. Gracia P. Parent-child leisure activities and cultural capital in the United Kingdom: The gendered effects of education and social class. *Soc Sci Res.* 2015;52:290–302.
 27. Martín Quintana JC, Alemán Falcón J, Calcines Piñero MA, Izquierdo Clemente D. Analysis of family shared leisure time in early childhood and their relation with parental competencies. *Early Child Dev Care.* 2018;188(11):1579–91.
 28. Harrington M. Practices and meaning of purposive family leisure among working- and middle-class families. *Leis Stud.* 2015;34(4):471–86.
 29. Orthner DK, Mancini JA. Leisure Impacts on Family Interaction and Cohesion. *J Leis Res.* 1990;22(2):125–37.
 30. Hodge C, Bocarro JN, Henderson KA, Zabriskie R, Parcel TL, Kanters MA. Family leisure: An integrative review of research from select journals. *J Leis Res.* 2015;47(5):577–600.
 31. Holman TB, Epperson A. Family and leisure: A review of the literature with research recommendations. *J Leis Res.* 1984;16(4):277–94.
 32. Shaw SM, Dawson D. Purposive leisure: Examining parental discourses on family activities. *Leis Sci.* 2001;23(4):217–31.
 33. Kanka MH, Wagner P, Buchmann M, Spiel C. Gender-stereotyped preferences in childhood and early adolescence: A comparison of cross-sectional and longitudinal data. *Eur J Dev Psychol.* 2019;16(2):198–214.
 34. Kokkevi A, Fotiou T, Xanthaki M, Kanavou E. Adolescents' leisure time. Athens, Greece: Research Institute of Mental Health; 2011.
 35. Kiritsis D. Greek adolescents' use of free time: The impact of the attendance of school and extra Curricular coaching classes. *World Leis J.* 2018;60(4):281–92.
 36. Badura P, Geckova AM, Sigmundova D, Van Dijk JP, Reijneveld SA. When children play, they feel better: Organized activity participation and health in adolescents Energy balance-related behaviors. *BMC Public Health.* 2015;15(1090):1–15.
 37. Opić S, Đuranović M. Leisure Time of Young Due to Some Socio-demographic Characteristics. *Procedia - Soc Behav Sci.* 2014;159:546–51.
 38. Žumárová M. Computers and Children's Leisure Time. *Procedia - Soc Behav Sci.* 2015;176:779–86.
 39. Foster EM, Marcus Jenkins J V. Does Participation in Music and Performing Arts Influence Child Development? *Am Educ Res J.* 2017;54(3):399–443.
 40. Jindal-Snape D, Davies D, Scott R, Robb A, Murray C, Harkins C. Impact of arts participation on children's achievement: A systematic literature review. *Think Ski Creat.* 2018;29:59–70.
 41. Grammatas T, Lenakakis A, Bekiaris G, Tzamarias P, Frangi M, Choleva A. New national curriculum for culture and arts. Athens, Greece: Pedagogical Institute; 2011.
 42. Lindström L. Aesthetic Learning About, In, With and Through the Arts: A Curriculum Study. *Int J Art Des Educ.* 2012;31(2):166–79.
 43. Kneen J, Breeze T, Davies-Barnes S, John V, Thayer E. Curriculum integration: the challenges for primary and secondary schools in developing a new curriculum in the expressive arts. *Curric J.* 2020; curj.34.
 44. Miles M, Huberman M. An expanded sourcebook: Qualitative data analysis. 2nd ed. Sage Publications. London: SAGE Publications; 1994.
 45. Wikberg S. Art education – mostly for girls? *Educ Inq.* 2013;4(3):22630.
 46. Chapman R. A case study of gendered play in preschools: how early childhood educators' perceptions of gender influence children's play. *Early Child Dev Care.* 2016;186(8):1271–84.
 47. Cherney ID, Dempsey J. Young children's classification, stereotyping and play behaviour for gender neutral and

- ambiguous toys. *Educ Psychol.* 2010; 30(6):651–69.
48. Francis B. Gender, toys and learning. *Oxford Rev Educ.* 2010;36(3):325– 44.
49. Lynch M. Guys and dolls: A qualitative study of teachers' views of gendered play in kindergarten. *Early Child Dev Care.* 2015;185(5):679–93.

© 2020 Mastrothanasis and Kladaki; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<http://www.sdiarticle4.com/review-history/56397>