

“Utilization of Free Time among Students Aged 18-22: A Behavioural Study”

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Abstract: This study, titled “Utilization of Free Time among Students Aged 18–22: A Behavioural Study,” explores how college students in the Dakshina Kannada (DK) district engage in various leisure activities during their free time and how these activities relate to their behavioural patterns and perceptions of productivity. The objectives of the research are threefold: to identify common free-time activities, analyse behavioural patterns linked with free time, and evaluate students’ perceptions regarding the value of such time.

Using a structured questionnaire, data were collected from a sample of students aged 18–22, and analysed through statistical tools including chi-square tests and ANOVA. The findings indicate that there is a significant difference in the frequency of leisure activities among students, suggesting diverse preferences in how free time is utilized. However, no significant association was found between behavioural traits (such as time management and stress levels) and types of leisure activities. Further, no notable gender- or year-wise differences were observed in the perception of productive free-time use.

The study concludes that while students engage differently in specific activities, their overall attitudes toward free time and its value remain relatively consistent across academic levels and gender. These insights can help educational institutions and policymakers design student-centric initiatives that promote balanced and purposeful use of leisure time.

Keywords: free time, college students, leisure activities, behavioural patterns, productivity, Dakshina Kannada.

I. Introduction

Free time plays a significant role in shaping students' overall development, especially in the crucial years between 18 and 22. This period marks a transition from adolescence to adulthood and often includes undergraduate education. How students choose to spend their leisure time can impact their academic performance, personal growth, mental health, and career development. This study aims to explore the various ways in which students use their free time, with an emphasis on understanding preferences, patterns, and influencing factors on students of Dakshina Kannada (DK) District of Karnataka.

The period between the ages of 18 and 22 plays a crucial role in an individual's life. During this time, students often pursue higher education and prepare for future careers. How they utilize their free time plays a significant role in shaping their mental health, productivity, and overall development. The study seeks to provide insights into time management habits, the role of digital media, and the influence of peer groups on the students of Dakshina Kannada (DK) District of Karnataka. It identifies how students spend their time and their motivations behind these activities. It may also explore the impact of free time activities on stress levels, anxiety, and other mental health aspects.

This study may also examine the relationship between free time activities, class attendance, and overall academic success. It involves understanding how students spend their time throughout the day. By analyzing this, we can identify the ways in which students allocate their time and gain an understanding of their priorities, values, and goals. However, free time may also become a source of stress, distraction, or unhealthy habits if not managed effectively. Leisure time activities not only enhance personal satisfaction but also promote social interactions. Many students pursue hobbies and interests to help them relax and develop new skills. They may also engage in activities like exercise, meditation, or spending time in nature to unwind. Some students explore potential career paths through volunteering or taking online courses in their fields of interest.

While free time can have positive effects, it may also lead to negative consequences if not used wisely. Students must strive to balance their academic, social, and personal lives, often engaging in a diverse range of activities to support their well-being. This stage of life involves academic pursuits, social exploration, and personal development. The way students utilize their free time influences their mental health and social well-being.

Students in this age group engage in a variety of activities during their leisure hours. How they spend this time can have lasting implications for their development, both positive and negative. Understanding the behavioural tendencies behind free time utilization can help educators, counsellors, and students themselves make informed decisions about time management.

Objectives of the study

- ❖ To identify the common activities undertaken by students aged 18–22 during their free time in the DK district.
- ❖ To analyse the behavioural patterns associated with the utilization of free time among college students.
- ❖ To evaluate how students perceive the productivity or value of their free time utilization.

Statement of the problem

In today's fast-paced and digitally driven society, the manner in which young adults utilize their free time has become increasingly complex and varied. Students aged 18 to 22, who are typically pursuing higher education, face a critical phase in their personal and academic development. This period is often marked by the exploration of identity, the formation of habits, and the management of responsibilities. Free time—though limited—is a crucial aspect of their daily life, offering opportunities for rest, recreation, skill development, and social interaction. However, it also poses challenges, as unstructured or misused free time can lead to counterproductive behaviours, mental fatigue, or academic underperformance.

The Dakshina Kannada (DK) district of Karnataka is recognized as a prominent educational hub in the state, attracting students from diverse socioeconomic and cultural backgrounds. With a high concentration of colleges and universities, the region presents a unique environment to study student behaviour outside the classroom. Yet, despite its academic prominence, there is a noticeable gap in region-specific research that investigates how students utilize their leisure time and how their choices reflect their behavioural patterns and perceptions. Understanding the activities that students most commonly engage in during their free time is the first step toward analyzing their lifestyle and well-being. From traditional pastimes like reading, sports, or volunteering, to modern forms of entertainment such as social media browsing, gaming, or streaming content online, the options available to students are vast and constantly evolving. Identifying these trends within the local context of the DK district is essential, especially when considering factors such as access to digital technology, urban versus rural influences, and academic pressure.

Beyond simply listing activities, it is important to analyse the behavioural patterns that emerge from how students structure and prioritize their free time. Are they engaging in these activities deliberately, or are they influenced by peer pressure, stress, boredom, or habit? Are their choices consistent, or do they vary depending on external conditions like exams, social events, or family expectations? These behavioural insights help in understanding the motivations and psychological aspects behind time-use decisions. Equally important is the perception students hold regarding the productivity or value of their free time. What one student sees as relaxing and necessary for mental health, another might view as unproductive or wasteful? These subjective views play a significant role in shaping student satisfaction, stress levels, and personal development. Evaluating these perceptions can reveal mismatches between intended goals and actual behaviours, highlighting areas where students may need guidance or support.

This study seeks to address these interconnected aspects by identifying the common free-time activities among college students in DK district, analyzing their behavioural patterns, and evaluating how they perceive the value of their leisure time. By doing so, the research aims to contribute to a deeper understanding of student life, offering insights that may be useful for educators, mental health professionals, policymakers, and students themselves in promoting balanced, purposeful, and healthy time management.

II. Research Methodology

Research Design: The study adopts a descriptive research design, aimed at providing a clear understanding of how students in the age group of 18–22 utilize their free time. A descriptive approach is appropriate as it helps in systematically observing, recording, and analyzing the behavioral patterns and perceptions of students regarding their leisure time. The study is cross-sectional in nature, collecting data at a single point in time through primary sources such as questionnaires and possibly interviews or focus group discussions.

Study Population: The study population consists of college students aged between 18 and 22 years, enrolled in undergraduate and post graduate programs across various colleges within the Dakshina Kannada (DK) district of Karnataka. This population includes students from different academic streams such as Arts, Science and Commerce,

Sampling Method: The study will use a stratified random sampling method to ensure that various sub-groups within the student population are adequately represented.

Sample Size: For a study of this nature within a specific district, a sample size of 40 to 45 students is considered both adequate and manageable, ensuring meaningful analysis while maintaining logistical feasibility.

Data Collection Methods: The primary data collection method will be through a structured questionnaire (as provided above). The questionnaire will be administered to students through an online survey, depending on the individuals' availability and preference.

Data Analysis: The data will be analyzed using both quantitative and qualitative techniques:

Quantitative Data: The responses from the closed-ended questions will be analyzed using descriptive statistics (frequencies, percentages) to summarize the data. Additionally, cross-tabulation may be used to examine the relationship between different variables (e.g., age, experience, and awareness).

Limitations of the Study:

The study may have the following limitations:

- ❖ **Geographical Limitation:** The research is limited to the DK District of Karnataka, and the findings may not be generalized to other regions of India.
- ❖ **Subjectivity:** Students' responses may be influenced by their personal biases or perceptions, which may not fully

reflect the broader needs of students.

- ❖ Resource Constraints: Limited time and resources may affect the sample size and scope of the study.

III. Literature Review

Kumar Pushpendra (2014) in their research article “Leisure Time activities of the rural youth critical analysis”, study focus on the personal and socio- economic characteristic of the rural youth and also the daily routine of the youth. In this study leisure time is referred to free time practical commitment such as work and study. The majority of the rural youth had participated most in the household activities. Some of the leisure time were spent on playing games, shopping, electronic media entertainment, etc. The data had revealed that the relationship between respondents and their utilization pattern was positively related with education, caste, family size, etc. Family size and occupation are negatively correlated with utilization of leisure hours with the respondents.

Pandey Raj Kumar (2016) in their research article “Achievement motivation stress and its management of high and low achieving visual need students”, study examines the various circumstances which is creating stressful environment for the child. This study defines study as an organism’s total response to an environmental phenomenon or stimulus. Achievement motivation is defined as the tendency to endeavour for the attaining of goals, it is specific motive which is concerned for a specific type of good and excellence. The researcher used descriptive survey research method with ex- post facto approach for this study. This study has been based on the consideration of achievement as an independent variable and judging the level of stress and achievement motivation of high and low achievers.

Arora Shilpa (2012) in their research article “Impact of mass media on creativity and personality among late adolescents” study examines the adolescence behaviour who has been greatest asset to shape the future of our country and strengthen the nation so all countries want best for their young generation. This study involve resourceful individuals with their own views and evolving decision making capacity. Adolescence is aimed to establish healthy attitudes and behaviours of life, it is also a time where job skills may develop. Mass media play an important role in our daily lives as creativity mass media helps adolescents to Foster their ability of creativity throughout the life. This also influence personality development in mass media. The methodology used in this study is descriptive survey and findings involve different mass media used in creativity and personality of the selected adolescent. This study limits the sample size of 300 adolescents.

Sood Navneeta (2024) in their research article “Leisure time activities among adolescents in relation to their self-esteem and personal values”, study examines the adolescence is a development period when growing autonomy is fostered by independent decision making and leisure choice. The stage of adolescence is accomplished by creativity, the spirit of Independence and adventure, abstract thinking and idealism. Leisure activities have significant functions in adolescent’s lives. The hypothesis of the study exist no significant difference in leisure time activities of adolescents of government and private schools. This study involves three categories of research design which are quantitative, qualitative and mixed method of research. The primary objective of the research is to evaluate the attitude of adolescents towards leisure time activities in relation to their self-esteem and personal values.

Singh Karan (2014) in their research article “A Study Of Leisure Time Activities Of High School Students And Its Relation To Their Academic Stress Anxiety And Achievement” in this study examines the effective use of leisure time has been a serious problem and the amount of time on our hand the greater the problem. Although leisure time activities may not be a definite part of curriculum, the school has a very important influence upon the use of leisure time by the students. Leisure time measures the time set aside to socialize, exercise our minds and bodies and peruse own interests spending too much time in leisure activities has negative relations with academic outcomes. The hypothesis of this study statistically there is no significant difference with regard to leisure time of activities of high school students belonging to different types of family. The methodology used in this study is descriptive research.

Conceptual Framework

This conceptual framework explores the relationship between Independent variables and dependent variable. Independent variable include demographic factors whereas dependent variable include individuals’ free-time activities, perceived value. A demographic factors influence activity choices and time spent, which in turn impacts outcomes like satisfaction, stress reduction, and skill development.

Independent Variables: Gender: How gender influences activity preferences and participation. Academic Stream: The impact of academic specialization on free-time choices (example students might prioritize academic activities, while those in humanities may focus on social pursuits).

Living Environment: The influence of living situation on access to social activities, recreational facilities, and potentially academic resources.

Year of Study: How different stages of a student’s academic journey may impact their free time activities and priorities.

Dependent Variables: Type of free-time activity (Recreational, Academic, Social and Digital): The different categories of activities individuals choose to engage in.

Frequency of participation: How often individuals engage in various free-time activities.

Perceived value of activity: How individuals subjectively assess the benefits and importance of their chosen activities.

Mental/Emotional impact: The effects of free-time activities on individuals' well-being, including satisfaction, stress levels, and overall emotional state.

Model Flow:

Demographics → Activity Type/Time Spent: The independent variables are hypothesized to influence the type and duration of activities individuals engage in.

Activity Type/Time Spent → Outcomes: The type and amount of time spent on activities are predicted to have an impact on the perceived value and mental/emotional outcomes. Outcomes (Satisfaction, Stress Reduction, and Skill Development): The model suggests that engaging in meaningful and valued free-time activities can lead to positive outcomes such as increased satisfaction, reduced stress, and skill development.

Data Analysis and Interpretation with Major Findings of the study

- ❖ Most respondents (80.9%) are aged 21–22, indicating the study focuses on final-year undergraduates or postgraduates. This reflects a mature student base nearing academic completion, likely with clearer insights into time management and free time priorities compared to younger students in earlier academic years.
- ❖ Females constitute the majority (59.6%) of respondents. This gender imbalance may influence leisure preferences and stress management approaches, as prior studies suggest women and men may differ in their use of free time, with females potentially favoring social and creative activities more.
- ❖ A dominant share (68.1%) are postgraduate students, highlighting a higher concentration of academically advanced participants. This suggests more experienced perspectives on balancing study and free time, and possibly greater awareness of personal development through extracurricular and stress-relieving activities.
- ❖ A vast majority (93.6%) live at home during the academic year. This stable living environment likely supports more consistent routines, which may influence how students manage and allocate their free time, particularly in terms of family influence and fewer residential distractions.
- ❖ Most students (83%) come from Commerce/Business, with minimal representation from Humanities and Science. This skew could shape patterns in free time use, as Commerce students may lean more toward career-oriented or structured leisure activities such as internships or professional development.
- ❖ 42.6% of respondents have 1–2 hours of free time daily. This moderate amount suggests students manage to balance academic and leisure life. A smaller segment (10.6%) with over 4 hours may face time management issues or have lighter academic loads.
- ❖ Social media usage (42.6%) dominates leisure time, followed by watching shows/movies (29.8%). This digital engagement reflects trends in entertainment consumption but also indicates limited use of time for productive or enriching activities like learning or meaningful social interaction.
- ❖ Only 19.1% engage in daily physical activity, while 44.7% rarely do. This suggests a largely sedentary lifestyle among students, which may have long-term implications on physical and mental health, especially with digital media dominating leisure time.
- ❖ Most respondents (52.2%) occasionally engage in creative hobbies. Regular participation is low (28.3%), pointing to a missed opportunity for stress relief and personal growth through creative outlets such as art, music, or writing, which enhance cognitive and emotional well-being.
- ❖ Only 17.4% hold part-time roles regularly, while 45.7% are actively looking. This shows growing interest in work experience among students, although barriers like time constraints or lack of opportunities may prevent consistent participation in career-building activities. A majority (42.6%) rarely engage in online skill development, with only 14.9% doing so regularly. While interest exists, especially among 36.2% who participate occasionally, the overall low engagement suggests a gap in utilizing digital platforms for continuous learning.
- ❖ Most students (55.3%) attend seminars or workshops sometimes, while only 12.8% do so frequently. Though academic engagement exists, infrequent participation may limit exposure to networking, knowledge enhancement, and holistic academic development.
- ❖ Over half (57.4%) spend 1–2 hours daily on social media. While moderate, it highlights digital platforms' strong presence in student life. Excessive use by 23.4% (3+ hours) may risk reduced productivity and increased procrastination. An overwhelming 95.7% find free time activities help relieve stress to varying degrees, underscoring the psychological value of leisure. This aligns with literature emphasizing relaxation and emotional well-being as essential outcomes of effectively utilized leisure time. A combined 80.9% feel they use free time productively at least most of the time, suggesting high levels

of self-awareness and intention in time management. However, the 19.1% who rarely or never do point to potential for improvement.

- ❖ Around 70.2% believe free time activities support academics to some extent or more. This reveals a general student perception that leisure can enhance concentration and learning, especially if aligned with academic goals or indirectly supporting mental clarity.
- ❖ Almost 89.3% report feeling mentally refreshed after free time. This confirms that leisure activities play a restorative role, which is essential for coping with academic stress and maintaining long- term focus and energy.
- ❖ A significant number (72.3%) acknowledge at least some peer influence in their leisure choices. This reflects the social aspect of youth behavior and the role of peer dynamics in shaping free time activities, potentially both positively and negatively. Only 15.2% always plan their free time ahead. Most (67.4%) do so occasionally, suggesting spontaneous rather than structured use of time. This may limit long-term benefits of leisure and lead to inefficiencies or overindulgence in unproductive activities.
- ❖ Only 12.8% clearly prefer structured free time activities, while over half (51.1%) are uncertain. This indecisiveness may reflect limited exposure to organized leisure or difficulty committing to routines outside academic obligations.
- ❖ 43.5% feel guilty sometimes after leisure entertainment, indicating internal conflict between relaxation and productivity expectations. This highlights a psychological struggle with balancing enjoyment and responsibility, common among high-achieving or self-critical students.
- ❖ Nearly 83% have learned new skills or started to, indicating a strong inclination toward self-improvement. However, sustained commitment may be an issue as only 19.1% pursued multiple skills. Encouraging continuous learning could yield long-term academic and career benefits.
- ❖ Most respondents (87.3%) agree that their college offers adequate extracurricular activities, indicating institutional support for holistic development. However, the 12.7% who disagree may reflect uneven distribution or access to these opportunities.
- ❖ Family plays a moderate role in influencing free time for most students (74.5%), especially those living at home. This familial impact can shape leisure choices toward either productivity or tradition-based activities, depending on household values and expectations. A majority (76%) admit to procrastinating occasionally or frequently due to leisure. This reveals a significant challenge in balancing entertainment and responsibilities, emphasizing the need for better time management skills among students.
- ❖ Only 25.5% are very satisfied with their study–leisure balance, while a majority (42.6%) are moderately satisfied. This suggests room for improvement in achieving equilibrium, possibly through institutional support or personal schedule adjustments.
- ❖ While 32.6% definitely want to reduce screen time, half are unsure. This indicates awareness but lack of initiative or alternatives. Structured, appealing offline activities may encourage a shift away from excessive digital dependence.
- ❖ 68.1% have felt burnout or partial burnout from insufficient free time, underscoring the need for better workload distribution. Institutions should consider interventions like wellness programs to address this mental fatigue.
- ❖ The repeated data from chart 4.28 likely reflects the same issue: students seek more meaningful relaxation. Most prefer moderate rest and renewal, suggesting a desire for weekends that balance relaxation with light engagement or exploration.

Analysis of Testing of Hypotheses

Table No. 01 Distribution of respondents based on their frequency of various leisure activities with their frequency age

Leisure activities	Age (Years)				Total
	18	19	20	21 or 22	
Watch shows/ Movies	00	00	01	13	14
Use social media	00	00	01	19	20
Read or study something new	01	01	02	03	07
Meet friends or family	00	00	03	03	06
Total	01	01	07	38	47

Source: Survey Data

Here, we apply chi-square test to examine whether there exists any relationship between the frequency of various leisure activities and frequency age among the respondents. We may make a null hypothesis that the frequency of various leisure activities and frequency age among the respondents do not depend on each other. Under the null hypothesis, we calculate the value of chi-square statistic as follows:

$$\chi^2 = \frac{N(ad - bc)^2}{(a + b)(a + c)(b + c)(b + d)}$$

$$\chi^2 = 20.126$$

From the table of chi-square probabilities, we have, $\chi^2_{0.05}(9) = 16.919$

As the computed value 20.126 is more than the table value (16.919), the hypothesis is to be rejected at 5 per cent level of significance. So, we conclude that the frequency of various leisure activities and frequency age among the respondents are depend on each other and are closely associated.

Table No. 02 Relationship between the frequency of various leisure activities and behavioural patterns associated with free time among the respondents

Leisure activities	Behavioural patterns				Total
	Less than 1 hour	1-2 hours	3-2 hours	More than 4 hours	
Watch shows/ Movies	03	06	05	00	14
Use social media	04	08	06	02	20
Read or study something new	01	03	01	02	07
Meet friends or family	00	03	02	01	06
Total	08	20	14	05	47

Here, we apply chi-square test to examine whether there exists any relationship between the frequency of various leisure activities and behavioural patterns associated with free time among the respondents. We may make a null hypothesis that the frequency of various leisure activities and behavioural patterns associated with free time among the respondents do not depend on each other. Under the null hypothesis, we calculate the value of chi-square statistic as follows:

$$\chi^2 = \frac{N(ad - bc)^2}{(a + b)(a + c)(b + c)(b + d)}$$

$$\chi^2 = 6.046$$

From the table of chi-square probabilities, we have, $\chi^2_{0.05}(9) = 16.919$

As the computed value 6.046 is less than the table value (16.919), the hypothesis is to be accepted at 5 per cent level of significance. So, we conclude that frequency of various leisure activities and behavioural patterns associated with free time among the respondents are independent on each other and are not associated.

Table t test for significant difference between the using free time productively on Gender and current year of study wise

To analysis the prevailing usage of free time productively and its analysis based on the **student's** gender and **current year of study** in the study area, t-test is used and its result presented in table 3 to 7 as follows:

Table No. 03 Gender wise Distribution of prevailing usage of free time productively

[Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly disagree (1)]

Gender	Ratings					Total
	1	2	3	4	5	
Male	06	10	01	01	01	19
Female	09	19	00	00	00	28
Total	15	29	01	01	01	47

Source: Field survey

Variable	Category	N	Mean	S.D.	df	t-value
Gender	Male	19	2.00	1.02	45	1.28
	Female	28	1.68	0.47		
	Total	47	1.81	0.76		

Calculated data

Degrees of Freedom = $19 + 28 - 2 = 45$

In the above table, the mean score for prevailing usage of free time productively of male students in the study area is 2.00 with S.D. of 1.02. Prevailing usage of free time productively of female students in the study area is 1.68 with S.D. of 0.47.

Hypothesis: Null Hypothesis: There is no significant difference between Prevailing usages of free time productively of the respondents with respect to their gender.

Where t value is 1.28

Degrees of Freedom = $19 + 28 - 2 = 45$

p value in the t table with the df 45 is 2.81 (1% level) & 1.28 (5 % level)

To test the difference between the means of male and female students in the study area, calculated t-value is 2.014 & 2.69 is lessor than the table value at an alpha level of 0.01 & 0.05. The p-value is more than the alpha level: $p < 0.01$ & $p < 0.05$. We can **accept** the null hypothesis that, there is no difference between means. Thus in short, male and female both have no significantly different in the Prevailing usage of free time productively.

Table No. 04 Current year of study wise Distribution of prevailing usage of free time productively

[Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly disagree (1)]

Status / Designation	Ratings					Total
	1	2	3	4	5	
First Year	01	02	00	00	00	03
Second Year	01	02	01	00	00	04
Final Year	01	05	02	00	00	08
PG	12	20	00	00	00	32
Total	15	29	01	01	01	47

Source: Field survey

Current year of study	Category	N	Mean	S.D.	df
	First Year	03	1.67	0.47	43
	Second Year	04	2.00	0.71	
	Final Year	08	2.13	0.60	
	PG	32	1.63	0.48	
	Total	47	1.745	0.56	

Calculated data

Degrees of Freedom = $47 - 4 = 43$

In the above table, the mean score for Current year of study of First year students in the study area is 1.67 with S.D. of 0.47, Second year students in the study area is 2.00 with S.D. of 0.71, Final year students in the study area is 2.13 with S.D. of 0.60 and PG Students in the study area is 1.63 with S.D. of 0.48. The overall students in the study area is 1.745 with S.D. of 0.56.

To analyse whether there is a **statistically significant difference** in the **mean usage of free time** across different years of study (First Year, Second Year, Final Year and PG), we will perform a **one-way ANOVA**.

Hypothesis: Null Hypothesis: There is no statistically significant difference in the mean usage of free time productively among the four study years (First Year, Second Year, Final Year, PG).

Table No. 05 ANOVA result of the usage of free time productively among the four study years (First Year, Second Year, Final Year, PG)

Source	Sum of Squares	df	Mean Square	F	P
Between groups	1.8945	03	0.6315	2.0821	0.1166
Within groups	13.0417	43	0.3033		
Total	14.9362	46			

Calculated data

Since Calculated F (2.08) is less than the Critical F (2.82) at an alpha level at 0.05. (The p-value is more than the alpha level $p < 0.05$). We can accept the null hypothesis that, there is no difference between means. Thus in short, the four study years (First Year, Second Year, Final Year, PG) have no significantly different in the usage of free time productively among the students. In short, there is **no statistically significant difference** in the mean usage of free time productively among First Year, Second Year, Final Year, and PG students.

Table No. 06 Current year of study wise Distribution of Perception on the Value in using free time

[Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly disagree (1)]

Status / Designation	Ratings					Total
	1	2	3	4	5	
First Year	01	01	01	00	00	03
Second Year	01	01	01	01	00	04
Final Year	02	04	01	01	00	08
PG	06	23	02	01	01	32
Total	10	29	04	03	01	47

Source: Field survey

Current year of study	Category	N	Mean	S.D.	df
	First Year	03	2.0	0.817	43
	Second Year	04	2.5	1.118	
	Final Year	08	2.125	0.927	
	PG	32	2.09	0.81	
	Total	47	2.13	0.87	

Calculated data

Degrees of Freedom = $47 - 4 = 43$

In the above table, the mean score for Current year of study of First year students in the study area is 2.0 with S.D. of 0.817, Second year students in the study area is 2.50 with S.D. of 1.118, Final year students in the study area is 2.125 with S.D. of 0.927 and PG Students in the study area is 2.09 with S.D. of 0.81. The overall students in the study area is 2.13 with S.D. of 0.87.

To analyse whether there is a **statistically significant difference** in the **mean Perception on the Value in using free time** across different years of study (First Year, Second Year, Final Year and PG), we will perform a **one-way ANOVA**.

Hypothesis: Null Hypothesis: There is **no statistically significant difference** in the mean **Perception on the Value in using free time** among the four study years (First Year, Second Year, Final Year, PG).

Table No. 07 ANOVA result of Perception on the Value in using free time among the four study years (First Year, Second Year, Final Year, PG)

Source	Sum of Squares	df	Mean Square	F	P
Between groups	0.6497	03	0.2166	0.2963	2.82
Within groups	31.433	43	0.7310		
Total	32.0827	46			

Calculated data

Since Calculated F (0.2963) less than the Critical F (2.82) at an alpha level at 0.05. (The p-value is more than the alpha level $p < 0.05$). We can accept the null hypothesis that, there is no difference between means. Thus in short, the four study years (First Year, Second Year, Final Year, PG) have no significantly different in the Perception on the Value in using free time among the students. In short, there is **no statistically significant difference** in the mean perception on the value in using free time among First Year, Second Year, Final Year, and PG students.

Suggestions of the Study

- ❖ Educational institutions should promote productive leisure activities such as reading, volunteering, skill development programs, and creative pursuits to help students make better use of their free time.
- ❖ Regular workshops on time management, self-discipline, and the importance of balanced leisure can help students understand the value of structured free time and its long-term benefits.
- ❖ Awareness campaigns should be conducted to educate students about the consequences of excessive social media and screen time, encouraging them to adopt healthier, balanced digital habits.
- ❖ Since there is no significant gender difference in the use of free time, all co-curricular and leisure activities should be inclusive, ensuring equal participation opportunities for all students regardless of gender.
- ❖ Although no strong behavioural association was found, student counselling and mentoring programs should still be strengthened to support students in areas such as stress management, career planning, and social engagement.
- ❖ Institutions can encourage students to lead peer groups, clubs, and community outreach programs that provide meaningful and self-driven engagement during free time.
- ❖ Colleges should invest in developing libraries, sports facilities, reading rooms, and hobby centers that offer a variety of options for students to use their leisure time constructively.
- ❖ Institutions should conduct regular surveys to monitor changing student preferences and the evolving trends in free time utilization to tailor campus activities accordingly.

Recommendations of the Study

- ❖ Colleges should formally introduce short-term skill courses, hobby clubs, and value-added programs that can be pursued during students' leisure time.
- ❖ Campaigns should be organized to educate students on the balanced use of technology and social media, emphasizing mindful consumption.
- ❖ Institutions should encourage students to take leadership roles in forming interest-based clubs and organizing peer-to-peer learning sessions during their free time.
- ❖ Academic advisors should provide time planning guidance to help students identify opportunities for better free time utilization.
- ❖ Students should be motivated to participate in community-oriented activities and social outreach programs, making their leisure time socially meaningful.
- ❖ As no significant difference was observed among students of different academic years, universities should implement free-time engagement strategies that are relevant and accessible across all year groups.

Conclusion of the Study

The study aimed to examine how college students aged 18–22 in the Dakshina Kannada (DK) district utilize their free time, with a focus on identifying common leisure activities, understanding associated behavioural patterns, and evaluating students' perceptions of productivity during leisure.

The findings reveal that there is a significant difference in the frequency of leisure activities undertaken by students. This indicates that students engage in a variety of free-time activities, with preferences that differ across individuals and are closely associated with their age group. However, no significant association was found between behavioural patterns (like time management, social interaction, and stress levels) and the type of free-time activities, suggesting that these behaviours are not strong predictors of how students choose to spend their leisure. Furthermore, no statistically significant difference was observed in how male and female students, or students from different academic years (First Year, Second Year, Final Year, and Postgraduate), use their free time or perceive its value. This implies a general uniformity across gender and academic levels in terms of how students view and utilize their leisure for personal or academic development.

In summary, while the choice of leisure activity varies, the underlying perceptions and behavioural connections remain largely similar across demographics. This calls for inclusive, flexible, and student-driven strategies to enhance the quality and impact of leisure time, promoting both personal growth and well-being.

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