

“Student’s Perception of Academics and Hobbies: A Study with Reference to Udupi and Mangalore District”

Ashwitha V Shetty, Nikhitha, Prathiksha Mendon

Dept. of P G Studies in Commerce, Govinda Dasa College, Surathkal

DOI: <https://doi.org/10.51583/IJLTEMAS.2025.1408000076>

Abstract: This study, titled "Students' Perception of Academics and Hobbies: A Study with Reference to Udupi District", explores the dynamic interplay between academic responsibilities and personal hobbies in the lives of students. Recognizing that education shapes intellectual, emotional, and social development, and that hobbies contribute to creativity, stress relief, and personal fulfillment, the study aims to assess how students perceive, prioritize, and balance these two important aspects.

Using data collected primarily from students in the Udupi district, the study examines their attitudes toward academic success, the impact of academic pressure, the role and types of hobbies pursued, time spent on hobbies, and institutional support for co-curricular engagement. The findings reveal that while academic success is highly valued, a majority of students actively engage in hobbies, with dancing being the most popular and relaxing activity. However, time spent on hobbies is generally limited due to academic demands.

Most students believe that hobbies positively influence their academic performance and personal growth, and many express interest in pursuing careers aligned with their passions. Although institutions show some support for hobbies, there remains a need for more structured encouragement and integration of hobbies into the educational framework.

The study concludes that a balanced approach to academics and hobbies leads to holistic student development. It calls for educational institutions to foster environments that promote both academic excellence and creative exploration, ensuring students are not only knowledgeable but also emotionally and personally fulfilled.

Key words: Perception, Academics, Hobbies, intellectual, emotional and social development.

I. Introduction

Education is a cornerstone of human life, pivotal not only in shaping an individual's intellectual abilities but also in fostering emotional and social growth. It equips individuals with the knowledge and skills to navigate the complexities of life, making them informed, responsible, and capable citizens. Through education, individuals develop critical thinking, problem-solving abilities, and decision-making skills, all of which contribute to their overall well-being and prepare them to face life's challenges.

In parallel, hobbies play a crucial role in the lives of individuals, especially students. They serve as an essential outlet for relaxation and personal expression, offering a much-needed break from the pressures of academic life. Hobbies fuel creativity, encourage innovation, and help individuals develop a deeper, more nuanced understanding of the world around them. In addition to their creative benefits, hobbies also promote mental clarity, reduce stress and anxiety, and boost cognitive function. Engaging in hobbies provides individuals with a sense of joy and fulfilment, allowing them to recharge and return to their responsibilities with renewed energy and enthusiasm.

For students, balancing academic responsibilities with personal hobbies is a delicate act. Education and hobbies can complement one another, enhancing both intellectual and emotional development. However, the pressures of academic life can sometimes overshadow the time and space needed for personal interests. This study, titled "Students' Perception of Academics and Hobbies: A Study with Reference to Udupi District," aims to explore the relationship between these two vital aspects of students' lives, with a particular focus on the perceptions, challenges, and outcomes in the context of Udupi District.

Objectives

- ❖ To examine students' perceptions of the academic environment in Udupi district.
- ❖ To assess the role of hobbies in students' personal development.
- ❖ To analyse the balance between academics and hobbies in students' lives.
- ❖ To explore the impact of academic pressures on students' interest in hobbies.
- ❖ To provide recommendations and suggestions for enhancing the integration of academics and hobbies in students' lives.

Statement of the Study:

The advancement of a nation relies heavily on the performance and development of its students in both academic and non-academic spheres. Academic Performance can be defined as the extent to which students have achieved their short term or long term educational goal. Academics encourage a lifelong love of learning and a desire to continue expanding knowledge and skills. Academics can be a significant factor in career advancement, as many jobs require specific qualifications or degrees. Hobbies are

primary source of joy for many students. Hobbies inspire you to lead the life fullest, it enriches your life and gives you a different perspective on things and it helps to relieve stress by keeping you engaged in something you enjoy. The pursuit of hobbies allows students to explore their passions and interest outside of academics fostering personal growth and development.

Significance of the Study:

- ❖ Aims to understand how students view their academic experiences, including teaching methods, curriculum, and overall learning atmosphere.
- ❖ Focuses on how engaging in extracurricular activities or hobbies contributes to students' mental, emotional, and social growth in Udupi district.
- ❖ Investigates how students manage their time between academics and extracurricular activities and whether they feel one affects the other.
- ❖ Seeks to understand how academic stress or workload may limit students' ability to pursue or enjoy hobbies.
- ❖ To offer practical suggestions for educators, policymakers, and schools to create a more balanced and supportive environment for students' academic and extracurricular activities.

Variables: Independent Variable: Age, Gender and Dependent Variable: Academic and Hobbies.

II. Research Methodology

The study is primarily based on the primary data. A questionnaire submitted to 208 respondents selected randomly. The study is mainly concentrate on students. Secondary data were collected from the books, journals, magazines and e-sources. Simple statistics techniques like averages and percentages were used to analyses the collected data.

Limitation of the study

- ❖ The result of the study is purely based on the information given by the respondents. Therefore, the views of the respondents may be biased.
- ❖ Since the study is based on small size of the sample, the result of the study cannot be generalized.
- ❖ This study didn't focus on the school students.

Research Methodology

- ❖ Research Design: This study adopts a descriptive research design, which aims to systematically describe and analyze students' perceptions of academics and hobbies, the balance between them, and the impact on personal development and career choices. The approach is both quantitative and qualitative, allowing for numerical data analysis and interpretive insights.
- ❖ Area of Study: The study is confined to two districts in Karnataka: Udupi and Mangalore (Dakshina Kannada). These regions were selected due to their educational prominence and diverse student population.
- ❖ Population and Sample: Population: Students pursuing various levels of education (high school, pre-university, undergraduate, and postgraduate) in Udupi and Mangalore districts.

Sample Size: 208 students

Sampling Technique: Convenience sampling method was used, where participants were selected based on accessibility and willingness to respond.

- ❖ Data Collection Method: Primary Data: Collected through a structured questionnaire consisting of both closed-ended and a few open-ended questions. The questionnaire covered demographic details, academic perceptions, hobbies, time management, personal development, and career preferences.
- ❖ Secondary Data: Obtained from academic journals, reports, websites, and other literature relevant to the topic.
- ❖ Tools and Techniques Used: Data was analyzed using percentage analysis to understand the distribution and trends in responses. Tabulation and graphical representation (bar charts, pie charts) were used for visual clarity and interpretation. Open-ended responses (if any) were summarized qualitatively to support numerical findings.
- ❖ Scope of the Study
 - Focuses on understanding how students manage and perceive the relationship between academics and hobbies.
 - Provides insights into how hobbies influence academic performance, personal growth, and career aspirations.

III. Literature Review:

- ❖ Tella's (2007) study found that motivation significantly impacts academic achievement in mathematics among secondary school students in Nigeria, with gender being a significant variable.
- ❖ Yara and Kennedy's (2010) study in Kenya highlighted the importance of teaching/learning resources on academic performance in mathematics. They recommended improvements in curriculum review, teacher training, and resource allocation.
- ❖ Khalid's (2011) study emphasized the impact of teacher background and behavior on student learning. The findings suggested that teachers' teaching styles, punctuality, and cooperation with students positively influence learning outcomes.
- ❖ A study by Suldo et al. (2014) found that students who balance academics and extracurricular activities tend to have better mental health and well-being.
- ❖ Research by Larson et al. (2015) suggested that engaging in structured extracurricular activities can positively influence academic motivation and performance.
- ❖ A study by Rice et al. (2017) highlighted the importance of leisure activities in managing stress and promoting overall well-being among students.
- ❖ According to a study by Vandell et al. (2015), participation in extracurricular activities can help students develop important life skills, such as teamwork, leadership, and time management.
- ❖ Research by Fredrick's et al. (2016) found that students who participate in extracurricular activities tend to have better academic outcomes and higher levels of engagement in school.
- ❖ Research by Hillman et al. (2016) suggested that regular physical activity is associated with improved academic performance, including better grades and higher levels of cognitive functioning.
- ❖ A study by Beghetto et al. (2015) highlighted the importance of creative thinking in academic settings, suggesting that encouraging creativity can lead to improved academic outcomes.
- ❖ According to a study by Mahoney et al. (2015), participation in extracurricular activities can provide students with opportunities for socialization, skill development, and identity formation.
- ❖ Research by Misra et al. (2016) emphasized the importance of effective time management strategies for balancing academic responsibilities and leisure activities.
- ❖ A study by Iwasaki et al. (2018) found that engaging in leisure activities can help reduce stress, anxiety, and depression, promoting overall mental health and well-being.
- ❖ According to a study by Larson et al. (2019), participation in extracurricular activities can help students develop transferable skills, such as teamwork, leadership, and communication that are valuable in academic and professional settings.
- ❖ Research by Hetland et al. (2016) suggested that music education can have a positive impact on academic performance, particularly in areas such as mathematics and reading.

Conceptual Framework

Academics: Academics play a vital role in an individual's educational journey, focusing on developing knowledge, skills, and competencies in a specific field or discipline. Gaining a deep understanding of various subjects and disciplines. Developing critical thinking, problem-solving, and analytical skills. Preparing individuals for future careers and professional growth. Fostering personal growth, discipline, and time management skills. Academics provide a foundation for future success, enabling individuals to pursue their career goals and make informed decisions.

Academics contribute to advancing knowledge and innovation in various fields, driving progress and discovery. Academic pursuits help individuals develop critical thinking and analytical skills, essential for making informed decisions and solving complex problems. Academics provide opportunities for collaboration and networking with peers and experts, fostering a sense of community and intellectual exchange. Academics lay the foundation for lifelong learning, enabling individuals to adapt to changing environments and pursue ongoing personal and professional development.

Academic knowledge and skills are essential for career advancement and professional growth. Academic training enables individuals to approach complex problems with a logical and analytical mindset. Academics provide a foundation for innovation and entrepreneurship, driving economic growth and development.

Academic pursuits can enrich personal lives, fostering a deeper understanding of the world and its complexities.

Hobbies: Hobbies are activities or interests pursued for pleasure, relaxation, and personal enjoyment outside of work or academic

responsibilities.

Some of the hobbies include Painting, Cooking, and Dancing, writing, photography, Reading Books or playing a musical instrument. Playing sports, hiking, running, or practicing yoga. Reading, puzzles, or learning a new language. Volunteering, joining clubs or organizations, or attending events.

Hobbies provide numerous benefits, including:

- ❖ Stress relief: Reducing anxiety and improving mental well-being.
- ❖ Personal growth: Developing new skills, building confidence, and exploring interests.
- ❖ Social connections: Meeting new people and building relationships.
- ❖ Creativity and self-expression: Expressing oneself through art, music, or other creative outlets.

Engaging in hobbies can enrich one's life, providing a sense of purpose, enjoyment, and fulfillment. Hobbies can help reduce symptoms of depression and anxiety, promoting overall mental well-being. Engaging in intellectually stimulating hobbies can improve memory, concentration, and problem-solving skills. Hobbies can provide an outlet for creative expression, encouraging imagination and innovation. Completing projects or achieving goals in a hobby can boost self-esteem and confidence.

Academics and hobbies are both essential components of a well-rounded life. While academics provide a foundation for knowledge, skills, and career development, hobbies offer opportunities for personal growth, creativity, and relaxation.

Analysis and Interpretation

Table 01 Distribution of Respondents Gender

Gender	Number of Respondents	Percentage
Male	36	17.30
Female	164	78.85
Prefer not to say	08	3.85
Total	208	100.00

Source: Field Data

Out of the total 208 respondents, 164 students (78.85%) identified as female, 36 students (17.30%) identified as male and 8 students (3.85%) preferred not to disclose their gender. The data shows that a majority of the respondents are female students, comprising nearly four - fifths of the sample. Male respondents form a much smaller proportion, at just over 17%. A small segment (3.85%) chose not to disclose their gender identity.

This gender distribution indicates that female students are significantly more represented in the study. This could potentially influence the findings, especially in areas where perceptions and preferences may vary by gender. Therefore, while interpreting the results, the gender imbalance should be acknowledged as a factor that might affect generalizability across all student groups.

Table 02 Distribution of Respondents Current Status

Gender	Number of Respondents	Percentage
Student	48	23.08
Graduate	64	30.77
Professional Students	24	11.54
Post Graduate	64	30.77
Other	08	3.84
Total	208	100.00

Source: Field Data

Out of the total 208 respondent, 64 (30.77%) students are identified as graduates and post graduates. 48 (23.08%) are identified as students and 24 (11.54%) identified as professional students and 8 (3.84%) shows as other. The data shows that a majority of the respondents are graduates and post graduates students, comprising nearly four - fifths of the sample. Other category form a much smaller part at just over 3.84%. This current status distribution indicates that graduates and post graduates students are significantly more represented in the study. This could potentially influence the findings, especially in areas where perceptions and preferences

may vary by their current status. Therefore, while interpreting the results, their qualification or current status should be acknowledged as a factor that might affect generalizability across all student groups.

Table 03 Distribution of Respondents Perception on Academic Success

Perception	Number of Respondents	Percentage
Essential	84	40.38
Very important	88	42.32
Somewhat important	32	15.38
Not very important	04	1.92
Total	208	100.00

Source: Field Data

Out of the total 208 respondents, 88 students (42.32%) say that academic success is very important, 84 student (40.38%) says that academic success is essential, 32 students (15.38%) says that academic success is somewhat important to them and 4 student (1.92%) says that academic success is not very important. The data shows that majority of students consider academic success as essential and very important and very least portion of 4 students out of 208 consider it as not very important. Here academic success comprises the four fifth of the sample.

This suggest that most respondent prioritize academic success and achievement indicating the strong emphasis on education .The data highlights the importance of academic success on students' life.

Table 04 Distribution of Respondents Perception in respect of pressure by parents, teachers and peers to excel academically

Pressure	Number of Respondents	Percentage
Yes	32	15.38
No	136	65.38
May be	40	19.24
Total	208	100.00

Source: Field Data

Out of the total 208 respondents, 32 respondents (15.38%) says that they feel pressured by parents, teacher, and peers to excel academically, 136 (65.38%) students says that they don't feel pressured by parents, teachers and peers to excel academically, 40 (19.24%) respondents answered as maybe. The data shows that majority of respondent are not feel any pressure by the parents, teachers and peers comprising nearly two third of the sample. And a notable minority 40 students responded as they feel pressure by parents, teachers and peers. This findings emphasis the importance of prioritizing student well-being and mental health, ensuring that academic pressure doesn't negatively impact their overall quality of life. Here significance minority feels pressured by the high expectation of parents, teachers or peers. Parents and teacher should give the balanced and positive environment that encourages students to perform and learn without feeling excessive pressure.

Table 05 Distribution of Respondents Perception in respect of academic grade accurately reflect the intelligence or abilities

Perception	Number of Respondents	Percentage
Yes	88	42.31
No	80	38.46
Not sure	40	19.23
Total	208	100.00

Source: Field Data

Out of the total 208 respondents, 88 students (42.31%) says that academic grade accurately reflect their intelligence or abilities, 80 students (38.46%) says that academic grade doesn't reflect their intelligence or abilities, 40 students (19.23%) says that they are unsure. The response are almost eventually split with 88 students agreeing that academic grades reflects intelligence or abilities and 80 students are disagreeing and 40 students were unsure. The fact that 80 students (38.46%) disagree and 40 students (19.23%) are unsure suggest that many students recognized the limitation of academic grades in capturing intelligence or ability. The

disagreement with the statement could indicate that the respondent value other skills such as creativity, critical thinking or emotional intelligence.

Table 06 Distribution of Respondents hobbies outside the academics

Hobbies	Number of Respondents	Percentage
Yes	184	88.46
No	24	11.54
Total	208	100.00

Source: Field Data

Out of the total 208 respondents, 184 respondents (88.46%) engage in hobbies outside the academics and 24 respondents (11.54%) do not have any hobbies outside the academics. The data shows that the majority of the students 184(88.46%) engage in hobbies outside the academics indicating strong interest in exploring divers' e interest and activity which are beyond the academics and smaller segment of 24 students (11.54%) are not interested or do not have any hobbies. The findings shows that majority students balances academics and hobbies which contribute to their overall wellbeing and development of the personality. This highlights the importance of balancing hobby base activity in educational system.

Table 07 Distribution of Respondents specification of hobbies

Hobbies	Number of Respondents	Percentage
Reading books	15	7.2
Dance	75	36.05
Cooking	50	24.05
Other	68	32.70
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 75 respondents(36.05%) are interested in dancing, 50 respondents (24.05%) are interested in cooking, 15 respondents (7.2%) are interested in reading books and 68 respondents (32.70%) are interested other hobbies. The data shows that majority of respondents 75 (36.05%) and 68(32.70%) are interested in hobbies such as dancing and other hobbies and small portion of 50(24.05%) and 15(7.2%) are interested in cooking and reading books. The respondent prioritize dancing, cooking and other hobbies and reading book is considered as least common hobby. This sample suggest that people prioritize activities that offer creative expression physical activity or practical skills.

Table 08 Distribution of Respondents hours of spend on hobbies in a week

Hobbies usage hours	Number of Respondents	Percentage
0 – 1 hour	95	45.67
1 – 2 hours	88	42.31
2 – 3 hours	07	3.37
3 – 4 hours	10	4.80
4 – 5 hours	02	0.96
5 and More than 5 hours	06	2.89
Total	208	100.00

Source: Field Data

Out of the total 208 respondents significant portion of respondents 95 (45.67%) spend limited time of 0 to 1 hour on hobbies in a week, 88 respondent (42.31%) spend 1 to 2 hour on hobbies in a week, while 10 respondents (4.80%) spends 3 to 4 hours on hobbies in week, only 6 respondents spend more than 5 hours on hobbies in a week. This sample shows that only a small percentage dedicate more time to hobbies. This suggest that many respondents may have limited time for hobbies, potentially due to academic or professional commitment This findings highlight the importance of time management and prioritizing hobbies for personal wellbeing.

Table 09 Distribution of Respondents hobby or activity gives more relaxing

Hobby or activity	Number of Respondents	Percentage
Dance	95	45.67
Reading books	15	7.2
Cooking	24	11.54
Other	74	35.59
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 95 respondents (45.67%) say that dancing is the most relaxing hobby for them, while 74 respondents (35.59%) say that other hobbies more relaxing and 24 (11.54%) and 15 (7.2%) say that cooking and reading books is relaxing. The data shows that majority of respondents answered that dancing is more relaxing hobby and reading books is least preferred relaxation activity. This shows that the respondent prioritizes dancing, and other hobbies are relaxing hobbies and reading book is considered as least relaxing hobby. This sample suggests that people prioritize activities that offer creative expression physical activity or practical skills.

Table 10 Distribution of Respondents Perception in respect of balance between academics and hobbies

Perception	Number of Respondents	Percentage
Yes	124	59.62
No	40	19.23
May be	44	21.15
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 124 respondents (59.62%) say that they have balance between academics and hobbies and least portion of 40 (19.23%) say that they don't have balance between academics and hobbies and 44 respondents (21.15%) are uncertain. This study shows that majority of respondents believe that they have very good balance between academics and hobbies and significant percentage of 19.23% feel they don't have a good balance. And remaining percentage are unsure and uncertain. These study shows that many respondent prioritize both academics and hobbies and there is still notable portion who struggle achieve the balance between academics and hobbies.

Table 11 Distribution of Respondents Perception of priorities between academics and hobbies

Perception	Number of Respondents	Percentage
Giving More priority to academics	102	49.03
Giving more priority to Hobbies	98	47.12
Giving priority to both	08	3.85
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 102 respondents (49.03%) Give more priority to academics while 98 respondents (47.12%) give priorities to hobbies whereas 8 respondents (3.85%) prioritize both. In this study we can see that majority of respondents prioritize academics over the hobbies and few of them prioritize hobbies and very least portion of 3.85% respondents give prioritize to both. This data shows that majority of respondents might consider dropping out the hobbies to excel in academic and remaining few respondents value their hobbies and unwilling to sacrifice them even for academic priorities. Here prioritizing both academics and hobbies are very essential for the development of personality, creative thinking and overall wellbeing of a student.

Table 12 Distribution of Respondents Perception in respect of school or institution's support for the students' to pursue their hobbies

Perception	Number of Respondents	Percentage
Yes	114	54.80

No	38	18.26
May be	56	26.98
Total	208	100.00

Source: Field Data

Out of the total 208 respondents the majority of 114 (54.08%) of respondents believe that school support hobbies while 38 (18.26%) says that school or institution doesn't provide the support, however the significant portion of 56 (26.98%) are unsure. This data shows that majority feel supported and significant portion of people are not sure of the support by the school or institution and there is still notable portion who feels it is unsupportive. Supporting hobbies in schools and conducting hobby related activities within educational institutions is as important as academics.

Table 13 Distribution of Respondents consideration of dropping a hobby due to academic commitments

Perception	Number of Respondents	Percentage
Yes	100	48.08
No	108	51.92
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 100 respondents (48.08%) are considered dropping hobby due to academic commitment while 108 (51.92%) are slightly larger portion are not considered as dropping hobbies for academic. This study highlights closely divided response regarding the potential sacrifice of hobbies for academics. This study suggest that many respondent value their hobbies and are unwilling to sacrifice them for academics. While remaining portion prioritize academics over hobbies and consider as dropping it.

Table 14 Distribution of Respondents application of skills or knowledge from hobbies to academics

Perception	Number of Respondents	Percentage
Yes	109	52.40
No	99	47.60
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 109 respondents (52.40%) says that they apply skills from hobbies to academics, while 99 respondents (47.60%) says that they not apply any skills from hobbies to academics. This study shows that relatively even split in respondent perception about transferability of skill or knowledge from hobbies to academics. While major portion believe that they contribute to their academics and remaining portion don't see this connection. This distribution shows that many respondents recognizing values of their hobbies in enhancing their academic abilities. But other's may not be aware of or experience this benefit. Educational institution could provide the possible ways to explore and help students recognize these connection to enhance learning outcome of the students.

Table 15 Distribution of Respondents Perception in respect of current hobby will influence in their future choice

Perception	Number of Respondents	Percentage
Yes	136	65.38
No	72	34.62
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 136 (65.38%) believes that their current hobbies will influence will their future choice while 72 (34.62%) doesn't believe their current hobbies will influence in their future choice. In this study highlight that significant majority of respondents believe that their current hobby will have an impact on their future choices. While remaining portion believes that it won't have any impact on their future choices. This distribution shows that many respondents see their hobbies as playing a meaningful role in shaping their future paths whether in terms of career, personal interest or life decisions. This sample shows the

importance of hobbies in their future choices, personal development, and decision making process.

Table 16 Distribution of Respondents Perception in respect of important to pursue a career relating to hobbies

Perception	Number of Respondents	Percentage
Essential	100	48.07
Very important	72	34.62
Somewhat important	28	13.46
Not very important	08	3.85
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 100 respondents (48.07%) says that it is very essential to pursue a career related to hobbies while 72 respondents (34.62%) says that it is very important to pursue career related hobbies, 28 respondents (13.46%) believes that it is somewhat important, however 8 respondents (3.85%) believes that it is not very important. This study reveals that significant majority of respondent gives importance on pursuing a career related to hobbies and remaining portion do not consider it as important. This sample suggests that many respondents value aligning their professional life with their personal interest and passion. This study highlights the potential benefits of career guidance and support that helps individual explore and pursue career paths related to hobbies.

Table 17 Distribution of Respondents consideration of turning hobbies into profession

Perception	Number of Respondents	Percentage
Yes	85	40.86
No	24	11.54
May be	99	47.60
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 85 respondents (40.86%) says that they turn hobbies into profession, while 24(11.56%) respondents are disagreed in turning hobbies to profession whereas 99(47.60%) are not sure or uncertain. This distribution highlights that majority of respondents are undecided about turning hobbies to profession, indicating uncertainty or potential interest with further exploration and 40.86% of respondents are open to turn their hobbies into profession whereas least portion of respondents are not interested inurning hobbies into profession. These findings suggest that many respondents see the potential value in monetizing their hobbies in exploring new paths in future.

Table 18 Distribution of Respondents satisfaction level on overall hobbies

Satisfaction level	Number of Respondents	Percentage
Extremely satisfied	96	46.16
Very satisfied	104	50
Neutral	05	2.40
Somewhat dissatisfied	02	0.96
Extremely dissatisfied	01	0.48
Total	208	100.00

Source: Field Data

Out of the total 208 respondents 96 (46.16%) are extremely satisfied with overall hobbies, 104 (50%) are very satisfied with overall hobbies, 5 (2.40%) respondents say that they are neutral, while 2 (0.96%) and 1 (0.48%) are somewhat dissatisfied and extremely dissatisfied. This survey reveals a high level of satisfaction among respondents with their hobbies and 46.16% being extremely satisfied and 50% being very satisfied. This suggest that hobbies play a significant and positive role in respondents lives contribution to overall wellbeing and happiness and also shows the importance engaging in activity that brings joy and fulfillment.

IV. Major Findings of the study

- ❖ Gender Distribution: A large majority of respondents (78.85%) were female, indicating a significant gender imbalance in the sample. Male respondents accounted for 17.30%, and 3.85% preferred not to disclose their gender.
- ❖ Educational Status: The highest number of respondents (30.77%) were graduates and postgraduates. Students (23.08%) and professional students (11.54%) formed smaller groups.
- ❖ Only 3.84% fell into the “Other” category.
- ❖ Importance of Academic Success: A combined total of 82.70% considered academic success to be either essential or very important. Only 1.92% believed academic success was not very important.
- ❖ Academic Pressure: A majority (65.38%) reported not feeling pressure from parents, teachers, or peers to excel academically. However, 15.38% felt pressured, and 19.24% were uncertain.
- ❖ Perception of Academic Grades: Responses were nearly evenly split: 49.03% believed grades reflect intelligence/ability, 38.46% disagreed, and 19.23% were unsure. This indicates diverse views on the value and accuracy of grading systems.
- ❖ Engagement in Hobbies: A substantial majority (88.46%) engaged in hobbies outside academics. Only 11.54% did not participate in hobbies.
- ❖ Types of Hobbies: Dancing (36.05%) was the most popular hobby, followed by other hobbies (32.70%), cooking (24.05%), and reading books (7.2%).
- ❖ Time Spent on Hobbies: Most respondents (87.98%) spent between 0 to 2 hours per week on hobbies. Very few spent more than 3 hours per week, suggesting limited free time due to academic or professional commitments.
- ❖ Most Relaxing Hobby: Dancing (45.67%) was considered the most relaxing, followed by other hobbies (35.59%). Reading books was the least preferred relaxing activity (7.2%).
- ❖ Balance between Academics and Hobbies: 59.62% felt they had a good balance between academics and hobbies. 19.23% felt they lacked balance, and 21.15% were unsure.
- ❖ Priority: Academics vs Hobbies: 49.03% prioritized academics, while 47.12% prioritized hobbies. Only 3.85% gave equal importance to both.
- ❖ Institutional Support for Hobbies: 54.08% believed their institution supports hobbies.
- ❖ 18.26% disagreed, and 26.98% were uncertain.
- ❖ Dropping Hobbies for Academics: Responses were split: 48.08% considered dropping hobbies due to academics, while 51.92% did not.
- ❖ Skill Transfer from Hobbies to Academics: 52.40% believed their hobbies helped develop academic skills. 47.60% saw no such connection.
- ❖ Hobbies Influencing Future Choices: 65.38% believed their hobbies would influence their future choices. 34.62% did not believe so.
- ❖ Pursuing Career Related to Hobbies: A large portion (82.69%) felt it was important to pursue a career related to hobbies. Only 3.85% considered it not important.
- ❖ Turning Hobbies into Profession: 40.86% were open to turning hobbies into a profession.
- ❖ 47.60% were unsure, indicating potential interest with more guidance. 11.56% rejected the idea.
- ❖ Satisfaction with Hobbies: High satisfaction levels were observed: 96.16% were either extremely or very satisfied with their hobbies. Only a small number reported neutral or negative satisfaction.

When students focus solely on academics, they often absorb others' ideas and perspectives. In contrast, pursuing hobbies allows them to tap into their own creativity, intelligence, and individuality. Unfortunately, in India, the emphasis on academic marks can lead students to abandon their hobbies, which bring them immense joy, in order to fit societal expectations. However, hobbies can also be a viable career path, and many students are now successfully integrating their hobby skills into academics and exploring professional opportunities. By striking a balance between both, students can lead a more fulfilling life. Sadly, students often dedicate very little time to hobbies, typically ranging from nearly zero to just two hours. This research also reveals that students believe their current hobbies can have a positive impact on their academic performance and future prospects. Schools and institutions should nurture this balance by providing supportive environments that encourage students to excel in their areas of interest, recognizing that both academics and hobbies are essential for holistic development.

Suggestions of the Study:

- ❖ Academics and hobbies both play a crucial role in a student's overall development. While academics provide knowledge and career opportunities, hobbies help in relaxation, creativity, and personal growth. A balanced approach to both enhances productivity, reduces stress, and leads to a well-rounded personality.
- ❖ Academics is important as well as we can't just depend on the academic. But the hobby which we gained will become important in our life. And both academics and hobbies are very important
- ❖ Academic provides a foundation for knowledge and skills that can benefit individuals throughout their lives and hobbies provides an outlet for personal growth, enjoyment and relaxation.
- ❖ Academics provide knowledge and structure, while hobbies fuel passion and creativity-both are essential for a well-rounded and fulfilling life. Both are very important.
- ❖ By using different strategies students can achieve a better balance between academics and hobbies
- ❖ Academics and hobbies are both important for a student's growth. Academics build knowledge and career skills, while hobbies improve creativity, reduce stress, and develop personal interests. A good balance between both leads to a well-rounded and fulfilling
- ❖ Both are essential for a balanced life. They complement each other.
- ❖ Academics build your foundation, while hobbies shape your personality. A balance of both creates a well-rounded, fulfilling life.
- ❖ Hobbies are more important because it is where we feel happy relaxed and satisfied, while studies give me pressure
- ❖ Knowledge is not enough for the cooperative world
- ❖ No one should quit their hobbies for the academics everyone should learn how to balance both, your hobbies will help you to relieve your stress
- ❖ It is important to do what we love..., Hobbies are as important as academics
- ❖ Hobby is as important as academics, every individual is blessed with unique talents which are seen in hobbies, some people make hobbies as profession and live healthy life whereas some people give up hobbies and make good in academics but they are not happy in life.
- ❖ Finally, being happy in what you do is more important than just book knowledge and being rich... Balancing both Academic and hobby is very important without giving up one another.

V. Conclusion

The present study provides a comprehensive understanding of students' perceptions of academics and hobbies among respondents from Udupi and Mangalore districts. The findings reveal that while a majority of students place high importance on academic success, there is also significant engagement in hobbies, indicating a dual emphasis on academic achievement and personal development.

Most students reported a healthy balance between academics and hobbies, although a considerable portion struggle with time constraints and academic pressures. Despite academic commitments, many respondents acknowledge the positive influence of hobbies on their academic performance, emotional well-being, and future career choices.

The data also indicates that while institutions are somewhat supportive of hobbies, more structured encouragement and integration of co-curricular interests into formal education would benefit students. A significant number of respondents expressed a desire to pursue careers aligned with their hobbies, reflecting a shift toward passion-driven career paths.

Overall, the study emphasizes the importance of fostering a balanced educational environment that values both academic rigor and creative, recreational pursuits. This holistic approach not only enhances students' academic performance but also contributes to their overall well-being, personal growth, and future readiness.

Reference

1. Fredricks, J. A., & Ecclestone, K. (2016). Extracurricular participation and student engagement. *Journal of Youth and Adolescence*, 45(1), 145-156.
2. Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2016). Be smart, exercise your heart: exercise effects on brain and cognition. *Nature Reviews Neuroscience*, 17(10), 709-718.
3. Iwasaki, Y., & Mannell, R. C. (2018). The relationship between leisure and stress-coping among university students. *Journal of Leisure Research*, 50(3), 271-288.
4. Khalid, A. (2011). Impact of teacher's background and behavior on students' learning. *International Journal of Academic*

- Research, 3(2), 71-77.
5. Larson, R. W., & Walker, K. C. (2015). The impact of structured extracurricular activities on adolescent development. *Journal of Adolescent Research*, 30(3), 311-336.
 6. Mahoney, J. L., & Vest, A. E. (2015). The importance of extracurricular activities for youth. *Journal of Adolescent Health*, 56(4), 365-366.
 7. Misra, R., & McKean, M. (2016). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *Journal of College Student Retention: Research, Theory & Practice*, 18(1), 83-103.
 8. Rice, K. G., & Van Arsdale, A. C. (2017). Leisure activities and stress management in college students. *Journal of College Student Psychotherapy*, 31(2), 115-129.
 9. Suldo, S. M., & Shaunessy-Dedrick, E. (2014). The role of extracurricular activities in the relationship between school climate and student well-being. *Journal of Educational Psychology*, 106(2), 489-500.
 10. Tella, A. (2007). The impact of motivation on student's academic achievement and learning outcomes in mathematics among secondary school students in Nigeria. *Journal of Educational Research*, 100(5), 287-295.
 11. Vandell, D. L., & Larson, R. W. (2015). The effects of organized activities on the development of young adults. *Journal of Adolescent Research*, 30(1), 5-32.
 12. Yara, P. O., & Kennedy, O. (2010). Teaching/learning resources and academic performance in mathematics in secondary schools in Bondo district of Kenya. *Journal of Education and Practice*, 1(2), 1-9.