

## Family leisure and academic achievement. Perception of the families

### Tempo libero familiare e rendimento scolastico. La percezione delle famiglie

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**Abstract:** In the last years, the interest towards research of leisure and its relation with academic achievement has increased, emphasizing the role of physical activity. However, in less measure, the possible contribution of family leisure in students of Primary Education has been considered. The main purpose of this investigation is analyzing the incidence of family leisure in the real and perceived academic achievement of primary education students. The questionnaire "Family Leisure Activity Profile (FLAP)" has been used as a measure for the real and perceived academic achievement. The questionnaire was completed by 407 families. The results confirm the relation between family leisure and academic achievement, underlining a higher inference with the balance family leisure respect to the core family leisure and, moreover, it results more decisive in the parental perception of academic achievement than in academic marks. In conclusion, it must be more developed this line of investigation in order to design a proposal of training which offer to the families a better exercise of the time of leisure

**Key words:** Family leisure; academic achievement; primary education; parental perception.

**Abstract:** Negli ultimi anni, si è rafforzato l'interesse della ricerca per il tempo libero e il suo rapporto con le prestazioni scolastiche, sottolineando il ruolo dell'attività fisica. Tuttavia, si è considerato in misura minore l'apporto del tempo libero familiare sul rendimento degli studenti delle scuole primarie. L'obiettivo principale di questa ricerca è analizzare l'impatto del tempo libero familiare nel rendimento scolastico sia reale che percepito negli studenti di scuola primaria. Si è utilizzato il questionario FLAP (Family Leisure Activity Profile) come misura di valutazione del rendimento scolastico, sia reale che percepito. Il questionario è stato completato da 407 famiglie. I risultati confermano la relazione tra il tempo libero familiare ed il rendimento scolastico, evidenziando, a lungo termine, una maggiore incidenza del tempo libero familiare. In tal senso, sarà necessario approfondire questa linea di ricerca al fine di elaborare proposte di formazione che consentano alle famiglie di migliorare la gestione del tempo libero.

**Parole chiave:** Tempo libero in famiglia; rendimento scolastico; istruzione primaria; percezione dei genitori.

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## Family leisure and academic achievement. Perception of the families

### 1. Introduction

People who predict the society of leisure as an antithesis of the society of work, with a lower numbers of working hours, they were wrong. Clearly, the utopian ideal of a society of leisure that opts for a quiet and healthy life, which it has not been a reality, on the contrary, the contemporary industrial societies seem to be characterized by a lack of time that produce pressure and stress in the active citizenship, longing for better times and the model of life of enjoyment from elite (Veal, 2018). Hence, the emerging society of work and leisure described by Ravenscroft and Gilchrist (2009), it is not the project of the liberal democracy, neither the classic studies of leisure, but a snob and discriminatory project of the Era of “post-working”.

Paradoxically, it has not produced an increase in the time of leisure, but it has grown and diversified the offer of activities which have given coverage to the necessities of different stages of life. Leisure, besides a sign of health and emotional well-being, has become a consumer product, positioning among the most important businesses in the global economy. As a consequence, the actual offer of services, against payment, increases constantly (Sanz & Romero González, 2009), highlighting the economical inequalities and the possibilities of access to certain activities of leisure.

Recently, leisure has acquired a higher prominence, has become a valuable component, which is associated with a big range of advantages, “could relax and release pressure, balance work, as well as acquire other benefits, such as the enhancement of physical health and interpersonal relationship” (Ko, Pai & Mao, 2018, p.591), and alerts to the risk behaviors related with stress (Chang et al., 2018), the ingestion of harmful substances, obesity, internet addiction, amongst others (Saimon, Lee & Chana, 2018). It is also related to the happiness and vital satisfaction understood as an internal condition that it is reached when it values positively (Lepp, 2018), being happier when the activities develop in the free space and require tranquility, success, autonomy and interest (Liu & Da, 2019).

Several researches contemplate the relation between leisure and scholar achievement, and reveal that the achievement and the attach-



ment of the students to the school improves after the participation in activities of leisure (Badura et al., 2016) and physical activity enhances the psychological and academic achievement of the children, especially with girls (Bunketorp et al., 2015), although the direction in the association is not well known (Aaltonen et al., 2016). In contraposition, when the sedentary behavior prevails in our free time, it is observed that the best explicative model sets the academic achievement as the best predictor of the sedentary behaviors (Da Costa et al., 2017; Lizandra et al., 2016). In Spain, the relation between leisure and achievement from the perspective of the physical activity predominates (Capdevilla, Bellmunt & Hernando, 2015), however, the proliferation of the investigation in other areas is poor.

While it is true that research about leisure and scholar achievement has increased considerably, consolidating the idea that leisure contributes to the optimal development of the human being, it is also a multi-faceted reality difficult to measure due to the diversity of types of activities which it integrates. It can find a wide range of dimensions that span from physical activities, recognized as sportive leisure, to the relevance of use of technologies which refers to the technology aspect of leisure. For all of them, in this work there is an emphasis on family leisure as a meeting point for the realization of activities of different nature which infer, among other aspects, in the family cohesion and development of minors (Crawford & Godbey, 2009).

The potentiality of the family helps to create a shared time which provides an educational and health benefits what revalues the importance of the family leisure as a vital model. In fact, in spite of not being a habitual practice (Berntsson & Rigsberg, 2014), parents and children show a positive attitude to the practice of leisure in family which contributes to the improvement of the family atmosphere (Arazuri, Jubera & González, 2018). For teenagers, the more relevant aspects of family leisure are those related to enjoyment, personal development and family cohesion (McGovern et al., 2015), although it also helps to enhance the satisfaction and the functioning of the family life (Williamson et al., 2019).

However, we should avoid falling into the trap of considering that all family leisure is equally advisable, due to the fact that benefits are in function of the type of activity that it plays, being less when the experience is characterized for being passive (Melton & Zabriskie, 2016). Thereon, Choi (2017) evinced that the use of television of the ITC are the star activities in the home entertainment of the children, aspect which undermines the opportunities of shared time in family and affects the academic achievement.



In the most of the studies of family leisure predominates the relation with the domestic variables, being the scholar variables, like the academic achievement, one of the less studied. Thereon, Wang y Cai (2017) reveal that the participation of a parent in activities of leisure links positively with self-determinate learning and academic achievement. On the other hand, Leite and Freiras (2017) consider family relations a key part, placing the context of the intergenerational family leisure as an excellent platform to the improvement of academic achievement.

## 2. Method

This study presents a double objective, on the one hand, delimitating the model of family leisure which presents the families participants, and on the other hand, analyzing if a relation exists between the practice of family leisure and academic achievement of the students at the level of Primary Education, from the perspective of the families. For the verification of the hypothesis, it establishes a correlation between the measure of the frequency and the duration of the family leisure with academic marks and the parental perception about the academic achievement of their children. All of this, it was made with the proposal to clarify the inference or not of the family leisure with the academic ambit. Therefore, a model of investigation which is descriptive, explorative and transversal has been used, using a survey, with evaluative character and a quantitative nature. It is transversal due to the collect of information was done in a specific temporal moment, doing a punctual snapshot to the reality focusing on some elements.



### 2.1. *Participants*

The investigation has been developed in a city in the South-East of Spain (Murcia), where there is a total of 58 educational centres, 44 state schools and 14 private schools for the level of Primary Education, from 6 to 12 years respectively. The minimum number of families was decided according to a level of confidence of 95% and a scholar population of 7.823 students enrolled in the second of the stage of Primary Education (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade). The selection criteria of the sample were: being progenitor of a primary teacher, being part of the population of the town of Murcia, including proportionally state and private schools and the acceptance of voluntary participation.

It requires 366 sample elements, 640 families were invited, and it collected a sample participant of 407 families, 137 of private schools and 270 state schools. Depending on who fills the questionnaire, mothers have been the major participants (51.8%), followed by both progenitors (30.5%) and fathers (15.2%).

## 2.2. Variables and the instrument of collection of information

The questionnaire used to collect information is made of 25 questions grouped in 3 blocks: socio-demographic variables (family and ISEC), family leisure and academic achievement.



Block	Indicators	Variables	Scale/ values	N° items
Socio-demographic aspects	ISEC (Flores, 2011)	- Level of studies of the parent - Work situation of the parent - Technology resources - Resources to the scholar support - Number of books	0-3	5
	Family Variables	- Educational level - Number of brother or sister - Type of family - Person who fills the questionnaire		4
Family leisure	Family Leisure Activity Profile (Zabriskie, 2001)	- Core family leisure (from item 1 to 8)		8
		- Balance family leisure (from item 9 to 16)		8
Academic Achievement	Real achievement	- average grade of the student record	1-5	1
	Perceived achievement	-Satisfaction with the academic level - Atmosphere of study, work and effort - Assessment of the academic marks - Future Prospects - Academic motivation - General valuation	1-5	1
<b>TOTAL OF ITEMS</b>				<b>25</b>

Tab. 1: Description of the items from the instrument of collection of information

The validity of the content of the questionnaire has been obtained through the judgment of experts of eight professors of different Spanish universities, according to the adequacy, coherence and pertinence.

Likewise, the reliability of the instrument resulted being satisfactory (Cronbach Alpha=.730), according to De Vellis (2003).

The grouping variables considered in the investigation were (academic course, type of family, mother or father and number of children), while the criteria variables were: family leisure and academic achievement.

### *2.3. Procedure of collection of information and analysis of dates*

After contacting the management teams of several schools by email, requesting their participation to the investigation, 8 educational centers, 6 state schools and 2 private schools accepted to participate. The questionnaires were applied by papers next to a paper of protection of data and anonymity of the family participant. By the nature of the data and the procedure used for its collection, it is a quantitative no experimental investigation with an evaluative character.

For the analysis of the datas, once it was done the normality tests and homoscedasticity, it was used descriptive statistics and inferential not parametric statistics, the level of statistical significance was lower than .05.



## **3. Results**

According to the model of family leisure (objective number 1), in the table number 2 it can look the average score, of a scale from 1 to 5, in each activity of family leisure, checking if the grade of participation of the families is higher in the core family leisure than in the balance family leisure. The routines activities and family meals are the most common, by the contrary, the workshops and the spiritual activities are the less present. In the balance family leisure, the social activities while the leisure of adventure and aquatic activities are the least frequents.



Type of family activity	Average	Standard deviation
<b>Scale items of core family leisure</b>		
Family meals	3.21	1.11
Daily activities	3.63	0.58
Ludic	2.47	1.08
Workshops	1.55	1.42
Outside the house	2.82	0.95
Individual physical activities	2.45	1.22
Watching other members	2.24	0.97
Religious	1.50	1.42
Average	2.48	1.09
<b>Scale items of balance family leisure</b>		
Social	2.71	0.65
Shows	1.68	0.66
Collective physical activities	0.84	1.24
Ludic-cultural	1.18	0.39
Outdoors	1.16	0.78
Water activities	0.50	0.50
Adventure/Risk	0.34	0.78
Tourism	1.13	0.34
Average	1.19	0.66

Tab. 2: Descriptive facts of the activities of family leisure

According to the frequency of the activities of family leisure, the data of table number 3 reflects that on a daily basis family meals (53.3%) and routines activities (68.5%) are performed; weekly, outdoor activities in the spaces of the house (63.9%) and religious activities (62%) and the balance family leisure usually displays an annual or monthly frequency except for the social activities with a weekly frequency.

Type of family activity	Yearly	Monthly	Weekly	Daily
<b>Scale items of core family leisure</b>				
Family meals	7.4%	17.4%	21.7%	53.3%
Routine activities	0.5%	3.5%	27.5%	68.5%
Ludic	3.1%	28.2%	59.2%	10%
Workshops	3.0%	26.3%	56.8%	13.51%
Outside the house	1.1%	15.0%	63.9%	17.1%
Individual physical activities	2.7%	23.7%	59.8%	13.8%
Watching other members	11.8%	33.8%	49.0%	5.8%
Religious	9.4%	26%	62%	2.4%
<b>Scale items of balance family leisure</b>				
Social	1.8%	29.6%	66.5%	2.3%
Shows	14.7%	66.4%	17.4%	1.2%
Collective physical activities	19.7%	44.15%	31.6%	11.3%
Ludic-cultural	66.4%	30.2%	3.1%	0%
Outdoors	41.7%	46.7%	11.6%	0%
Water activities	82.8%	15.9%	7.4%	0%
Adventure/Risk	68.5%	22.5%	9%	0%
Tourism	89.3%	9.1%	0.8%	0%

Tab. 3: Frequency of the family leisure activities

Table 4 describes the time which is intended in each activity, evincing that the balance family leisure activities require a measure of 4-5 hours, more than the average of 2 hours in the core family leisure activities. The outdoor activities are the initiative with the longest duration, with an average of 6-7 hours, however, the religious activities, group physical activities and the adventure activities require less than one hour.





Type of family activity	Average value of duration	Associated interval
<b>Response criteria of short length (0 to 6)</b>		
Family meals	2.76	2-3 hours
Routine activities	2.62	2-3 hours
<b>Response criteria of medium length (0 to 12)</b>		
Ludic	2.11	1-2 hours
Workshops	1.52	1-2 hours
Outside the house	2.94	2-3 hours
Individual physical activities	2.27	1-2 hours
Watching other members	2.33	1-2 hours
Religious	1.03	Less than an hour
Social	3.80	3-4 hours
Shows	2.54	2-3 hours
Collective physical activities	1.12	Less than an hour
Ludic-cultural	4.95	4-5 hours
<b>Response criteria of long length (0 to 33)</b>		
Outdoors	6.88	6-7 hours
Water activities	3.17	2-3 hours
Adventure/Risk	0.77	Less than an hour
Tourism	1.73	4 days
<b>Core family Leisure</b>	2.19	1-2 hours
<b>Balance family leisure</b>	4.87	4-5 hours

Tab. 4: Average length of the family leisure activities

As of the nonparametric test of inference of Kendall, it is concluded that only two of the grouping variables are significant in relation to the family leisure: the typology of family ( $p: .000$ ) and the person who fills out the questionnaire ( $p: .017$ ).

Variable	Importance grade given Kendall
School year	.102
Type of family	.000
Person who fills in the survey	.017
Number of children	.454

Tab. 5: Significance of the grouping variables of the participant simple

Attending to the typology of family (Table 6), the extent families highlight as the profile most active in the core family leisure activities,

while in the balance leisure family activities are the single-parent families. By the contrary, homo parental families and assembled families are the ones who have the lowest profile in the exercise of the family leisure.

Type of family	Core Family leisure	Balance Family leisure	Total Family leisure
Nuclear	48.17	55.74	103.92
Large	61	60.61	121.61
Single-parent	56.34	64.35	120.75
Stepfamily	50.75	46.5	97.25
Same sex parents families	42	52.25	94.25

Tab 6: Average scores according to the typology of family

Table 7 shows that the families where both parents replied to the questionnaire (father and mother in common) excel in all the dimensions of the family leisure (120.75), followed by those families who reply only the mother (106) or the father (97.4).



Person who filled in the survey	Core Family leisure	Balance Family leisure	Total Family leisure
Mother	50,27	55,72	106
Father	47,51	49,88	97,4
Both	50,39	59,78	120,75

Tab. 7: Average scores according to the person who compliments the questionnaire

Considering objective number 2, table 8 shows the results relevant to the relation between family leisure and academic achievement, appreciating that there is significance in all the factors implicated in the perceived academic achievement and the general family leisure and the balance family leisure. Likewise, the core family leisure is also relevant in the perception of the achievement, except for the satisfaction of the academic level ( $p: .063$ ), the valuation of the last report card ( $p: .057$ ) and the general valuation of the academic achievement ( $p: 095$ ).

Opinion on the achievement's factors	Core Family leisure		Balance Family leisure		Total Family leisure	
	Sig.	C. Corr.	Sig.	C. Corr.	Sig.	C. Corr.
Academic level satisfaction	.063	.072	.000	.202	.000	.165
Child's study environment	.033	.085	.002	.123	.001	.127
Child's work and effort	.002	.120	.000	.157	.000	.165
Opinion on the last report card	.057	.073	.000	.149	.000	.138
Academic future expectations	.002	.124	.000	.201	.000	.199
Child's academic motivation	.002	.118	.000	.172	.000	.171
General opinion on the achievement	.095	.065	.003	.114	.006	.108
Total opinion on the factors of the achievement	.007	.094	.000	.167	.000	.158

**Tab. 8: Significance and Correlations of Kendall among the items of valuation of the factors of academic achievement and family leisure**

The relation of the factors of academic achievement and the family leisure is reflected in the table 9 perceiving an increase in the scores of the general family leisure and the balance family leisure as the valuation of the factors of academic achievement is higher. This also happens in the core family leisure except for the following factors: satisfaction of the academic achievement and valuation of the study environment, which there is not a tendency neither a growth of the scores.

<b>Opinion on the factors of the achievement</b>	<b>Options</b>	<b>Core Family leisure</b>	<b>Balance Family leisure</b>	<b>Total Family leisure</b>
Satisfaction of the academic level	Low (1-2)	51	47.75	98.75
	Medium (3)	47.94	41.54	89.49
	High (4-5)	50.12	58.27	108.39
Child's study environment	Low (1-2)	53.33	27	80.33
	Medium (3)	43.55	40.07	83.62
	High (4-5)	50.29	57.33	107.63
Child's work and effort	Low (1-2)	42.66	25.83	68.5
	Medium (3)	47.84	49.67	97.51
	High (4-5)	50.47	58	108.47
Opinion on the last report card	Low (1-2)	49	44.56	93.56
	Medium (3)	48.43	49.07	97.50
	High (4-5)	50.15	57.81	107.96
Academic future expectations	Low (1-2)	38.87	22	60.87
	Medium (3)	47.08	44.48	91.56
	High (4-5)	50.52	58.39	108.91
Child's academic motivation	Low (1-2)	41.93	33.93	75.86
	Medium (3)	47.85	49.75	97.60
	High (4-5)	50.66	58.29	108.95
General opinion on the achievement	Low (1-2)	42	33.37	75.37
	Medium (3)	52.67	52.03	104.71
	High (4-5)	49.55	57.53	107.09



**Tab. 9: Contingency Table of the factors of the valuation of the achievement academic and the dimensions of the family leisure.**

Purposefully, analyzing the perceived achievement with the activities of each typology of family leisure, we can evince from table 10 that all the activities from the balance family leisure have a significant relation with the perceived achievement except for the adventure activities (p: .391) and the outdoor activities (p: .274). In the case of the core family leisure we can appreciate significant relations with: activities of viewing of other members (p: .000), assistance of public shows (p: .000), joint physical activities (p: .008), culture-playful activities (p: .000), aquatic activities (p: .019) and touristic activities (p: .000), obtaining no significant values in the rest of the activities.

Core family leisure	Opinion on the factors of achievement		Balance family leisure	Opinion on the factors of achievement	
	Sig.	C.Corr.		Sig.	C. Corr.
Family meals	.657	-.016	Social activities	.074	.065
Routine activities	.211	.046	Shows	.000	.134
Ludic	.105	.060	Collective physical activities	.008	.104
Workshops	.037	.079	Cultural-playful	.000	.127
Outside the house	.176	.050	Outdoors activities	.274	.039
Individual physical activities	.052	.072	Water activities	.019	.093
Watching other members	.000	.138	Adventure/Risk	.391	.035
Religious	.063	.071	Tourism	.000	.179
Core family	.007	.094	Balance family	.000	.167
Total family leisure .000			.158		

Tab. 10: Significance and Correlation of Kendall between the activities of family leisure and the valuation of the factors of the achievement

With regards to the academic qualifications, table 11 clarifies a significant relation between the average general family leisure (p: .002) and with the balance family leisure (p: .000), observing an increasing trend in the exercise of the general family leisure and balance family leisure that produces higher qualifications (table 12). The qualification in the areas of Math (p: .000), Language (p: .002) and English (p: .001) relate significantly with the family leisure and, in the case of the balance family leisure, its potential in the improvement of the academic achievement expands to the area of Physical Education (p: .006) and Art (p: .006).

Academic grades	Core Family leisure		Balance Family leisure		Total Family leisure	
	Sig.	C. Corr.	Sig.	C. Corr.	Sig.	C. Corr.
Mathematics	.516	.024	.000	.163	.000	.126
Language	.089	.062	.000	.132	.002	.110
Social and natural sciences	.898	-.005	.218	.044	.521	.023
Social sciences	.329	.038	.083	.066	.111	.061
Natural sciences	.503	.026	.117	.060	.181	.051
Physical education	.339	.035	.006	.101	.061	.069
Religion	.963	.002	.128	.055	.266	.040
English	.061	.068	.001	.114	.004	.103
Art education	.534	.022	.006	.098	.065	.066
Average mark	.191	.044	.000	.138	.002	.106

Tab. 11: Significance and Correlation of Kendall between the academic qualifications and the family leisure



Areas	Options	Core Family leisure	Balance Family leisure	Total Family leisure
Mathematics	Unsatisfactory	43.55	39.02	82.58
	Bare pass	48.9	58.43	107.34
	Pass	54.41	48	102.1
	Grade of B	50.4	55.55	105.95
	Outstanding grade	49.29	63.59	112.88
Language	Unsatisfactory	44.45	43.09	87.54
	Bare pass	49.68	54.12	103.81
	Pass	50.59	52.3	102.90
	Grade of B	50.48	58.83	109.31
	Outstanding grade	51.12	59.76	110.89
Social and natural sciences	Unsatisfactory	50	49.54	99.54
	Bare pass	52.28	52.35	104.64
	Pass	46.76	48.41	95.17
	Grade of B	47.48	51.48	98.96
	Outstanding grade	52.61	63.46	116.07
Social sciences	Unsatisfactory	45	46.89	91.89
	Bare pass	46.8	63.7	110.5
	Pass	49.48	44.66	93.91
	Grade of B	47.64	65.64	113.29
	Outstanding grade	55.14	63.3	118.45
Natural sciences	Unsatisfactory	40.72	40.09	80.81
	Bare pass	48.33	59.2	107.53
	Pass	43	39.71	82.71
	Grade of B	51.05	67.83	118.88
	Outstanding grade	52.88	58.73	111.62
	Physical Education	Unsatisfactory	41	39.5
Bare pass		54	45.23	99.23
Pass		47.57	49.74	97.31
Grade of B		51.03	56.37	107.4
Outstanding grade		50.39	61.65	112.05
Religion	Unsatisfactory	55.25	49	104.25
	Bare pass	45	48.28	93.28
	Pass	48.57	49.73	98.31
	Grade of B	51.74	52.04	103.79
	Outstanding grade	50.53	58,03	108.56
English	Unsatisfactory	48.51	49.4	97.91
	Bare pass	48.67	52.89	101.56
	Pass	45.54	52.32	97.86
	Grade of B	53.02	58.71	111.74
	Outstanding grade	51.46	60.42	111.89
Art Education	Unsatisfactory	48.84	40.69	89.53
	Bare pass	53.5	50.34	103.84
	Pass	50.55	55.95	106.51
	Grade of B	50.65	57.75	108.4
	Outstanding grade	50.47	60.9	111.38
Average grade	Unsatisfactory	46.4	42.76	87.5
	Bare pass	51.06	53	104.31
	Pass	48.73	52.53	103.09
	Grade of B	50.45	57.97	108.42
	Outstanding grade	50.07	63.5	113.57



Tab. 12: Contingency Table between the academic marks and the dimensions of family leisure

Finally, table 13 exposes the results obtained in relation to the concrete activities of family leisure and academic record, evincing that there is a significant relation between all the activities of balance family leisure, except in the social activities ( $p: .194$ ), joint physical activities ( $.519$ ), outdoor activities ( $p: .685$ ) and adventure activities ( $p: .157$ ). On the other hand, in the core family leisure activities a significant relation only exists in the activities of viewing of other family members ( $p: .000$ ).

Core family Leisure	Academic Qualifications		Balance family leisure	Academic Qualifications	
	Sig.	C. Corr.		Sig.	C. Corr.
Family meals	.798	-.009	Social activities	.194	.046
Routine activities	.570	.020	Shows	.000	.136
Ludic	.338	.034	Collective physical activities	.519	.024
Workshops	.477	-.026	Cultural-playful	.001	.119
Outside the house	.239	.042	Outdoors activities	.685	.014
Individual physical activities	.272	.039	Water activities	.000	.149
Watching other members	.000	.146	Adventure/Risk	.157	.056
Religious	.009	.098	Tourism	.000	.129
Core family	.191	.044	Balance family	.000	.138
Total family leisure					.106

Tab. 13: Significance y Correlation of Kendall between the activities of family leisure and the academic marks

#### 4. Discussion and conclusions

This study reveals that the model of family leisure which has the families with children from 9 to 12 years is related, at least partially, with the academic achievement. That model is characterized, first of all and according to the results obtained, by a profile more active in the core family leisure activities, associating, as Melton, Townsend and Hodge (2018) affirm, with a accessible and routine model which is against to other activities with high costs which, according to Hodge, Duerden, Layland, Lacanienta, Goates and Niu (2017), are less eventual, with a monthly frequency (public shows, joint physical activities and outdoor activities) or annual frequency (culture-playful, aquatic, adventure and touristic activities).

Secondly, the social, cultural and cultural activities predominate and, as Cuenca and Ahedo (2016) exposes, the religious activities are



decreasing due to the presence of a atheistic thought from a second generation which doesn't 'practice and with a lower influence from the family (Vasileiou, 2017); and finally, the physical-sportive activities are understood as a platform to generate cohesion and family community and support a quality of life and well-being (Marques, González, Martins & Fernández, 2017).

Thirdly, the model of family leisure presents differences according to the type of family. The extent family has a profile more active due to the cohesion created by the ability to face economical and social difficulties what it increases the feeling of belonging and the desire to spend time in family (Kennedy-Eden & Gretzel, 2016). Otherwise, the assembled family is the type with the profile more passive due to, according to Atalaia (2019), the lack of a parental role.

Finally, the families who fill out the questionnaire jointly, demonstrating a higher parental co-responsibility, influence significantly in a higher participation in the family leisure because, as Winkler (2017) recognize, present a more elevated interest towards shared family time.

Paying attention to the second objective raised, it determines the existence of a significant relation between the family leisure and the achievement, in the perceived factors, in the average global qualification and by subjects (Math, Language and English), being the best predictor the balance family leisure, specifically, the activities with a social, cultural and touristic nature. So this type of initiatives (*outdoors*), in addition to promote an improvement of the personal, familiar and scholar well-being (Pomfret & Varley, 2019), there is a big range of elements which have a close relation with the curricular and academic ambit, making easier the later learning in the classroom (Durán, García & Pietro, 2017) and a higher well-being.

Although the core family leisure promotes the communication and affects positively in several areas such as in the academic-scholar ambit (Townsend, Van Puymbroeck & Zabriskie, 2017), the results don't show a significance with the academic qualification, but it infers positively in the perception which parents have about their children. Hence, as well as in the study of D'Haese, Van Dyck, De Bourdeaudhuij, Deforche and Cardon (2015) or McGarty, and Melville (2018), the parental perception occupies a key part as a factor of development of the child due to the positive image created by the parent which influences in the family identity and the solidity of the relations, increasing the continuity and the desire of spending time within the family. According to the studies of Boonk, Gijsselaers, Ritzen and Brand-Gruwel (2018) and Sonnenschein and Sun (2017) the activities of shared reading within the family impacts positively in the relevant cog-





nitive skills of learning because of the exercise of them by means of this alternative of leisure.

Lastly, although the academic parental perceptions are influenced by the exercise of the family leisure, it must be emphasized that, appreciating the results of the investigation, the valuation of the parents results more significant than the academic marks. That precept can help to extract two ideas with respect to the relation of both variables, firstly, it highlights the parental valuation of their children as an essential element to create a positive self-concept in the children which generates more security and attitude to face that academic venue and, in second place, that benefit is produced thanks to the search of a shared time which prevails over mutual knowledge, fluent communication and expression of emotions (Haanpää & Ursin, 2018). Therefore, the family leisure values positively not only it is reflected in the affective and emotional, but it also represents an integral chance which enrich mind and heart, as Álvarez, Suárez, Tuero, Valle and Regueiro (2015) comment, the practices of family leisure influence subsequently in the academic marks. Therefore, Leite and Freiras (2017) point out that the cross-generational relations promoted by the family leisure influenced positively in the academic achievement of the students of the Primary Education.

All those possibilities of the family leisure could be threatened, amongst others, by the difficulties of family conciliation (Jang & Jeong, 2017), the excessive use of the technologies or even the supremacy of higher interest in the personal leisure, and by the economical resources from the families because of the majority of the cultural and sportive activity leisure are not free (Alcalde Campos & Pávez, 2013; Martín Quintana et al., 2018). Hence, it becomes necessary to create infrastructures and new policies which make the family leisure a law and duty for the citizen deleting the social stigma and the lack of family dedication due to the supremacy of the work ambit for the family maintenance.

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