



Hobby Potential for Positive Youth Development and Wellbeing

Zora Krnjaić,
Institute of Psychology,
Faculty of Philosophy, University of Belgrade

**„Complexity of giftedness and creativity
phenomena - Challenges: an individual and
society“**

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Positive approach to adolescence

- Frame positive approach (Seligman & Csikszentmihalyi, 2000) and focus on strengths, positive attributes of adolescence, competence, creativity and desirable and possible developmental pathways.
- Providing conditions for the positive development of young people: the social context and competent adults (Lerner et al. 2009).
- Aim of positive psychology - Building the

Adolescent's well-being

Concept includes:

- a) objective measures of adolescents' well-being and their living conditions;
- b) adolescents' subjective well-being (SWB), perceptions, views, evaluations, aspirations,...
- c) the perceptions, evaluations and aspirations of other relevant social agents (e.g. parents and/or other carears, teachers, social workers) regarding adolescent's wellbeing.

Subjective well-being

- Subjective well-being refers to what people think and how they feel about their lives (Seligman & Csikszentmihalyi, 2000)
- Psychological well-being refers to inter- and intra-individual levels of **positive functioning** that can include one's **relatedness with others** and self referent attitudes that include one's sense of mastery and **personal growth**. Subjective well-being reflects dimensions of affect judgments of **life satisfaction**" (Burns,

Adolescent's leisure time activities

- The formational effects of leisure activities on the cognitive, psychological and social development of young people.
- Theoretical framework is based on L. S. **Vygotsky's socio-cultural historical theory** of cognitive development (Vygotsky, 1978) and
- formative role of **cultural tools** for their development (Ivić, 1994; Plut, 2004) and development of giftedness (Krnjaić, 2002).

Adolescent's leisure time activities

- This is an area of activities rich in context, ranging from the participation of young people in cultural activities, hobbies, involvement in different types of media, entertainment, sport activities and a part of extra-curriculum educational activities,
- Issue of the quality of leisure time through the aforementioned activities.

How do adolescents in Serbia usually spend their leisure time?

- 1. Being with friends 47,6%
- 2. Watching TV 45,8%
- 3. On the mobile phone 32,8%
- 4. Alone, listening to the music 28,3%
- 5. Spending time out with boyfriend/girlfriend 23,3%
- 6. Recreational sport activities 20,5%
- 7. Alone, at the computer or on the internet 19,6%
- 8. Listening to music with friends 14,2%
- 9. Going out to coffee bars and other places 9,4%
- 10. With friends, at the computer or on the internet 9%
- 11. Reading books 8,4%
- 12. **Spending time engaged in hobbies, in a creative way** (for example, writing, painting, drawing, playing an instrument) 6,7%

Categories of youth activities during leisure time

Three major categories are most often distinguished (Larson & Verma, 1999; Zick, 2010):

out-of-school work which includes learning, home affairs and income-generating work, and

leisure activities that can be **structured** (organized extracurricular activities and sports trainings) and

unstructured (leisurely).

Hobby: definition

- A hobby refers to voluntary, intrinsically motivated mainly individual activities pursued in leisure time.
- They are activities that an individual chooses in accordance with their interest, abilities, knowledge and resources and pursues them continually, thereby investing time and energy.
- These activities differ in their capacity for mental activation, can be more or less creative, more or less structured, private or

Hobby: functions

Different functions:

- relaxation and entertainment,
- to enable research and development of interests, abilities and talents,
- acquiring knowledge and skills,
- identity building, self-expression, personality development, etc.
- preventive and protective (from risk behaviors and mental hygiene)

Relevant findings and problems

- Researchers are mainly focused on **individual** particular activities
- Dominant passive and “consuming” receptive **type** of activities during young people leisure time (Cvetičanin, 2007; De Bruyn & Cillessen, 2008; Krnjaić, Stepanović & Pavlović Babić, 2011; Stepanović, Videnović & Plut, 2009).
- Creative activities are neglected in leisure time studies and when they are investigated they are treated separately.

Research

Project: Everyday Life of Youth in Serbia,
Institute of Psychology (2007; 2015, 2018)

- **Instrument:** The research was carried out in the form of a **questionnaire**

- **Sample: adolescents**

2007 (N=2500)

2015 (N=1404)

- in 10 cities in the Republic of Serbia

Hobbies

- blog writing;
- creative writing;
- drawing/painting;
- graphic design;
- composing and playing music;
- making jewelry and decorative objects;
- computer programming;
- collecting postcards, stickers, stamps etc;
- photography

Students estimated how often they are engaged in 9 hobbies (**never, occasionally, regulary**)

Research questions:

- how much adolescents engage in **particular creative activities** during leisure time?
- how hobbies are related to typical **patterns** of young people's behaviour in their leisure time (identified in previous research on the same sample)?
- how hobbies are related to **idol types**?
- What is the nature of the relationship between engaging in various hobbies and subjective experience of **well-being** in

Engagement in particular hobby

Only a small number of adolescents regularly take part in creative activities. The most common of which are in 2007 2015:

- music, playing inst., composing (6.3%; **6.9**),
- creative writing, poetry, stories (5.7%; **2,6%**),
- drawing and painting (5.6%; **8.8%**).
- technical matters and (3.0%: **4.3%**)
- graphic design (2.8%; **3.1%**).
- arts and crafts (1.8%; **1.3%**)
- photography 5.8 %
- blog 4.9%

Typical patterns of young people's behaviour in their leisure time

identified in previous research on the same sample (Stepanović, I., Videnović, M. i Plut D. (2009):

- **academic** orientation,
- orientation towards **sports**,
- orientation towards **entertainment**,
- orientation towards spending time **going out**,
- orientation towards **music and computers**.

As very rare creative activities were not included in empirical set of data for identification of leisure patterns

Conclusions

- Only a small number of adolescents regularly take part in creative activities
- Adolescents engaged in creative activities, no matter which, more incline towards academic leisure pattern.
- Adolescents not engaged in creative activities (except in arts and crafts), spend more time in entertainment.
- Regarding engagement in creative activities adolescents differ in leisure pattern (active, intellectual vs. passive, consuming).
- Relevance of tools and knowledge in supporting academic, intellectual, leisure pattern and creative activities.

Crosstab analysis

Idol types

		show business	sport	politicians and rulers	scientists and artists	entreprene urs	heros
Do not have	count	39	77	1	1	3	
	expect	55.1	53.3	3.7	3.7	3.3	2.
Have hobby	count	214	168	16	16	12	
	expect	197.9	191.7	13.3	13.3	11.7	7.

Conclusions

- **There is relationship** between H and ITP. Adolescents engaged in hobbies **differ** from those who do not practice hobbies regarding type of idol preferences (+differences in number of H regarding ITP and differences in ITP regarding how often adolescents practice H).
- Presented differences point to the importance of **adolescents' interests** particularly in **sport and show business**
- Implication: relevance of tools and media.

Instrument WB

- **EPOCH scale** (Kern, Benson, Steinberg & Steinberg, 2016)
 - **Engagement** - the capacity to become absorbed in and focused on what one is doing, as well as involvement and interest in life activities and tasks (very high levels have been referred to as “flow”).
 - **Perseverance** - refers to the ability to pursue one’s goals to completion, even in the face of obstacles (similar to C in Big Five).
 - **Optimism** - hopefulness and confidence about the future, a tendency to take a favorable view of things, and an explanatory style marked by evaluating negative events as temporary, external, and specific to situation.
 - **Connectedness** - sense that one has satisfying relationships with others, believing that one is cared for, loved, esteemed, and valued, and providing friendship or support to others.
 - **Happiness** - conceptualized as steady states of positive mood and feeling content with one life, rather than momentary emotion.

Hobby and WB: main results

r_{pb}	blog	writing	drawin g	design	music	jewelry	computer	photo
E		.055*		.086**	.108**		.074**	.070*
P	.079* *					.089**		
O			-.057*					.076**
C	.062*							
H		-.073**	- .102**					

- Adolescents who practice in more hobbies have higher scores on: **E** ($r=.080^{**}$), **P** ($r=.105^{**}$) and **C** ($r=.087^{**}$)

Additional results

Hobby	School grades	SES (income)	Mothers education	Fathers education
blog	.113**	-.076**		
writing	.116**	-.076**	.058*	
drawing	.111**	-.065*		
design			.096**	.054*
music	.059*		.109**	.072**
jewelry	.114**	-.072**		
computer			.098**	.091**
photography	.136**		.096**	

Conclusion

- The more adolescents are engaged in different hobbies the more are positive WB aspects expressed
- Different well-being experiences are established among adolescents who practice different hobbies.
- Engaging in painting and writing could be estimated as positive developmental coping strategy (overcoming SES background limitations and difficulties in peer relations).
- On the other side, programming and graphic design are connected only with positive WB and other aspects.

Recommendations:

Further research

- Qualitative research, focus groups,... -?
- How does hobby work as a coping strategy?
- The relation between income (as one aspect of SES) and the choice of specific hobby.
- Include personality traits and characteristics (Trainor, et al., 2010).
- Media and idol preferences?



Thank you very much!

ZoraKrnjaić,
Institute of Psychology,
Faculty of Philosophy,
University of Belgrade

zkrnjaic@f.bg.ac.rs