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Article

# Analysis of Adolescents' Perception of Cultural Family Leisure

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## Abstract

Cultural family leisure refers to participation in cultural events, visits to museums, attending concerts, and/or any other activity with an artistic or cultural component. Its characteristics shape family coexistence, bonds, lived experiences, memories, and quality family moments. Several authors argue that it influences children's development and the adolescent stage, as it provides a safe space to explore interests, express emotions, strengthen self-esteem, develop creativity, and foster positive bonds with culture and art. Social changes, globalization and immediacy, and the shortage of time needed to "do it all" (work, studies, health, family, friends, etc.) are reducing its presence, thereby decreasing the quality of family time. This study, in compliance with the ethical principles of research with human beings, analyzes adolescents' perception of cultural family leisure. The participating sample consists of 1,054 Spanish students aged 11–16 who answered an ad hoc questionnaire composed of 48 items. The study is descriptive, correlational, cross-sectional, and non-experimental. The results show that adolescents perceive that little time is shared as a family and that little importance is attached to family leisure, and that, for the most part, it is organized by external agents rather than within the family itself. However, they underscore the importance of family leisure for communication and personal development. In conclusion, the study proposes socio-educational and cultural actions within the family sphere to promote cultural leisure.

**Keywords:** leisure; families; cultural; adolescence; perception

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## 1. Introduction

### 1.1. Approaching the Concept: Leisure, Family Leisure, and Cultural Leisure

Leisure refers to the span of time outside of work, defined by specific identifying activities such as more or less public recreational-festive events (Makua et al., 2017). It is a concept associated with commonly popular events that involve time for enjoyment and evoke escapism (Elizalde, 2010).

Historically, the first forays into leisure studies arose from disparate perspectives such as psychology and sociology. In 1961, Kaplan made a fundamental distinction in how the phenomenon of leisure can be approached: the objective and subjective perspectives. This classification gave rise to an American line of studies focused on a subjective definition of leisure. Authors such as Tinsley and Tinsley (1986) addressed it by linking leisure as experience to well-being and the satisfaction of psychological needs. Alongside them, important historical references to this perspective include Baldwin and Tinsley (1988), Csikszentmihalyi (1989), Mannell (1980), and Neulinger (1981), among others.

These authors emphasized that, while psychology had examined in detail the importance of job satisfaction for life health, the field of leisure had not received the same attention. Their hypothesis was that enjoyment of leisure could help satisfy basic psychological needs, especially those not present in contexts and times unrelated to work. The conclusion—now widely accepted—was that

satisfaction derived from leisure favors individual well-being, thereby stimulating personal psychological growth and contributing to both mental and physical health. All these interrelationships, centered on measuring satisfaction, enabled the authors to propose a model to assess an individual's "deficit" or "sufficiency" of leisure.

Although these works highlighted the need to study leisure, international consensus on defining it as a meaningful experience did not consolidate until the 1990s, when the World Leisure & Recreation Association published the Charter on Education for Leisure, which established leisure as a particular domain of human experience, with inherent benefits that include freedom of choice, creative capacity, satisfaction, enjoyment, pleasure, and a high sense of well-being (World Leisure & Recreation Association, 1993).

From the 2000s onward, the conceptualization of leisure was enriched, with six main lines of study identified (Ritchie & Hudson, 2009):

- i) A conceptual line focused on foundations, seeking to define the essence of the "leisure experience."
- ii) A research line aiming to understand the activities people carry out in seeking a leisure experience.
- iii) A methodological line delving into specific methodologies to measure and analyze the leisure experience.
- iv) A line exploring the nature of attractions, products, services, and environments that facilitate the leisure experience.
- v) A management-related line concerning the development of leisure offerings necessary to provide satisfactory, high-quality, extraordinary, and memorable experiences.
- vi) A line concentrating efforts on distinguishing between the different levels or types of experiences that conceptually make up the evolution of the experiential process, including the basic experience, satisfactory experience, quality experience, extraordinary experience, and memorable experience.

Later, leisure studies began to be related to the sociology of work. Thus, beyond satisfaction, two further main lines were defined: the type of activity and the attitude toward it (Walmsley & Jenkins, 2003).

As a result, today it is common to base studies on an analysis of different nuances concerning time use, activities undertaken, and attitudes maintained during leisure (Noroña, 2025). Specifically, when referring to attitudes, these are commonly considered mental states and subjective experiences.

The definition of leisure thus comes to encompass broad practices with diverse components—physical or intellectual, social or individual, artistic, and even spiritual. Europe adopted this perspective initially promoted by U.S. thinkers, conceiving leisure as an area of experience, a developmental resource, a source of health, and a means of preventing physical and mental illness. Moreover, it is established as a human right conditioned by the satisfaction of basic living conditions, as an indicator of quality of life, and as an economic potential (Cuenca & Cuenca, 2018).

The concept of leisure has evolved over time, acquiring increasingly complex nuances and meanings in contemporary society, which has led to the establishment of different types of leisure: Cultural Leisure, Digital Leisure, Family Leisure, etc.

Cultural Leisure is that which unfolds through practices intrinsically linked to cultural capital. This capital manifests in activities related to artistic expressions of diverse natures, including film, theater, painting, as well as audiovisual, musical, literary, and museum experiences (Valdemoros et al., 2015).

Family Leisure, for its part, refers to the set of activities and time used for actions within the family nucleus. That is, activities carried out as a family, whether inside or outside the home, which allow for shared experiences and moments of enjoyment. This type of leisure not only fosters family bonding but also contributes to the development of social, emotional, and cognitive skills among family members, especially children and adolescents (Guadarrama et al., 2024). Within the different categories of family leisure, there are various types related to different spheres: social, educational, environmental, cultural, etc.—namely: Digital Leisure, Gastronomic Leisure, Commercial Leisure, Tourist Leisure, Popular Leisure, Sports Leisure, Nature Leisure, Domestic Leisure, Cultural Leisure,

Solidarity Leisure, and Spiritual Leisure (Hernández-Prados & Álvarez-Muñoz, 2023; Ruíz et al., 2024).

These authors establish in their studies that some types of leisure are used more intensively than others, ranking digital leisure highest in frequency, followed by gastronomic and commercial leisure. Next, with a medium-high frequency, are tourist, popular, and sports leisure. Then, with medium-low frequency, are nature, domestic, and cultural leisure. Lastly, with low frequency, are solidarity and spiritual leisure (Hernández-Prados & Álvarez-Muñoz, 2023).

Within the spectrum of family leisure, cultural leisure takes shape as visits to museums, attendance at concerts, participation in cultural events, and any other activity with an artistic or cultural component. Cultural family leisure not only promotes appreciation and understanding of diverse artistic expressions, but also stimulates creativity, critical thinking, and aesthetic sensitivity (Ruíz et al., 2024).

For adolescents, family leisure can be especially beneficial, as shown by the studies of Valdemoro et al. (2025). During this life stage, young people commonly seek their identity and face emotional and social challenges (Blakemore & Choudhury, 2006). From this perspective, the present research asks whether participating in family leisure activities can provide adolescents a safe space to improve family relationships—on one hand, by gaining autonomy, as argued by Rivas and Albertos (2023), and on the other, by improving communication among family members through increased mutual understanding. The aim is better conflict resolution and greater family unity.

It also asks whether family leisure leads to the development of a healthy lifestyle in adolescents by providing a greater diversity of activities and, thus, a higher quality of life.

### *1.2. The Adolescent Population and Cultural Family Leisure*

Adolescence is the period of biological, psychological, and social development that begins shortly before puberty, with an increase in stress hormones and the onset of cortical reorganization, and ends with frontal reorganization and the establishment of interrelations between the frontal cortex and limbic areas (Foulkes & Blakemore, 2018). Other authors place its end when the cortex is fully restructured, around ages 24–25 (Best & Ban, 2021). The World Health Organization (WHO) defines adolescence as the stage between 10 and 19 years, considering two phases: early adolescence, up to 14 years, and late adolescence, up to 19 years.

It is a transitional period marked by the search for autonomy, the development of self-identity, and the acquisition of abstract thinking (Crone & Fuligni, 2020).

Within identity development, maturation of the prefrontal cortex is fundamental for the development of Theory of Mind, i.e., acquiring the ability to attribute and read mental states in others, as well as for decision-making and the regulation of complex social behaviors (Feinstein, 2009).

Adolescents tend to have social patterns characterized by risk-taking, largely due to their vulnerability to boredom (Anderson et al., 2001). Both behaviors have roots in a brain that needs new inputs to boost dopamine as a constant reinforcer for the continuous learning this period entails (França & Pompeia, 2023).

In recent years, Álvarez and Hernández (2024) note that adolescents consider leisure an integral part of their social culture, historically playing a fundamental role in socialization and in shaping various aspects of personality—such as learning, values, and virtues (Aslan, 2009). By fostering the development of social competencies, leisure thus emerges as an effective mode of education for the adolescent population. In this sense, the family has an undisputed role, as it is the first social environment where adolescents learn to interact with others (Álvarez-Muñoz & Hernández-Prados, 2022).

From this vantage point, family leisure in cultural activities—such as museum visits, music or theater performances, or even simply a movie night at home—offers a valuable opportunity for adolescents to learn to share interests, express opinions, and work as a team both within and beyond the family environment, since these experiences can be especially important for identity exploration and the search for one's place in the world (Jones & White, 2021).

Moreover, cultural family leisure is an opportunity for parents and adolescents to connect more deeply and improve intrafamily relationships (Hernández-Prados & Álvarez-Muñoz, 2023). By sharing meaningful experiences and discussing art, music, history, or any other cultural topic, doors open to more open and honest communication. These shared moments can strengthen family bonds and promote intergenerational dialogue, serving as a vehicle for transmitting values, knowledge, and traditions (Brown & Miller, 2020). In addition, by exploring different forms of art and culture, young people can discover interests and talents they had not previously considered. This exploration can be especially useful at a time when adolescents are seeking their identity and trying to discover who they are and what they are passionate about (da Costa et al., 2020).

Nonetheless, families face challenges when trying to encourage cultural leisure among their adolescent children. Among these are economic difficulties, lack of time due to multiple work and academic responsibilities, and the influence of technology and the media, which can displace interest in traditional cultural activities and even prevent them from occurring at all. Cultural family leisure also presents a series of strengths and weaknesses that must be considered when planning activities. While it can strengthen family bonds and promote communication and the development of social skills, it can also present challenges related to lack of participation, conflicts of interest, and financial limitations. By addressing these challenges and leveraging the strengths of family leisure, families can create meaningful experiences and strengthen their unity (Valdivia-Vizarreta et al., 2021).

Cultural leisure aimed at the adolescent population involves not only families, but also other key agents and actors who play a fundamental role in promoting and facilitating these activities, such as cultural institutions, schools, the local community, the media, associations, NGOs, etc. These organizations can collaborate with other institutions and actors to expand the cultural leisure offerings in the community (Brown & Miller, 2020).

Satisfaction with participation in cultural and family leisure activities is also a key aspect. The neuro-didactics of cultural and family leisure suggests that participation in these activities is associated with higher levels of satisfaction and well-being among adolescents. When adolescents have the opportunity to participate in cultural activities with their families, they may experience a sense of connection and belonging, contributing to their sense of identity and self-esteem (Jones & White, 2021).

Cultural experiences—such as museum visits, concerts, or theater—can be exciting and rewarding for adolescents, allowing them to explore new ideas, artistic expressions, and worldviews (Brown & Miller, 2020; Hernández-Prados & Álvarez-Muñoz, 2022). Participation in cultural activities can also be a way to escape daily stress and worries, allowing adolescents to relax and enjoy the present moment.

However, it is important to note that satisfaction with participation in cultural and family leisure activities varies according to individual preferences. Some adolescents may enjoy these experiences and feel satisfied, while others may prefer different activities or may not be interested in participating at all. It is important to respect adolescents' individual preferences and needs and allow them to participate in activities that they find meaningful and rewarding (Belmonte et al., 2021; Varela & Maroñas, 2018).

This article proposes to examine cultural family leisure among adolescents, exploring young people's perceptions and experiences. Considering the data presented, the general objective is: "To analyze adolescents' perception of cultural family leisure." To that end, the following specific objectives are proposed: (1) to define what adolescents think about family leisure in terms of its weaknesses and strengths; (2) to describe the agents that promote cultural family leisure from adolescents' perspectives; and (3) to assess satisfaction with family leisure among adolescents.

## 2. Materials and Methods

In order to know the value that adolescents make in the cultural dimension of family leisure according to their participation, organising agents and satisfaction, descriptive research is selected correlative, cross-sectional and non-experimental that provides concrete representations of a specific

socio-educational phenomenon, such as family leisure. This evaluative research is in the field of education, family education and leisure education from a differentiated environment.

### 2.1. Participants

The selection of the participants presents a probabilistic character using the stratified random method, to guarantee the real representativeness of all the subgroups that are within a collective. The participants were established taking into consideration the following selection criteria: to be a student of the stage of Compulsory Secondary Education in an educational center of the autonomous community of the Region of Murcia. Once the statistical service of the relevant ministry provided the data on schooling, the final sample was made up of 1054 students belonging to public and private educational institutions. These participants were selected under a 95% confidence level ( $Z = 1.96$ ) along with a 5% margin of error and completed the questionnaire once the parents were informed and signed an authorization consent document. All of this, following the ethical principles established by the APA (standard 8.2). The sample dates from 2019, prior to the pandemic and its societal consequences.

Regarding sociodemographic characteristics, the adolescent sample is almost evenly split by sex: 51.6% male ( $n = 543$ ) and 48.4% female ( $n = 510$ ), Spanish nationality ( $n = 1,021$ ; 96.9%), and with an age range from 11 to 16—extending to 17 years. Almost the entire final sample population falls between 12 and 15 years, with 90% of the sample within that age range. More specifically, from highest to lowest, ages are represented as follows: 15 years ( $n = 255$ ; 24.2%), 14 years ( $n = 240$ ; 22.8%), 13 years ( $n = 235$ ; 22.3%), 12 years ( $n = 216$ ; 20.5%), 16 years ( $n = 58$ ; 5.5%), 17 years ( $n = 29$ ; 2.8%), and, lastly, 11 years ( $n = 21$ ; 2.0%).

The selected sample is representative, as stratified probability sampling—considered a reliable method for reflecting population characteristics—was employed; the sample size is statistically significant for the ESO population in Murcia, with 95% confidence, balanced distribution by sex, and a well-distributed age variable.

### 2.2. Data Collection Instrument

For the development of this research an ad hoc instrument called "Evaluation of family leisure practices was designed. Questionnaire for adolescents" which starts from a review of the scientific production in this regard. A panel of 17 leisure experts from the national and international level contributed to the development of an initial 72-item instrument. Such a procedure allowed to configure a final questionnaire of 48 statements that are answered (or evaluated) using a Likert scale with values of 1=nothing to 4=much of 48 items and five dimensions: weaknesses, strengths, typologies, agents and satisfaction. The validation and construction process of the questionnaire is reflected in the article prepared by Álvarez-Muñoz and Hernández-Prados (2022). After the preparation of the definitive questionnaire, psychometric data were extracted from the instrument in a global and specific way from the use of the Cronbach alpha parameter. This obtained an overall reliability score of ,859 determined as excellent according to Pardo and Ruiz (2002). By dimensions it also obtains values of consideration in almost all of them: in strengths (,897), in family satisfaction (,837), in typologies (,736) and in agents (,723), demonstrating a high consistency of the instrument. This questionnaire was completed in 2019, prior to the time of the pandemic and its consequences for society.

### 2.3. Analysis of Data

Data analysis was performed with the SPSS v. 25 program. First, we calculated the descriptive statistics (mean and standard deviation) of the 48 items and the dimensions in relation to the age variable. Secondly, when we obtained a  $p$  value of less than, 050 in all items by means of the Kolmogorov-Smirnov normality test, it was evident that the sample did not follow a normal distribution, and therefore nonparametric inferential statistics were used.

### 3. Results

#### 3.1. Strength and Weaknesses of Family Cultural Leisure in Adolescents

Using Pearson's Chi-Square, the 'weaknesses' dimension related to the conditions of cultural family leisure was analyzed, finding significant differences according to adolescents' perceptions—this parameter being used because categorical variables are compared. These are: (P1) little time is shared as a family ( $\chi^2 = 14.287a$ ;  $p = .003$ ) and (P10) no importance is attached to family leisure ( $\chi^2 = 13.645a$ ;  $p = .003$ ) despite (P9) the existence of traditional activities in family groups ( $\chi^2 = 16.265a$ ;  $p = .001$ ). In addition, adolescents indicate that (P3) the economy does not allow for some family leisure activities ( $\chi^2 = 23.414a$ ;  $p < .001$ ), and (P5) parents decide what family leisure to do ( $\chi^2 = 12.914$ ;  $p = .005$ ). However, adolescents' perceptions of cultural leisure show no significant differences for other items in this scale, such as: (P2) not taking into account the existence of different tastes or interests among family members ( $\chi^2 = 5.356a$ ;  $p = .148$ ), (P4) activities being carried out within the local environment ( $\chi^2 = 10.846a$ ;  $p = .101$ ), (P6) giving preference to individual leisure ( $\chi^2 = 6.916a$ ;  $p = .075$ ), or (P7) activities being repetitive ( $\chi^2 = .881a$ ;  $p = .830$ ).

When significance is addressed using Cramer's V—used to estimate effect size for significant Chi-square results—the interpretation is: between 0 and 0.2 no association; 0.2 indicates a weak association; between 0.2 and 0.6 indicates a moderate association; and between 0.6 and 1 indicates a strong association. In all cases, no association is observed. That is, adolescents perceive some dimensions as negative within family leisure, but although the result is statistically significant, the fields are not associated.

**Table 1.** Percentages and Chi-squared perception of adolescents regarding cultural leisure and items of the dimension of weaknesses.

Items Weaknesses	Cultural Leisure	Consideration		X2	p	V de Cramer
		Low	High			
Q1. We share little family time.	Low	46,8%	53,2%	14,287a	,003**	,116
	High	38%	62%			
Q2. We have different tastes or interests.	Low	51,4%	48,6%	5,356a	,148	,071
	High	50,1%	49,9%			
Q3. Our economy does not allow us to perform some activities.	Low	66,5%	33,5%	23,414a	<,001**	,149
	High	63,3%	36,7%			
Q4. All leisure activities we do come from our environment.	Low	45,4%	54,6%	10,846a	,101	,013
	High	41,4%	58,6%			
Q5. My parents decide the type of leisure to perform.	Low	91%	9%	12,914a	,005**	,111
	High	57,1%	42,9%			
P6. Preference is given to individual leisure (reading, PC, etc.).	Low	82,9%	17,1%	6,916a	,075	,081
	High	53,1%	46,9%			
Q7. Family leisure activities are repetitive.	Low	65,8%	34,2%	,881a	,830	,029
	High	67,7%	32,3%			
Q8. Conflicts, tensions, discomfort often appear in family leisure.	Low	78,2%	21,8%	7,790a	,051	,086
	High	79,7%	20,3%			
Q9. There are traditional activities in my family.	Low	32,1%	67,9%	16,265a	,001**	,124
	High	28,4%	71,6%			
Q10. We do not give importance to family leisure.	Low	61,8%	38,2%	13,645a	,003**	,114
	High	58,9%	41,1%			

Note: \*,01<p<,05 \*\*p<,01

Source: Authors' own creation

In relation to the analysis of the distribution by Pearson's Chi-square test, an important significance relationship was identified between adolescent perception regarding the strengths of family leisure of a cultural nature, all of which were significant: improve relations with their parents ( $X^2 = 121,425a$ ,  $p = <,001$ ), know their relatives better ( $X^2 = 26,321a$ ,  $p = <,001$ ), improve conflict resolution ( $X^2 = 24,211a$ ,  $p = <,001$ ), diversity of activities ( $X^2 = 60,269a$ ,  $p = ,001$ ), fun time and relaxation ( $X^2 = 29,553a$ ,  $p = <,001$ ) and opportunity to express their emotions ( $X^2 = 40,198a$ ,  $p = <,001$ ). Also perceived is improved communication ( $X^2 = 10,409a$ ,  $p = <,015$ ), strengthened bonding ( $X^2 = 12,438a$ ,  $p = <,006$ ) and is a healthy lifestyle ( $X^2 = 13,108a$ ,  $p = <,004$ ). Of all the associations of significance, the diversity of activities (Cramer's  $V = 0.239$ ) is the one that obtains the best effect size when placed in the moderate association interval ( $0.2 < V < 0.6$ ).

**Table 2.** Percentages and chi-squared perception of adolescents regarding cultural leisure and strength dimension items.

Items Strengths	Cultural Leisure	Consideration		X <sup>2</sup>	p	V de Cramer
		Low	High			
Q11. Improving my parents' relationships.	Low	30,9%	69,1%	21,425a	<,001**	,143
	High	21,1%	78,9%			
Q12. Get to know my relatives better.	Low	32,1%	67,9%	26,321a	<,001**	,158
	High	18,7%	81,3%			
Q13. Communication between us.	Low	39,5%	60,5%	10,409a	,015*	,099
	High	24,8%	75,2%			
Q14. Conflict resolution.	Low	39,5%	60,5%	24,211a	<,001**	,152
	High	24,8%	75,2%			
Q15. The union between us.	Low	24,4%	75,6%	12,438a	,006**	,109
	High	18,4%	81,6%			
Q16. A healthy lifestyle.	Low	30,6%	69,4%	13,108a	,004**	,112
	High	22%	78%			
Q17. Diversity of activities.	Low	41,8%	58,2%	60,269a	<,001**	,239
	High	18,7%	81,3%			
Q18. Time for fun and relaxation.	Low	24,9%	75,1%	29,553a	<,001**	,168
	High	18,7%	81,3%			
Q19. The opportunity to express my emotions.	Low	49,1%	50,9%	40,198a	<,001**	,195
	High	28,4%	71,6%			
Q20. The motivation and desire to spend more family time.	Low	30,5%	69,5%	9,658a	,022*	,096
	High	21,4%	78,6%			

Note: \*,01<p<,05 \*\*p<,01. Source: Authors' own creation.

### 3.2. Agents of the Family of Cultural Type in Adolescents

Regarding the dimension Agents where specific who promotes family leisure that is practiced, through Table 3, the Chi-Square statistic of Pearson showed significant differences between the perception of adolescents and who promotes family leisure of cultural type, it is highlighted that it is promoted by administrations ( $X^2 = 57.231a$ ,  $p = <,001$ ) schools ( $X^2 = 30,647a$ ,  $p = <,001$ ), sports clubs ( $X^2 = 21,503a$ ,  $p = <,001$ ), associations ( $X^2 = 56,039a$ ,  $p = <,001$ ), shopping centres ( $X^2 = 18,712a$ ,  $p = <,001$ ) or private companies ( $X^2 = 58,601a$ ,  $p = <,001$ ). Leisure promoted by one's own families ( $X^2 = 5.550a$ ,  $p = ,136$ ) or other families ( $X^2 = 3.525a$ ,  $p = 0.058$ ) is not significant. According to the values of the effect size, the case of administrations ( $V$  of Cramer = ,233), associations ( $V$  of Cramer = ,231)

and private companies (V of Cramer = ,236) the association found has a moderate association, in the rest weak relations are found.

**Table 3.** Percentages and Chi-square of adolescents' perception of cultural leisure and factor dimension items.

Items Agents	Cultural Leisure	Consideration		X <sup>2</sup>	p	V de Cramer
		Bajo	Alto			
Q33. Administrations	Low	87,7%	12,3%	57,231 <sup>a</sup>	<,001**	,233
	High	71%	29%			
Q34. Educational establishments.	Low	78,9%	21,1%	30,647 <sup>a</sup>	<,001**	,171
	High	65,9%	34,1%			
Q35. Sports Club	Low	65,7%	34,3%	21,503 <sup>a</sup>	<,001**	,143
	High	53,1%	46,9%			
Q36. Partnerships	Low	86,4%	13,6%	56,039 <sup>a</sup>	<,001**	,231
	High	85,3%	14,7%			
Q37. Shopping centres	Low	54,5%	45,5%	18,712 <sup>a</sup>	<,001	,133
	High	41,1%	58,9%			
Q38. Private companies	Low	86,6%	13,4%	58,601 <sup>a</sup>	<,001**	,236
	High	66,7%	33,3%			
Q39. The family itself	Low	19,6%	80,4%	5,550 <sup>a</sup>	,136	,073
	High	16,9%	83,1%			
Q40. Other families	Low	85,7%	14,3%	3,525 <sup>a</sup>	,336	,058
	High	83,4%	16,6%			
Q41. Other	Low	87,5%	12,5%	15,409 <sup>a</sup>	,004	,121
	High	78,8%	21,4%			

Note: \*,01<p<,05 \*\*p<,01. Source: Authors' own creation.

### 3.4. Satisfaction of Cultural Family Leisure in Adolescents

Finally, regarding the satisfaction dimension, through the data in Table 4, the Pearson Chi-Square statistic showed significant mean differences between the perception of adolescents and family leisure of a cultural type, the conditions of my family life are excellent ( $X^2=19,419a$ ,  $p=<,001$ ), I have achieved important things ( $X^2=19,739a$ ,  $p=<,001$ ), I would not change almost anything in my family life ( $X^2=26,582a$ ,  $p=<,001$ ), family leisure activities are an important part ( $X^2=34,151a$ ,  $p=<,001$ ) and add quality to my leisure ( $X^2=32,508a$ ,  $p=<,001$ ). According to the effect size values, all of them present weak relationships.

**Table 4.** Percentages and Chi-square of adolescents' perception of cultural leisure and the items of the Satisfaction dimension.

Items Satisfaction	Cultural Leisure	Consideration		X <sup>2</sup>	p	V de Cramer
		Low	High			
Q42. In most cases my family life is close to ideal.	Low	28,2%	71,8%	15,409 <sup>a</sup>	,004*	,121
	High	34,9%	65,1%			
	Low	24,4%	75,6%	19,419 <sup>a</sup>	<,001**	,136

Q43. The conditions of my family life are excellent.	High	18,4%	81,6%			
Q44. I am very satisfied with my family life.	Low	19,2%	80,8%	10,378a		
	High	14,2%	85,8%		,035*	,099
Q45. So far I have achieved important things I want in my family life.	Low	29,2%	70,8%			
	High	21,7%	78,3%	19,739a	<,001**	,137
Q46. I would change almost nothing in my family life.	Low	38,2%	61,8%			
	High	32,3	67,7%	26,582a	<,001**	,159
Q47. Family leisure activities are an important part.	Low	92,7%	7,3%			
	High	79,2%	20,8%	34,151a	<,001**	,180
Q48. Leisure activities add quality to my family leisure.	Low	33,3%	66,7%			
	High	26,8%	73,2%	32,508a	<,001**	,176

Note: \*,01<p<,05 \*\*p<,01. Source: Authors' own creation.

#### 4. Discussion

Today, cultural leisure is not limited to the simple pursuit of entertainment; it has become a meaningful tool for personal enrichment, creative exploration, and social connection (Hernández-Prados & Álvarez, 2019).

Families play a fundamental role in meeting members' diverse needs—from basic ones such as financial support, food, and education to aspects of emotional development such as affection, interrelation, and communication (Smith, 2018). In this context, leisure emerges as a relevant component that contributes to developing affective functions, creating a space where joint and interpersonal experiences converge both within couples and among different family members (Brown & Miller, 2020).

Family leisure can have a particularly positive impact on adolescents. During this developmental stage, young people are often searching for personal identity and face various emotional and social challenges (Blakemore & Choudhury, 2006).

The term "family" as applied to leisure does not refer exclusively to the space where experiences of enjoyment and entertainment take place (Hodge et al., 2017; Melton, 2017). It is not simply a springboard for other individualized leisure experiences; it refers to people participating in planned and agreed-upon experiences, constituting by definition a collective leisure that involves various members of the family unit (Ponce de León et al., 2015). This is because such leisure entails an essential intergenerational encounter, situated in a context of non-productivity and requiring planning, structuring, and consensus on the experiences to be undertaken (Hernández-Prados & Álvarez-Muñoz, 2023; Melton, 2017).

Family leisure, as both an individual and group phenomenon, does not exclude personal recreational activities, but it does require participation in shared experiences. Family leisure experiences may center on sport, family meals, cultural gatherings or family trips, participation in family games, joint outings on weekends and holidays, and attending shows or watching TV programs together. All of these establish bonds among family members, regardless of age, fostering different kinds of exchanges (da Costa et al., 2020). In this way, leisure multiplies opportunities for joint experiences. Involvement in family leisure may range from simple attendance to active involvement in organization, representing different levels of commitment (Rodríguez, 2019).

Although leisure is essentially a personally chosen experience, from a family perspective it becomes a shared group experience. Its systematic practice not only strengthens affective bonds of union, but also directly affects family cohesion and development (Johnson et al., 2019), as supported by the questionnaire data in this work. The bonds generated during leisure practices can manifest in different ways—from altruistic openness with benefits for the family and community to more closed and distinctive group experiences (Jones & White, 2021).

The evolution of parent–child relationships has broadened the possibilities for shared recreational activities, facilitating dialogue and reducing the family’s isolation from its traditional role. A specific point to note is that parental authority has changed in recent decades, becoming more accessible thanks to leisure activities (Martínez & López, 2018).

The concept of family leisure is intrinsically defined by the experience lived by the family itself and is related to the tradition and culture developed in its environment. In its purest essence, family leisure is an expression of the people who make up a specific human group, rooted in their experiences and traditions but also influenced by the historical context, global reality, cultural trends, and institutional initiatives that may affect leisure habits and lifestyles over time (González, 2020). Although information on family leisure often comes from parents’ accounts, social change in perceptions of childhood has encouraged the exploration of children’s perspectives in recent studies (Mukherjee, 2020), which is precisely what this study has done.

According to the data obtained here, adolescents identify family leisure as a safe space to improve family relationships, linking it to getting to know one another better and improving communication among family members. From a better understanding of their parents, adolescents may feel more open to sharing their emotions (Hodge et al., 2017). Moreover, by merging their own individual experiences with family traditions within the cultural dynamics of their surrounding environment, adolescents may feel more connected (Álvarez-Muñoz & Hernández-Prados, 2024).

Some authors highlight the role of family leisure in relieving stress and physical and mental exhaustion caused by daily obligations (Belmonte et al., 2021; Tardivo et al., 2021). From this perspective, the present research concludes that family leisure leads to the development of a healthy lifestyle among adolescents, as they feel more fulfilled and believe they achieve greater personal development when family leisure exists.

Within this framework, adolescents, according to our data, feel closer to opening channels of communication with their families and building their sense of self through emotionality. It is well known that improving intrafamily communication and emotionality can create psychologically safe environments (Chen et al., 2019), with notable contributions to better family functioning, relationship quality, family climate, work–family management, and even joy within the family system (da Costa et al., 2020; Lau et al., 2012; Melton, 2017; Townsend et al., 2017).

The concept of family leisure is gaining increasing relevance in contemporary society, as its influence on family cohesion, adolescent well-being, and the construction of solid intergenerational relationships is recognized (Jones & White, 2021; Brown & Miller, 2020; Hernández-Prados & Álvarez-Muñoz, 2022). In this context, cultural activities present a favorable setting for shared leisure between parents and children, especially during adolescence—a period characterized by significant changes in development and family interactions (Crespo & Bermúdez, 2019).

Nevertheless, despite these strong data, within leisure studies, family leisure emerges as an under-researched topic deserving deeper investigation—not simply as a general sphere but as a specific modality with particular characteristics and intrinsic pedagogical potential. Family leisure has been underestimated in socio-educational research, despite its impact on human development—especially during the transition from childhood to adulthood through adolescence (Varela & Maroñas, 2018).

The proliferation of leisure options in a society saturated with daily obligations—where free time has become a luxury requiring efficient management (da Costa et al., 2020; Hernández-Prados & Álvarez-Muñoz, 2022)—can be attributed in part to the Fourth Industrial Revolution characterized by digitalization (Schwab, 2016). Even within this socioeconomic framework, modalities such as

sports, cultural, tourist, and technological leisure have grown significantly (de Juanas Oliva et al., 2018).

Analysis of the strengths and weaknesses of cultural family leisure among adolescents reveals significant aspects for understanding this practice's influence on their well-being and development. Among the weaknesses identified are the perception that little time is shared as a family, financial limitations for activities, and a lack of importance attached to family leisure (da Costa et al., 2020). These findings suggest a need to promote strategies that encourage greater participation in—and valuation of—family leisure during this crucial developmental stage.

On the other hand, strengths such as improved relationships with parents, conflict resolution, and activity diversity indicate that cultural family leisure can contribute positively to adolescents' emotional and social well-being (Hernández-Prados & Álvarez-Muñoz, 2022). However, it is important to note that these associations exhibit moderate to weak effect sizes, suggesting that other factors may influence overall satisfaction with family leisure. As for the agents of cultural family leisure, this type of leisure is observed to be promoted mainly by public administrations, schools, sports clubs, associations, shopping centers, and private companies (Hernández-Prados & Álvarez-Muñoz, 2022). These results suggest multiple actors are involved in promoting family leisure, offering families and adolescents a variety of options.

Education in the context of family leisure faces significant challenges, especially in managing family time and reconciling collective family leisure with individualized digital leisure. The dominant presence of Information and Communication Technologies (ICTs) in society—including families and schools—conditions the way people live and learn. ICTs offer a variety of leisure experiences, but it is crucial to convert them into collaborative spaces for fun to avoid impoverishing family relationships (Carvalho et al., 2015).

There are also other obstacles to family leisure, such as difficulties with reconciliation, time, money, and leisure options, as well as combining generational demands. Although some studies view the intergenerational gap as a learning opportunity, others see it as an obstacle due to contrasting leisure profiles (López et al., 2012). The family's socioeconomic level also limits access to family leisure, reflecting the influence of capitalist society on the consumption and commodification of free time (da Costa et al., 2020; Varela & Maroñas, 2019). Added to this is that, despite growing awareness of the importance of family time, public policies do not yet fully reflect this shift in thinking, resulting in an imbalance of vital times that hampers family encounters (Sanz et al., 2018).

In conclusion, the present study seeks to contribute to understanding the importance of family leisure in adolescents' lives, giving voice to their opinions and offering valuable perspectives for designing policies and programs that promote shared cultural leisure in families—thereby fostering strong family relationships during the crucial stage of adolescence.

Furthermore, this research also aims to position those who study and reflect on family leisure by addressing key issues such as typologies of family leisure, threats, opportunities, strengths, and weaknesses as variables useful for measuring not only family leisure but also its contribution to developing values and capabilities in adolescents.

Regarding the contribution of family leisure, we find it plays a key role in promoting knowledge, openness, communication, development of emotionality, relaxation, family understanding, joy, pleasure, and happiness. It also contributes to developing capacities such as emotional intelligence.

As for the study's limitations, we note the possibility of expanding the sample size to generalize the results. Although the findings suggest a positive association between family leisure and adolescents' emotional well-being, it is important to bear in mind that the cross-sectional design does not allow causal relationships to be established. Future longitudinal studies could help clarify whether family leisure precedes emotional well-being or vice versa. Moreover, the results may not be generalizable to other cultures with different values and norms regarding family and leisure.

These findings can be useful for designing interventions that promote more satisfying and beneficial cultural family leisure for adolescents and their families. For example, economic support programs could be developed for families with limited resources, as well as leisure activities in

community settings that encourage participation by different families and strengthen their relationships (e.g., through shared spaces). In addition, the involvement of different actors—such as administrations, schools, and private companies—may be key to promoting more diverse and accessible cultural family leisure for all adolescents.

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