Leisure, Work, and Study Among University Students, an Approach From a Colombian Perspective
Ocio, trabajo y estudio en estudiantes universitarios, un acercamiento desde una perspectiva colombiana

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Abstract. The dynamics and demands of contemporary society require increasingly tight adjustments concerning time, space, and human relationships. Maintaining a healthy balance among work, education, and leisure is necessary and challenging. In this scenario, distance education and information and communication technologies offer university-level training opportunities for those working in various contexts. In addition to time management challenges, finding leisure spaces that promote well-being presents another challenge. In this context, this study aimed to analyze the implications of simultaneously working and studying in leisure spaces and times, particularly focusing on students pursuing education through a distance-learning modality at the Corporación Universitaria Minuto de Dios-UNIMINUTO at a national level in Colombia. Methodologically, the study adopted a mixed research approach, utilizing a sequential explanatory design. Data were collected through questionnaires and the focus group technique. The analysis was based on categories such as serious leisure, casual leisure, digital leisure, and satisfaction with leisure. The quantitative component constituted a sample size of 455 students. The results revealed the characteristics of the leisure spaces within this population and the level of satisfaction with the limited leisure times and spaces available, given the peculiarity of working and studying concurrently. This satisfaction, whether derived from serious, casual, or digital leisure activities, correlated with the achieved well-being on personal and familial dimensions.
Keywords: Leisure, education, work, student

Resumen. Las dinámicas y exigencias de la sociedad contemporánea implican procesos cada vez más ajustados en tiempos, espacios y relaciones humanas, en donde la búsqueda de una justa medida o balance entre lo laboral, lo educativo y los espacios de ocio es necesaria, pero difícil. Es aquí donde la educación a distancia y las tecnologías de la información y la comunicación brindan la oportunidad de adelantar un ejercicio formativo a nivel universitario a aquellas personas que trabajan en diferentes contextos, lo que conlleva un reto en lo que se refiere al uso del tiempo y a los espacios de ocio necesarios para el bienestar. En este contexto, se buscó analizar los alcances que tiene el trabajar y estudiar de forma simultánea, en los espacios y tiempos de ocio en clave del bienestar de los estudiantes que adelantan sus estudios bajo una modalidad a distancia de la Corporación Universitaria Minuto de Dios-UNIMINUTO en el ámbito nacional colombiano. Metodológicamente se abordó el estudio desde una ruta de investigación mixta, con un diseño explicativo secuencial, utilizando un instrumento de recolección de información tipo cuestionario y la técnica Focus Group a partir de las categorías de análisis de Ocio Serio, Ocio, Casual, Ocio Digital y Satisfacción con el Ocio, contando con una muestra poblacional de 455 estudiantes para los elementos de orden cuantitativo. Los resultados obtenidos dejan ver las características de los espacios de ocio de esta población y desvelan, en cierta medida, una satisfacción con los pocos tiempos y espacios de ocio que se tienen dada la particularidad de trabajar y estudiar simultáneamente. Esa satisfacción, sea desde actividades de ocio serio, casual o digital, se articula con el bienestar obtenido en las dimensiones personal y familiar.
Palabras claves: Ocio, educación, trabajo, estudiante.

Introduction

The daily lives of university students are influenced by various dynamics, encompassing social, personal, academic, and technological factors. These influences manifest in various timeframes and contexts (Viñals, 2016). A balance between work and academics is an ongoing challenge faced by both young people and adults. For them, distance and virtual education represent an opportunity to receive training across multiple fields of knowledge. This pursuit corresponds with the employment opportunities that their financial resources enable for their studies. Within this educational context, information and communication technologies (ICT) facilitate access to university education. This access can now be provided and advanced through face-to-face, online, or hybrid methodologies. Similarly, work processes across various industries and productive sectors have leveraged ICT to enhance and optimize job performance. According to the findings of Sanz-

Arazuri et al. (2018), leisure periods and spaces have encountered the influence of digital dynamics, manifesting in the infiltration and transformation of activities that were traditionally performed in a physical, analogous, or in-person manner. These activities include reading newspapers, shopping, watching TV, or engaging in conversations with friends. Technological and performance dynamics affect university students' social aspects and well-being (Aguirre-Cardona et al., 2021).

Current realities suggest that productivity should be prioritized in people's daily lives. As society has become increasingly demanding, the balance among work, study, and leisure, as described by Siddiquee et al. (2016), indicates that enjoyment of activities, fun, and rest have become secondary. Drawing from the Organization for Economic Cooperation and Development (2020) propositions, reducing leisure hours, resulting from long work hours and shifts, affects individuals' well-being and health. This scenario increases stress levels and compromises safety, contradicting

the objectives of Sustainable Development Goal (SDG) number 3: Health and Well-being and SDG number 4: Quality Education. Accordingly, it can be inferred that enjoyment, rest, fun, entertainment, family time, and personal moments are significantly deteriorating. This necessitates thorough research and reflection on the subject.

Viewed from this perspective, the research on leisure, work, and simultaneous study among university students in Bogotá, Colombia, (Aguirre-Cardona et al., 2021) presents a fruitful starting point. It helps identify whether a balance exists among work, leisure, and formative processes in distance and virtual education. Delving further, the study seeks to understand the implications of working and studying concurrently within the aforementioned educational framework. It encompasses an exploration of the spatial and temporal dimensions of leisure and their effects on students' well-being. Given its relevance to the current situation, there exists a compelling drive to explore this investigation nationally, leveraging the nationwide presence of the Corporación Universitaria Minuto de Dios-UNIMINUTO.

The concept of leisure has been viewed from various perspectives. For instance, leisure is understood as a subjective state that motivates one to participate in an activity without being forced to do so (Neulinger, 1981). Meanwhile, Csikszentmihalyi (2010) considered leisure as a phenomenon of human enjoyment that leads to an optimal experience. Cuenca (2000) contended that, from a humanistic perspective, leisure can contribute to the development, enhancement, and life satisfaction of individuals and communities. From a well-being perspective, therapeutic leisure allows one to overcome or solve a problem that negatively impacts an individual (Rubio, 2012).

Drawing from his investigation of and conceptual approach to leisure, Stebbins (1992) proposed two alternative interpretations for this phenomenon: serious leisure, characterized by the pursuit and development of substantial, enjoyable, and satisfying activities rooted in an individual's unique skills, talents, and experiences; and casual leisure, characterized by immediate and pleasant activities of short-term nature, devoid of the necessity for specialized skills required to enjoy.

One conceptualization that has emerged from the exponential development of ICT in various human contexts is digital leisure. According to Viñals et al. (2014), digital leisure means creating new spaces that offer opportunities to effectively optimize time and derive enjoyment from different leisure experiences through ICT. Thus, one might culturally infer that it becomes a significant part of entertainment and consumption (Sibilia, 2012).

Concerning the elements of distance and virtual education pertinent to the topic of this paper, we draw upon the insights of Flores et al. (2017), who stated that this pedagogical modality "is the teaching-learning process that occurs through the interaction of instructors and students among which there exists a separation in space or time" (p. 31). Based on the principle of student autonomy, this approach recognizes the role of instructor guidance characterized by assertive communication inherent to the particular dynamics of this teaching method. A similar conclusion can be drawn regarding complementarity with virtual education, which seeks to "provide a learning environment using specific software, which is referred to as virtual learning platforms, as well as a variety of learning environments based on their purposes" (Flores et al., 2017).

Regarding leisure, Peralta (2015) delved into historically disciplinary behaviors that permeate daily life. Likewise, the development of knowledge in leisure directly aligns with prevailing scientific paradigms, which underpin the configuration of research dynamics to study individual realities, their contexts, relationships, discourses, and thoughts. In terms of the relation between leisure and study, Andrés-Villas et al. (2020) analyzed the primary leisure habits of university students and their relation to perceived health. The findings were categorized into four categories: passive leisure activities, festive leisure, competitive-sports leisure, and cultural leisure. Zasina (2020) proposed a three-dimensional framework for visualizing and analyzing student leisure and considered its temporal, economic, and spatial dimensions. The analyses centered on two perspectives: the rise of consumerism and the growth of enrollment in higher education. In line with leisure and students, Shepelieva et al. (2020) assessed the implementation of a socio-pedagogical leisure system for the formation of young students' social activities, showcasing the levels of social activity among young students before and after the implementation of the system.

Considering the relation between leisure and work, Barbosa (2018) published a paper entitled *Time Allocation in Brazil: Work and Leisure*. The paper documented trends in time distribution by gender in Brazil between 2001 and 2015. Specifically, this involved an analysis of the evolution of weekly work hours in the labor market, household tasks, and the weekly leisure time allocated. The results revealed that Brazilian men enjoy more leisure hours than women; however, there has been a trend toward reducing this disparity over the years. Silvestre and Franco (2019) investigated the manifestations of the leisure phenomenon among teaching staff of the Sao Paulo State Department of Education. An analysis of documents revealed a link between teachers' leisure time and space and their work. Focusing on simultaneous work and study dynamics, Nessier et al. (2018) examined the relation between work and academic life of university students enrolled in economics programs. They identified tensions between simultaneous work and study, highlighting significant gaps in the teaching and learning processes. Cuevas de la Garza and de Ibarrola (2013) argued that "the condition of a working student carries various implications, among which are processes of overwhelm and sacrifice, yet also those of satisfaction and personal pride" (p. 144). García and Sastre (2019) take advantage of the benefits of leisure activities to contribute to the mental health of young people, starting from a leisure program

based on flexibility and the possibility of making descriptions of the leisure that best contributes to the young participants of the program.

Method

This study used a sequential explanatory design and a mixed research approach (Hernández-Sampieri & Mendoza, 2018). It began with collecting quantitative data, which was subsequently complemented by qualitative data collection. This method made it possible to construct a comprehensive and in-depth analysis that adhered to its mixed method approach. Thus, it was possible to observe and analyze the phenomenon of leisure times and spaces of students simultaneously working and studying at Corporación Universitaria Minuto de Dios - UNIMINUTO. However, the study was conducted from a national perspective, leveraging the university's presence in various regions of Colombia.

Quantitative aspects were explored using a questionnaire-type data collection instrument to review and analyze the categories of serious leisure, casual leisure (Stebbins, 2004), digital leisure (Alonso, as cited by Muriel & San Salvador del Valle, 2018), and leisure satisfaction. This instrument, developed and validated by Aguirre-Cardona et al. (2021), facilitated the collection of sociodemographic information, data on work, and study times based on open and closed questions. Furthermore, it addressed information concerning leisure activities (Hernández, 2001; Formiga et al., 2005). A Likert scale was utilized to assess leisure practices, using a scale of values ranging from $0 =$ Never to $5 =$ Always, along with a measurement of leisure satisfaction, represented as $0 =$ None, $1 =$ Average, $2 =$ A lot (Martínez-Rodríguez et al., 2016). Through digital tools, the questionnaire was converted into an online form (Microsoft forms) and sent to all students at all UNIMINUTO campuses via institutional email after receiving approval and informed consent from the students.

The sample population comprised 455 students from the Corporación Universitaria Minuto de Dios, distributed across 21 university centers, constituting 42.8% representation of the institution at the national level.

The qualitative aspects of the study were examined through focus groups of between 10 and 15 participants conducted at the university centers of UNIMINUTO in the cities of Barranquilla, Cúcuta, Chinchiná, Pasto, Villavicencio, and Zipaquirá. These groups allowed for a deeper exploration of certain category aspects. In this context, the researchers assumed the role of moderators, responsible for posing questions and directing group discussions as outlined by Ñaupas et al. (2018). The aim was to delve into aspects selected from the applied questionnaire, seeking complementarity with the quantitative information. All group sessions were conducted in person and followed a five-phase structure: introduction, initial impressions, exchange, performance, and dissolution. During these stages, questions related to serious leisure, casual leisure, digital leisure, and leisure satisfaction were discussed.

Results

The results below reflect the integration of quantitative and qualitative aspects inherent to advanced research. Based on the data collected in the study, insights are gained into the characteristics of the study's participants and their perceptions of leisure, specifically within the categories of serious leisure, casual leisure, and digital leisure. Additionally, the study explores the category of satisfaction levels concerning leisure time linked with well-being.

A Brief Characterization

The survey was completed by 455 students from the Minuto de Dios University Corporation, spread across 21 university centers nationwide. All responses were acquired from distance-learning students enrolled in undergraduate programs such as Business Administration, Occupational Safety and Health Administration, Financial Management, Social Communication, Public Accounting, Industrial Engineering, Physical Education, Recreation and Sports, Early Childhood Education, and Psychology. Psychology students constituted the largest segment with a proportion of 33%, followed by Business Administration at 31% and Occupational Safety and Health Administration at 14%.

Professional programs typically span 10 academic periods. Accordingly, 41% of the students were enrolled in the ninth period and 18% in the tenth period, indicating that most of the surveyed population was approaching the culmination of their educational pursuit. Furthermore, 11% of the students were enrolled in the seventh period and 9% in the first period, with the remainder dispersed between periods 2 and 6. Regarding age distribution, 55% of the responses were acquired from young individuals aged between 18 and 27, 43% of the responses were from adults aged between 28 and 52, and 2% of responses from adolescents aged 16 and 17, considering that university education typically starts around these ages. Of those students who responded to the survey, 77% were females and 23% were males. Moreover, categorized according to the simultaneous study and work criterion, 55% were classified as part of the adult group, 43% as the youth group, and 2% as the adolescent group.

Ideas on leisure

According to the investigation of the conceptual approaches to leisure among students who work and study simultaneously, the views on the subject are heterogeneous. This study captured students' voices regarding rest, breaking from routine, enjoyment, and sleep. The outcomes of this exploration emphasized three key aspects: the first aspect related to the traditional view of leisure, often viewed negatively due to its association with laziness and "idleness." The second aspect indicated the absence of a distinction between leisure time and work.

The third aspect could be understood as a slight approach to the concept of leisure, associating it with other activities and moving beyond its pejorative connotation. Based on these opinions, a greater focus on activities was observed rather than a solid idea or concept of leisure, especially when the emphasis was more on producing or resting to continue producing.

From this perspective, the results concerning the ideas or conceptions of leisure are presented in Figure 1:
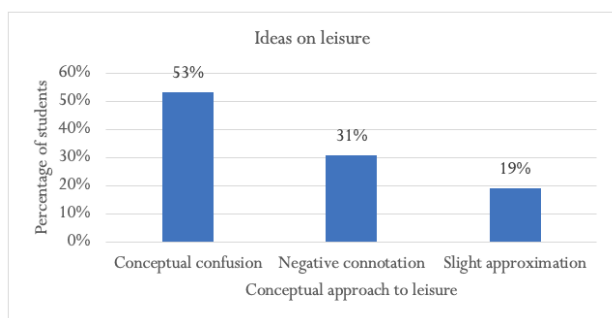

Figure 1. Ideas on leisure from the students. Source: Author's elaboration.

Complementarily, a common denominator was observed in the focus groups: students who work and study simultaneously exhibited a direct relation with rest, sleep, and spending time with family. However, they emphasized that even if they were physically resting, their minds were preoccupied with pending work or academic tasks. Thus, they were required to consider these moments as times or spaces for leisure fully. Similarly, leisure implied a change in activities, timings, and spaces to do anything but work, being free time for them. It related more to making the most of the free time than to leisure itself, as expressed by the students from Chinchiná.

Serious leisure, casual leisure, and digital leisure

The results from the categories of serious leisure, casual leisure, and digital leisure are presented based on the quintile model. Given that an equitable relation is maintained with percentile and decile measures, the divisions could be made in multiples of 20%, enabling a more accurate distribution of results. It presents a midpoint that is not aligned with a rigid extreme (Aguirre-Cardona et al., 2021). These results are further complemented by the responses to questions, probing the activities undertaken during their free moments and the organization of their work and academic spaces and times.

Regarding the results concerning serious leisure category, attending shows, theaters, etc., fell within the lowest percentage, in quintile 1, compared with other activities. In quintile 2, reading magazines, reading newspapers, and crafting activities (painting, writing, knitting) were placed without a broad gap between them. However, reading books and engaging in physical activity, though placed in quintile 2, had a higher percentage than the others and were closer to visiting relatives in quintile 3 (See Figure 2). In the

casual leisure category, participating in marches, demonstrations, or protests was the least common activity, the only one placed in quintile 1. By contrast, the most frequent activity found in quintile 3 was listening to music. Activities such as going to bars or restaurants, shopping, movies, visiting parks, meeting with friends, and watching TV shows were in quintile 2, being less frequent. However, the highest-ranked activities within quintile 2, closely approaching quintile 3, were watching video movies, taking trips outside the city, and driving a car or motorcycle (See Figure 3).
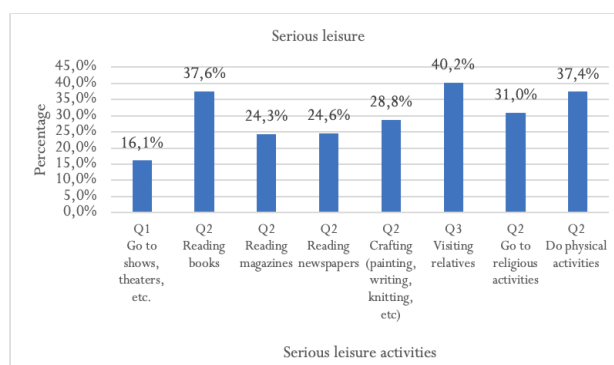

Figure 2. Results serious leisure category. Source: Author's elaboration.
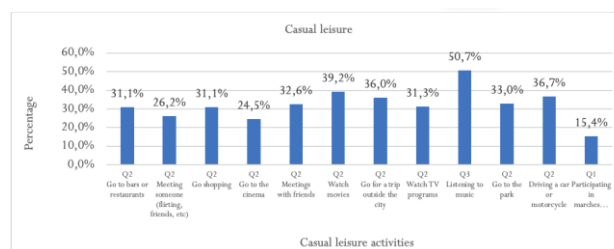

Figure 3. Results casual leisure category. Source: Author's elaboration.

For the digital leisure category, virtual social network, which fell into quintile 3, was the most common activity undertaken by the surveyed population. By contrast, online games, online gambling, and wikis were among the least frequent, being placed in quintile 1. Despite being in quintile 1, 3D and 4D cinema had a slightly higher recurrence than other activities within that level. Listening to music online, digital television, online reading, online shopping, and blogs were in quintile 2 (See Figure 4).
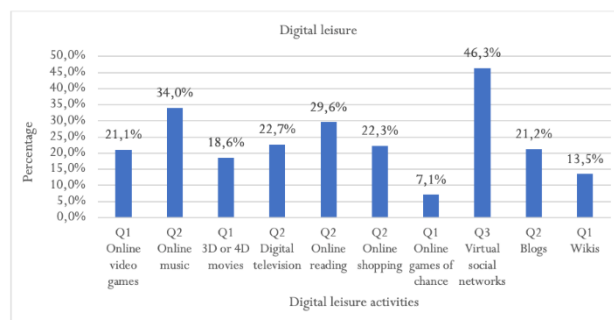

Figure 4. Results digital leisure category. Source: Author's elaboration.

The focus groups revealed a preference for activities that could be undertaken together with family or friends, whether passive or active. Physical activity, framed within actions such as going to the gym, walking outdoors, or playing some sports recreationally, were the most recurrent actions by students who worked and studied simultaneously, especially when they had young children for whom they needed to allocate time. Notably, when discussing the best way to use their leisure time and spaces, the common responses in university campuses such as Barranquilla, Cúcuta, or Zipaquirá were "sleeping," "doing nothing," and "resting." By contrast, in campuses such as Villavicencio, Pasto, and Chinchiná, the answers were more oriented toward "doing something productive," possibly interpreting leisure as an aspect of human life that yields an educational, economic, or work-related benefit.

Given the peculiarities of the modality in which the student participants engaged in the research study, activities involving a digital component played a significant role, either from a formative viewpoint or for entertainment and fun. In the latter case, the time and space allocated to social media and streaming television were the most frequently mentioned. According to the students, these mediums were easily accessible and intuitive. Thus, students could partake in digital leisure anytime and anywhere in their daily lives. Activities that were traditionally performed physically or analogically, such as reading newspapers or magazines and even shopping in a mall, were mentioned less frequently. These activities, while offering a diversion or a break from routine, transitioned to the virtual realm, a shift that the students scarcely highlighted. In their own words, these tools and activities were designed to help them focus on work and study, not for entertainment. Understanding that the study modality is crucial in managing digital media, leading to a certain familiarity and access to technologies, is vital.

Leisure time satisfaction and well-being

Information related to satisfaction with leisure time category, derived from the applied questionnaire, complements the answers to questions regarding the personal, social, and economic benefits of this satisfaction. In this context, and according to the previously described quintile model, the least satisfaction was observed in quintile 2 and corresponded to doing things one enjoyed. Meanwhile, the remaining activities closely clustered within quintile 3, with high satisfaction levels in activities such as being at peace, alone, attending masses or community events, dining out, having fun with others, and visiting family or friends (Figure 5).

Leisure includes personal, social, and economic benefits. The time and space allocated for social interactions, family interactions, or those that can generate monetary income were directly related to the satisfaction level resulting from these times and spaces. From this perspective, in the dialogues with students who participated in the

focus groups, it was generally identified that, from a personal viewpoint, it involved self-love. Given that these times and spaces for leisure are for recreation or rest, problems can be avoided because they are in their time and space of tranquility, sharing with loved ones and friends. For many, using these times and spaces to plan outings to places that bring them tranquility and satisfaction works well. In this regard, in the Zipaquirá focus group, students expressed that personal leisure time and space were practically truncated by the time spent commuting and traveling to different places, whether for study, work, or even home, especially when located in rural areas. Although one can contemplate the landscape or even meditate, the time spent on transportation cannot be significantly utilized for personal leisure. Consequently, personal benefits result in tranquility and in considering oneself as an individual and a human being, almost related to the satisfaction of being alone.
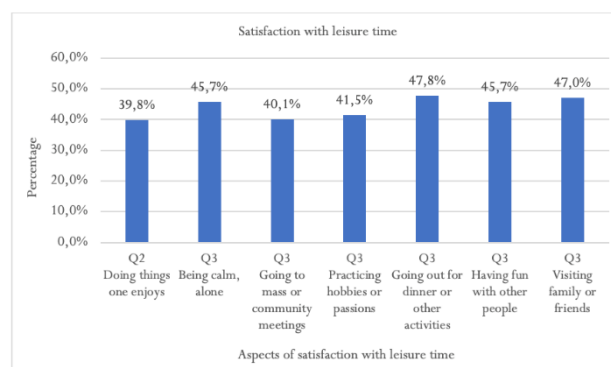

Figure 5. Results satisfaction with leisure time category. Source: Author's elaboration.

Social benefits are directly related to personal benefits and the satisfaction of sharing with others, stemming from interaction, knowledge exchange, and learning. Students stated that when visiting new places, interacting with local people becomes crucial to achieve this benefit. This interaction is complemented by the use of technological tools in case one cannot attend in-person activities. While academic virtual platforms provide a space for enjoyment, they do not wholly replicate the value of face-to-face interpersonal connections. Notably, the main social benefit for students may be reflected in the ability to share more closely with their children when they are minors, a specific case of mothers who work and study simultaneously, for example, at the UNIMINUTO campuses in Villavicencio and Pasto.

Generating additional monetary income, or as popularly said, "an extra," emerged in the focus groups' discussion as the main economic benefit derived from leisure. Economic benefits are related to the ventures founded during the pandemic, meaning they have spaces to generate profit with product sales in places such as gyms or even public transport. These ventures rely on verbal interaction with others. If viewed from the perspective of the expenses that a person incurs while engaging in recreational activities,

playing, or traveling, if possible, the expenses incurred during these times and spaces of leisure also economically impact a third party. Students who worked and studied simultaneously expressed that, when it comes to economics, leisure time is not always important to people. In cases where the choice is between working more to earn additional income, the individuals would choose to earn more money rather than take advantage of free time to rest or do other activities. In this regard, as Aristotle stated, "the working man is busy with necessities for the sake of some end which is not in his possession, whereas happiness, which leisure secures, is an end perfect and self-sufficing, which all men think is accompanied by pleasure and not by pain" (Aristotle, Politics, VIII, 3,1338a 1-6).

Discussion

Even today, when discussing leisure, it remains complex and multifaceted. For some, it refers to the use of time or occupation. Furthermore, it is the practice of non-obligatory, desired, or cherished activities for others. Still, others interpret it from the viewpoint of economic parameters (Cuenca, 2000; Cuenca et al., 2010). Students have conveyed through their opinions that links exist between free time and leisure, but leisure is meant for enjoyment and fun, as opposed to free time, which imply leftover moments from obligations. Some have indicated that they do not have any free time, highlighting that jobs provide this free time as a voting benefit or for birthdays. They have argued that free time is casual and heavily dependent on individual perspectives. Some students have used their days off to help their families with various household tasks rather than for fun, contrasting with the findings of Gómez-Mazorra et al. (2023). The authors indicated that college students, especially postgraduates, engage more in social or passive leisure activities due to their high daily workload from both employment and academics. Furthermore, they associated leisure with moments not occupied for mandatory activities. Leisure time can be used to carry out satisfying tasks, noting that the primary association with leisure, due to long work hours or multiple jobs combined with household and academic responsibilities, is the desire to rest.

Regarding the categories of casual, serious (Stebbins 2004), and digital leisure (Viñals et al., 2014), from the students' perspectives, there is a prevalent trend toward sharing time and spaces in activities that allow for more time with family, whether active, like physical-sport practices, or passive like reading in physical or digital formats (Aguirre-Cardona et al., 2022). The results of this study suggest that family leisure is most satisfactorily enjoyed and utilized with family members, demonstrating the potential for family leisure to effectively serve as a strategy for maintaining physical, psychological, or emotional health. The results of the study by Belmonte et al. (2021), which examined the benefits of family leisure during the COVID-19 lockdown, reflect this.

Satisfaction with leisure time and spaces, in terms of their utilization and from a more productive perspective, is reflected when, in some cases, students engage in informal sales, enjoying buying and distributing their products. The activity generates an economic benefit and is transformed into one of leisure and satisfaction, characteristic of a contemporary context aimed at understanding leisure as a component of sociocultural development (Ruz-Juan, 2002). In his book Flow (2010), Csikszentmihalyi asserted that work can be understood as a leisure experience when clear goals are set, feedback is provided, and a challenge exists, as all these factors engage, focus, and immerse the individual in the experience. Lastly, some students have mentioned the possibility of acquiring goods in their leisure time and spaces, noting the productive aspects of leisure, echoing earlier sentiments about the social benefits and the productive realm of free time and leisure.

In light of these findings and student testimonies, it can be argued that productive leisure (Primo, 2017), reflected in personal satisfaction derived from an economic benefit obtained during leisure times and spaces, and therapeutic leisure (Rubio, 2012), framed in social, familial, and personal interactions seen as resources that aid in overcoming negative or draining situations while also offering rest and fun, emerge as potential areas of analysis and study of the specifics of simultaneous work and study in a population characterized by their concurrent work and study routines.

Finally, although satisfaction is identified in leisure time and spaces, these are not optimal from the student's perspective, especially because it is believed that limited time is available for them. Sometimes, there is no distribution or activities that fully align with individual preferences or fulfillment. In response, it is vital to promote what Cuenca (2015) proposed as leisure education, focusing on the unique characteristics of this population with limited times that minimize their leisure experiences; related in turn to the approaches of Ruiz-Juan (2002), who states that all recreational, leisure or free time activities carried out in the school environment must have an educational perspective, even more so, taking into account the realities of this century.

Conclusions

There is a need for clarity in the conceptual approaches to leisure, given the tendency to confuse it with free time or ideas with a negative connotation, rooted in the capitalist hegemony focused on work and productivity. Despite observing some well-being-related ideas associated with rest and recreation, the predominant trend tends to be one of confusion. For students at UNIMINUTO who work and study simultaneously at the national level, activities within the framework of serious leisure, casual leisure, and digital leisure serve as sources of well-being. Although the time available for enjoyment, rest, or fun is limited due to the unique circumstance of working and studying simultaneously, the few moments and spaces they have are used ac-

tively or passively. When students are in a state of tranquility, have taken time out from work or academics, or are simply sleeping, they can enjoy their leisure spaces and time, whether alone or with family members. A high level of satisfaction has been identified with aspects related to being calm or alone, attending religious or community activities, visiting family or friends, dining out, or other related activities. This satisfaction may contribute to a sense of well-being from a social and personal perspective, a characteristic of leisure activities and places. However, the need for leisure education for this type of population has been observed, considering their specific characteristics and the context in which they are situated.

Productive leisure and therapeutic leisure emerge as fruitful areas of study for subsequent research, especially as the results revealed a high level of satisfaction with the benefits derived from economic activities or personal and familial health care undertaken during their leisure times and spaces.

Acknowledgments

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