The primary purpose of this study is to look into the leisure-time activities of the intermediate pupils of the public elementary schools of La Union. It also seeks specific answer to the following questions:

1. What leisure-time activities do intermediate pupils engage in which may be classified as:
   1.1 social
   1.2 intellectual
   1.3 physical
   1.4 aesthetic

2. Which leisure-time activities were most popular among intermediate pupils?
3. How much time daily do the pupils spend for leisure?
4. Where do intermediate pupils spend their leisure?
5. What benefits do the children derive from their leisure-time activities?

Findings:

Based on the specific problems, the following findings were made:

1.1 The top ten leisure-time activities under social:
   1. Listening to the radio
   2. Attending programs
   3. Watching the television
   4. Visiting friends/neighbors
   5. Playing group games
   6. Going to the movies
   7. Playing ball games
   8. Playing sungka
   9. Attending parties
   10. Going to dances
1.2 The top ten leisure-time activities of intermediate pupils categorized as intellectual are as follows:

1. Reading books
2. Reading magazines
3. Reading newspapers
4. Collecting pictures
5. Baby sitting
6. Writing letters
7. Poultry or swine raising
8. Playing scrabble
9. Cooking
10. Solving crossword puzzles

In the above list, baby sitting, poultry or swine raising and cooking may not only be intellectual activities but also economic or vocational.

1.3 The top ten leisure-time activities of intermediate pupils classified as physical are:

1. Fruit tree planting
2. Cleaning the house
3. Cleaning the yard
4. Vegetable gardening
5. Swimming
6. Biking
7. Fetching water
8. Keeping store
9. Mending torn clothes
10. Fishing

In the above list, fruit tree planting, vegetable gardening, keeping store are physical as well as economic activities. Cleaning the house and the yard, swimming and hiking are essential health activities.

1.4 The top ten leisure-time activities which are considered aesthetic are:

1. Flower gardening
2. Instrumental music playing
3. Drawing
4. Decorating one’s room
5. Singing
6. Making new furniture arrangement
7. Going to work
8. Crocheting
9. Sewing/dress designing

In the above listed activities, embroidery work, crocheting, and sewing/dress designing are also economic activities.
1. Findings which are presented in Table II list down the leisure-time activities in the following order of popularity:

1. Fruit tree planting
2. Cleaning the house
3. Listening to the radio
4. Cleaning the yard
5. Attending programs
6. Vegetable gardening
7. Reading magazines
8. Reading books
9. Reading newspapers
10. Viewing the television
11. Visiting friends/neighbors
12. Flower gardening
13. Collecting pictures
14. Baby sitting
15. Instrumental music playing
16. Playing group games
17. Drawing
18. Decorating one’s room
19. Swimming
20. Singing

2. Evidently, the intermediate pupils embraced by the study had very sufficient time, one and one-half hours daily, for leisure as revealed by majority of the pupil respondents.

3. The intermediate pupils spend their leisure-time in several places in the home and in the fields. The other popular places of leisure are the plaza, river, mountain, beach, and seashores. Many of them also go to movies. To the cockpits or stay in the plaza.

4. The greatest benefit the children indicate as being derived from their leisure-time activities is their good health. They also realized that they help their parents earn a living by making projects which are economic in nature. Furthermore, with these leisure-time activities, they cultivate interests in many economic pursuits.

Conclusions:

On the basis of findings, the following conclusions are hereby drawn:

1. It is evident that the intermediate pupils spend their leisure wholesomely in fruit tree planting, reading magazines, books and newspapers, cleaning the house and yard, flower gardening, playing music instruments, listening to the radio and attending programs. Therefore, there is a salutary carry-over of the pupils’ school work to the home and community.
2. Their top leisure activities are preponderantly physical, intellectual and social. It is therefore a need for the various communities to provide recreational facilities such as reading centers, libraries, parks and playgrounds, roller skating areas, and town auditorium or amusement centers.

3. That the intermediate pupils have a very adequate time for leisure which is one-half hours daily. It can be concluded that if they do not spend this time in wholesome leisure, but idle it away, this negative situation would be disastrous to the habit pattern they form in their childhood.

4. The intermediate pupils spend their leisure mostly in the home and in the fields, and sometimes in the plaza, mountains or the beach, while others avail themselves of the natural recreation centers existing in the various towns of the province.

5. The intermediate pupils realize that their recreation activities give them good health and opportunity to help heir parents to earn a living. The greatest benefit which they should realize is the fact that recreation is fun. It is fun because they make friends, they enjoy their hike, they are interested in their game, they have a sense of achievement and that they have a feeling of relaxation because their activities are very enjoyable and interesting to them.

Recommendations:

On the basis of the findings and conclusions arrived at in this investigation, the following recommendations are offered:

1. In order that the children will have a richer variety of leisure-time activities more types of games and play stories should be taught in connection with the physical education program. Teachers should encourage them to engage in different types of play activities such as:
   a. Playing imaginative role
   b. Hobbies
   c. Children’s parties
   d. Playing with appropriate apparatuses
   e. Romping

   The day care teachers and the Non-Formal Education Coordination may help in disseminating these activities. Appended to this report are suggested play stories and native games by which to implement the recommendation.

2. Since the top leisure-time activities of the pupils are preponderantly physical, intellectual and social in nature, there is a need for the intermediate teachers especially the Work Education, Physical Education Art and Music teachers to give emphasis on the aesthetic activities like embroidery
work, wood carving, sewing, crocheting, drawing, instrumental music playing, dancing and singing, so that the pupils could carry over these activities to their home and community.

3. Teacher should not leave their pupils alone, but guide them in their play so that they will not pass away their time foolishly. This is an opportunity for them to develop wholesome use of their leisure-time.

4. Since the only places afforded the children for their leisure-time activities are the home, and the fields, the various communities should endeavor to put up recreation centers, libraries, parks, playgrounds, rolling skating areas, auditorium and amusement centers as part of their community program. Such centers have more socializing effects than the home upon the children. The rural service workers, community leaders and civic spirited citizens should help in putting up these needs.

5. Since the children realized that leisure-time activities gave them good health and opportunity to help their parents, during P.T.A meetings the parents should be informed to give greater concern with the wholesome use of leisure. This is necessary because many parents deny the going out of children with others for the wholesome enjoyment of their leisure-time.