Exploring After-School Activities by Socio-Demographic Characteristics and Subjective Well-Being

23

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Abstract

This chapter explores how children in Albania, of different socio-demographic background, spend their time, their level of satisfaction with the way they spend their time and the effect this has on their subjective well-being. The data used in this chapter are representative of children 10–12-years old attending schools in Albania. They have been collected for the third wave of Children's Worlds: International Survey on Children's Well-Being (ISCWeB). The results show that children engage in different daily activities. The frequency of engagement in activities is determined by age, gender, ethnicity and material deprivation. Hierarchical regression analyses showed that frequency of engagement of children in activities and their level of satisfaction regarding how time was spent, impacted their subjective well-being and explained 25% of the variance after controlling for socio-demographic characteristics. The results gain importance to comprehend the ways Albanian children spend their time and expand contextual knowledge regarding children's lives. Results are also of importance to expand the knowledge researchers have on children after-school time in different contexts, especially under researched contexts.

23.1 Introduction

How children spend their time, especially their after-school time, is very important for their actual quality of life and for their development and future prospect. After-school time is important as that is the time that children have an opportunity to engage in structured activity, such as extracurricular activities and sports. After school time is also important for children to have some time of their own, or unstructured activities such as relaxing, playing games and outdoor activities. Analyzing children time use is important not only to understand the actual state of children's well-being but is relevant for social policies (Rees, 2017).

There are several ways to analyze children's use of time. For economists, time is a unit of human capital, and the way it is spent must be analyzed as an investment, which means if children spend more time learning then they will gain more knowledge and skills that would enable them to prosper careers and better earnings (Larson & Verma, 1999). Researches shows that children affected from school closure in grades 1–12, might expect 3 percent lower income over their entire life time and for nations such loses

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might yield an average of 1.5 percent lower annual GDP (Hanushek & Woessmann, 2020). The economic losses will be more deeply felt by disadvantaged students. All indications are that students whose families are less able to support out-of-school learning will face larger learning losses than their more advantaged peers, which in turn will translate into deeper losses of lifetime earnings (Hanushek & Woessmann, 2020, p. 3).

Developmental psychologists see the use of time efficiently as a way to gain also other social competences also very important for their future development (Larson & Verma, 1999). Participation in unsupervised and unconstructive activities during after-school hours might contribute to risky choices and behaviours while supervised and organized activities might increase educational attainment and achievement and better psychological adjustment (Fauth et al., 2007).

Another path to analyze time use is in the framework of children's rights. The Convention of Children's Rights contains specific articles related to children's right to quality time. In article 31 it is stated that: '*every child has the right to rest, relax, play and take part in cultural and creative activities*'. How children should spend their time in the present moment not only in the future prospect is of great importance since it brings attention to well-being not only in the well—becoming (Ben-Arieh, 2005).

Other articles of CRC are related to the way children spend their time with a special focus on protection from doing dangerous work that impacts their *education attainment* (article 32) and that protect children from all kinds of exploitation, being taken advantage of (article 36).

Ben-Arieh (2005) argues that analyzing time use and after-school time (use) is also very important from the perspective of children actual well-being. What are children doing and what they think and feel are important questions in analyzing their actual well-being.

Another path of analysis in after school activities research is related to family wealth impact on children use of time comparing children experiences from poor and wealthy communities or countries. In less developed and in developing countries research on how children spend their time is focused on how much time children spend in work activities and its impact on their educational attainment (Rees, 2017). Children engage in their everyday life in family responsibilities such as helping around the house, take care of siblings or even work for families and few of them work for money.

These data have implications for children living in underdeveloped and poor communities facing not only with problems to cope with the situation but also struggle with the long-time effects in their future outcome as adults. In a longitudinal study Posner and Vandell (1999) found that within low-income urban communities, race, gender, family structure and age were associated with differences in children's after-school activities. Children in informal care settings spend more time watching TV than those in formal settings which were engaged more in extracurricular activities. Activities also were related to children's academic performance and emotional adjustment over time. Weininger et al. (2015) in a more recent study found that material resources and objective constraints matter, in children participation in extracurricular activities. Children from middle income or poor families participate in less extracurricular activities. Organized extracurricular activities usually cost money, but also time to organize and put simply, greater familial wealth or income facilitates both participation in and expenditures on these activities (p. 498).

Other research from Rokicki and McGovern (2020) found that children from disadvantaged households spend significantly less time reading, doing homework, and engaging in physical exercise and sport than their counterparts, and more time engaging in unstructured play, and the gap increases with age for both boys and girls. Based on their results they argue that the systematic differences in children's time use may contribute to cumulative disadvantage and widening skill gaps through adolescence and into adulthood.

Research results with children from developing countries are not well represented as most of the research has relied on western, educated, rich and democratic countries (Jones, 2010). As Ben-Arieh (2005) noted in his paper on why we

need to involve children more in research, children daily life is something that children know the most about, and we need the children to be involved in the studies, at least as our primary source of information (p. 577). This makes results from this research important as it brings in children perspective on how they use their time and how this influences their perception of well-being.

One of the most studied paths of after school time use has been analyzing children screen time activities (Kardefelt-Winther, 2017) influenced also from the use of electronic devices and social media has been on the rise. This is probably the most studied aspect of children time use (Sauerwein & Rees, 2020; Rees, 2017; Kardefelt-Winther, 2017). Recent researchers have argued that children use of technology and social media has benefits and risks at the same time (Canadian Paediatric Society, 2019; Kardefelt-Winther, 2017; Molina et al., 2017), and parents should focus more on the total time, type of activities in which children are involved and potential risks related to internet use safety.

23.1.1 Time Use and Subjective Well-Being

Since the antiquity has been argued the relationship between subjective well-being, happiness and the way people use their time (Zuzanek & Zuzanek, 2015). In the guidelines for national indicators of subjective well-being, Diener (2006) recommends that satisfaction with particular activities and domains and the subjective experience of time allocation should be assessed when measuring subjective well-being (p. 398).

Little research has been done in relation to time use and its impact on subjective well-being. Most of the reviewed research was conducted in relation to specific types of activities. As mentioned above; children screen time is a wide researched topic. Even when looking for time use and subjective well-being research, most of the articles are related to specific activities and subjective well-being or psychological well-being rather than wider groups of activities. Being concerned about the impact technology and screen time has on children; most of the research in the field of psychology and development has explored and assessed this relationship. Results have shown the high frequency of screen-based time activities has implications for the decrease of children psychological well-being (Twenge et al., 2018; García-Hermoso et al., 2020).

23.1.2 The Current Study

Data for this research are collected in the framework of the Children's world survey, an international survey (iscweb.org). Perceptions and experiences of 10- and 12-years old children attending schools in Albania are analyzed. The research is exploratory in nature and we wanted to better understand the reality of different groups of children in the dataset. Albanian children are not a homogenous group, their experiences change based on where they live in the country and also based on the socio- demographic and economic characteristics. As Bradshaw et al. (2016) have explored in the first study on Albanian children well-being, the reality of children's lives is different depending on the region they live in and their socio-demographic characteristics.

33% of children attending schools live in rural areas (Institute of Statistic Albania, 2011). Life in rural areas is different from life in urban areas. There are less services for children, especially limited opportunities for extracurricular activities, limited sports and hobbies opportunities. Even in urban areas, most of the extra-curricular activities are mainly offered by private institutions, and children living in poorer households have limited options.

Children living in poor households are also exposed to limited extracurricular activities and engage more in work related activities. Around 19% of Albanian children live in poor households (Bradshaw et al., 2016) and the distribution of poor households with children are not evenly distributed in the country.

Roma and Egyptian are an ethno-linguistic community in Albania that according to the latest

census 2011 in Albania composes 3–4% of the Albanian population. According to more recent registration of this community (Open Society for Albania Foundation, 2014) the percentage of this community is around 10%. Roma community is a younger community with high percentage of children. According to the Roma Census (2014) 24% of the Roma population is less than 17 years old. Roma children face many social problems related mainly to poverty and social exclusion. Many Roma children do not attend schools and are working. Average years of attending school for Roma community are 5.6 years. Roma community is the biggest ethno- linguistic group after Albanians.

After school activity engagement also change by age and gender. Older children have more autonomy than younger children which also expands their opportunities to engage in some activities, such as access to phone and internet. Older children especially girls have also more responsibilities within the house such as cleaning, cooking or taking care of siblings or other family members (INSTAT, 2012).

23.1.3 Research on Albanian Children After-School Time

In 2011, for the first time, Albanian Institute of Statistic collected data on how Albanians spend their time. There were data elaborated for children between 10 and 14 years old. Based on this data, children spend two thirds of their free time watching TV, on average 2 h and 20 min per day and this is the same for boys and girls. Children spend on average 13 min per day reading with little difference between boys and girls. Boys also spend more time than girls in hobbies and games, 1 h and 7 min compared to 44 min for girls, playing sports 48 min per day compared to 11 min per day for girls and playing computer 15 min per day compared to 6 min per day for girls. Girls spend on average 10 min more minutes than boys socializing, 28 min on average for girls and 18 min for boys. As a percentage of boys and girls engaging in free time activities notable differences could be seen in playing sports (39% of boys' vs. 12% of girls), hobbies and games (51% of boys' vs. 37% of girls) and also traveling in the free time (71% of boys vs. 38% of girls).

48% of the children between 10 and 14 years old engage in unpaid family work such as preparing the food, cleaning, washing the dishes, ironing, taking care of siblings, shopping etc. The highest percentage of unpaid work children were engaged in, was cleaning the house, 29%, and preparing food, 22%. There is a big difference between boys and girls engaging in these two activities. 39% of girls and 6% of boys engage in preparing food and washing the dishes and 43% of girls and 16% of boys engage in cleaning the house activities and 8% of girls versus 1% of boys engage in washing the clothes. More girls than boys spend time taking care of siblings or other family members, around 9% of girls compared to 2% of boys. Even in other activities there are differences between boys and girls even though the percentage of children engaging in this type of activities is small.

In a more recent national research conducted by UNICEF (Dunja et al., 2019) which included a total of 1000 children of three different target age groups (9–11, 12–14 and 15–17, as well a sample of 1000 parents, found that children spent two thirds of their free time watching TV, on average 2 h and 20 min per day and this is the same for boys and girls. Boys spent more time in games on computer, compared with girls. On the other hand, girls spent more time hanging out with friends. In terms of time spent at home, 48% of children aged 10–14 are engaged in unpaid household chores such as preparing food, cleaning, washing dishes, ironing, caring for siblings, shopping, etc., where in percentage there are more girls.

The research done with Albanian children analyzed their perceptions and experiences for the whole groups of children. In both studies above children were compared only by gender. In our research we expand the analysis even between children from different age groups, residence, poverty level and ethnicity. This analysis is very important since the realities are different

and children experiences and also needs are different within the Albanian context.

23.1.4 Aims of the Research

The aim of this research is to explore and understand how children from different backgrounds and socio-demographic characteristics spend their after-school time.

We also analyze how satisfied are children from different backgrounds with the way they use their after-school time.

A special focus is given to the effect satisfaction with how they spend their time impacts their subjective well-being.

23.2 Methods

23.2.1 Participants and Procedure

The current study is based on the third wave of the International Survey on Children's Well-Being (ISCWeB), a worldwide survey of children's subjective well-being (Rees et al., 2016; for a review, see Rees et al., 2015). This study uses data from a nationally representative sample of children attending schools, aged 10 and 12 in Albania. The study and its procedures were approved by the Ministry of Education and Sport.

To ensure representativeness, schools in all 12 geographic regions of Albania were included. The sample was calculated using probability proportional to size approach. The schools were categorized by region, residence (urban or rural) and by size. A random selection of schools was invited to participate in the study. One class was selected per each school per each age group. In total, 67 schools were selected to participate in the survey. In every selected class, the first 25 children in the registrar were invited to participate. Active parent consent was obtained from all parents of prospective participants. Child consent forms were then sought from children whose parents did not object to their child's participation in the study. Two trained interviewers were in each class to explain the survey and to support the children for any questions. No teachers were present in the classroom while the questionnaire was filled. The questionnaire was self-administered. All data collection took place in 2017. Details of children selection, participation and methodology could be found in the national country report (Kapllanaj et al., 2019).

23.2.2 Measures

Participants completed a questionnaire that asked about their background and attitudes and perceptions in relation to after school time use. This study used three groups of variables: (a) socio-demographic variables: age, gender, residence, ethnicity and poverty; (b) variables measuring a set of after—school time spend on: work related activities, learning activities, family and free time, sport and outdoor time and screen time; (c) one variable that measure children satisfaction with how they use their time and (d) one scale that measures children subjective well-being.

23.2.2.1 Socio-Demographic Variables

Age: 1 = 10 years; 2 = 12 years; *Gender*: 1 = boy; and 2 = girl; *Residence*: 1 = urban; 2 = rural. *Ethnicity*: After several analyses was noticed that Roma children differed from other children with ethnicities and from Albanian children in different aspects of the survey. A new variable including three categories was created: 1 = Albanians, 2 = other ethnicity and 3 = Roma; age group 1 = 10-year-old, 2 = 12-year-old;

23.2.2.2 Child Centered Material Deprivation Scale

A scale composed of 8 items that children state to have or have not. Items include: (1) Clothes in good condition to go to school in; (2) Enough money for school trips and activities; (3) Access to the Internet, (4) Equipment/things for sports and hobbies; (5) Pocket money/money to spend on yourself; (6) Two pairs of shoes in good condition; (7) Mobile phone; (8) Equipment/things you need for school. A material deprivation score was created to indicate how many of these items' children lacked, ranging from zero to eight. A new variable was created grouping children in

three categories 1 = low deprivation, have 7–8 items; 2 = moderate, have 4–6 items; 3 = high, have 0–3 items.

23.2.2.3 After-School Time

14 questions measure the frequency of doing after school activities from 0 = never to 5 = every day. We have grouped the activities in 5 type of activities: (1) *Work related activities*; Helping around the house, Taking care of siblings or others, Working with family, Other work for money or food (2) *Learning* Doing extra classes/tuition; Doing homework/studying; (3) *Family and free time*, Going to religious places/services, Relaxing, and having good time with family, Doing nothing/Resting; (4) *Sport and outdoor time*, Playing sports/doing exercise, Playing/time outside (5) *Screen-based time*, Watching TV, Using social media, Playing electronic games.

23.2.2.4 Children's Satisfaction with Time Use

A single item that asked "*How satisfied are they with how they spend their time*" Response options were on an 11-point Likert-type scale, ranging from 0 = '*Not at all satisfied*', to 10 = '*Totally satisfied'*.

23.2.2.5 Children Subjective Well-Being

Based on the Student Life Satisfaction Scale by Huebner (1991), children's worlds subjective well-being scale is a 6 items scale measuring cognitive subjective well-being. The variables included in the scale are: *'I enjoy my life', 'my life is going well', 'I have a good life', 'things in my life are excellent', 'I like my life', 'I am happy with my life'*. Response options were on an 11-point Likert-type scale, ranging from 0 = '*Not at all agree'*, to 10 = '*Totally agree*'. The scale achieved good reliability (Cronbach's alpha = 0.854).

23.2.3 Analysis

Data preparation, including data cleaning and missing values analysis was carried out by national and international teams of the project. The data were weighted to represent the population of children aged 10- and 12-years old attending schools in Albania.

For this study, data analytic procedures involved several steps. Prior to addressing main research questions, descriptive and reliability statistics were calculated for scale variables. Frequency analyses were conducted on individual items to analyze the way children spend their time overall and for each of the demographic groups.

Independent t test and ANOVA were conducted to check for significant differences in the way different groups of children spend their time.

Finally, we tried to predict children subjective well-being from the frequency of time use of different activities through hierarchical multiple regression, after controlling for socio-demographic factors. We checked for R^2 changes for each block of time use activities and for the impact each of the activities had on children subjective well-being.

23.3 Results

The first step of the analysis was to see the variety of the activities children engage in daily basis (Fig. 23.1). Children's most frequent activities they do every day were '*Doing homework*', '*watching TV*' and '*Relaxing and having good time with the family*'. The least frequent activities they do every day were '*working for money or food*', '*going to religious places or services*' and '*doing nothing or resting*'.

All children engage in some type of *work-related activities*. More than half of them, 59% (n = 1355) take care of siblings every day and 45% (n = 1041) help around the house every day. A considerable percentage of children reported to be engaged at least once a week in some type of work-related activities. 49% (n = 1138) of them engage in some forms of work with their families and 18% (n = 422) of all children work every day with their family. 15% (n = 347) of all children engage in some type of work for money and food at least once a week, and 6.5% (n = 150) of all children work for money or food every day.

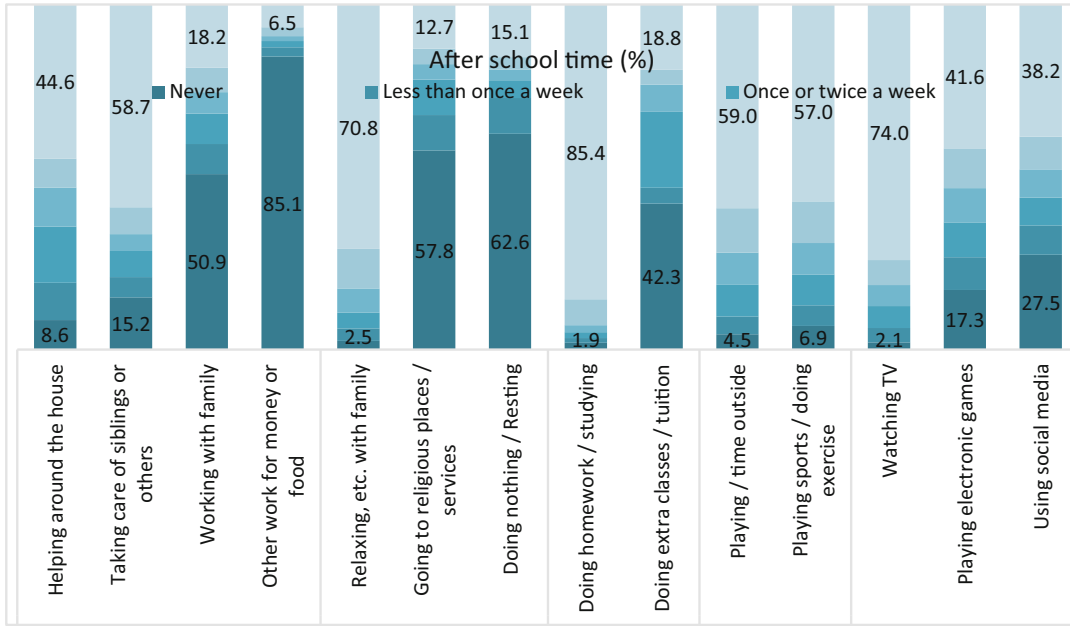

Fig. 23.1 Frequency of activities

Regarding their *family time* they mostly spend time relaxing and having a good time with their families and less time going to religious activities or doing nothing.

Learning activities are also one of the core activities children of this age engage in frequently, but while 92% ($n = 2146$) of them spend time doing homework every day or five to 6 days a week, 5.2% ($n = 119$) do homework less than once a week to three or 4 days a week. Meanwhile 2% ($n = 45$) of all children never do homework.

23% ($n = 532$) do extra classes/tuition 5–6 days a week to everyday, 35% ($n = 798$) do extra classes from less than once a week to 3–4 days a week and 42% ($n = 977$) never do extra classes.

Children spend considerable time with outdoor activity and physical activity, more than half of them every day. 69% of children ($n = 1605$) play sports and 5–6 days per week and every day, 14% ($n = 558$) from less than once a week to 4–5 days a week and only 7% ($n = 160$) never do exercise.

Similar results were revealed even for playing outside, more than half of children play outside every day and less than 5% ($n = 103$) never spend time outside.

Children engage very frequently in screen-based time activities. The most frequent activity children engage in every day is using social media, 38%, and 28% never use social media. Also 42% engage every day in playing electronic games compared to 17% that never play electronic games. 74% watch TV every day while only 2.1% never watch TV.

Measuring also the amount of time children spend in each of the activities would be very valuable to explore the intensity of each of the activities. The amount of time children spend is very important to be considered in the impact it might have in their quality of life and future prospect, especially the amount of time spent in screen-based time, work related activities and learning activities. Unfortunately, in this dataset there are no variables that measure the amount of time spent in each of the activities.

23.3.1 Time Use by Different Groups of Children

We wanted to know also if children of different age, gender, ethnicity, residence and material deprivation spend time differently. And analyze if these changes were significant. We ran t-tests and ANOVAs to compare significant differences of mean values. The results showed interesting results and different patterns of using their time by different groups of children. t-test results for age, gender and residence are presented in Table 23.1, and ANOVA results for material deprivation and ethnicity are presented in Table 23.2.

23.3.1.1 Age

We found significant differences among 10- and 12-years old children in most of the activities.

In *work-related activities,* we found significant differences in '*work for money and food'*. Although the mean values show a low frequency of engaging in 'work for money or food' for both age groups, younger children engage more frequently in this type of activity [$M = 0.64$] than older children [$M = 0.42$] $t = 3.849$, $p = 0.001$.

In the group of *learning activities* older children engage more frequently in '*doing homework*' [$M = 4.78$] than younger children [$M = 4.58$] and the difference was significant $t = -5.228$, $p = 0.001$.

Children report different frequency for the time they spend with their families. Older children spend more time '*relaxing with their families'* [$M_{12\ years} = 4.41$, $M_{10\ years} = 4.26$, $t = -2.966$, $p = 0.001$] and younger children have reported spending more time '*resting or doing nothing'* [$M_{12\ years} = 1.07$, $M_{10\ years} = 1.33$, $t = 3.358$, $p = 0.001$].

Older children engage more frequently in '*sport activities and doing exercise*' [$M = 3.96$] than younger children [$M = 3.73$] $t = -3.325$, $p = 0.001$. The mean values show for a moderate to high frequency of doing sport activities and exercise for both age groups.

Regarding screen-based time activities older children reported higher frequency in screen—based time for all three questions, '*watching TV'* [$M_{12\ years} = 4.44$, $M_{10\ years} = 4.24$, $t = -3.764$, $p = 0.001$], '*using social media*' [$M_{12\ years} = 3.12$, $M_{10\ years} = 2.44$ $t = -7.834$, $p = 0.001$], and '*playing electronic games'* [$M_{12\ years} = 3.32$, $M_{10\ years} = 2.96$ $t = -4.447$, $p = 0.001$].

Mean differences for how satisfied were younger and older children with how they spend their time were significant, younger children were more satisfied with how they spend their time. [$M_{12\ years} = 9.48$, $M_{10\ years} = 9.71$, $t = 4.828$, $p = 0.001$].

Younger children report also higher mean values of their subjective well—being $M = 97.2$ than older children $M = 95.2$ and the difference is statistically significant $t = 3.739$, $p = 0.001$.

23.3.1.2 Gender

Mean differences among boys and girls were significant in all questions except for watching TV. In the group of work-related activities girls engage significantly more often in helping around the house [$M_{girls} = 3.82$, $M_{boys} = 2.87$ $t = -13.414$, $p = 0.001$], and taking care of siblings [$M_{girls} = 3.76$, $M_{boys} = 2.45$ $t = -3.882$, $p = 0.001$]. Whereas boys were more frequently engaged in working with their families [$M_{girls} = 1.48$, $M_{boys} = 1.80$ $t = 3.936$, $p = 0.001$] and other types of works for money and food [$M_{girls} = 0.41$, $M_{boys} = 0.65$, $t = 4.146$ $p = 0.001$].

While girls spend more time doing homework and studying [$M_{girls} = 4.77$, $M_{boys} = 4.59$, $t = 1.560$ $p = 0.05$], boys engage more frequently in doing extra classes activities [$M_{girls} = 1.77$, $M_{boys} = 1.90$, $t = -4.482$ $p = 0.001$].

Boys report to engage more often in going to religious places and services [$M_{girls} = 1.11$, $M_{boys} = 1.39$, $t = 3.752$ $p = 0.001$], and '*doing nothing/ resting'* [$M_{girls} = 1.03$, $M_{boys} = 1.36$, $t = 4.365$ $p = 0.001$ while girls report to spend more often time with their families [$M_{girls} = 4.39$, $M_{boys} = 4.28$, $t = -2.071$ $p = 0.001$].

Boys also more frequently than girls engage in sport and outdoor activities. [$M_{girls} = 3.63$, $M_{boys} = 4.05$, $t = -6.366$ $p = 0.001$]. Similar differences were also found for frequency of playing outside.

Table 23.1 Descriptive statistics of how children spend their time by age, gender and residence, and t tests

	Gender				Age				Residence			
	M [SD]	M [SD]	df	t	M [SD]	M [SD]	df	t	M [SD]	M [SD]	df	t
	Boy [n = 1179]	Girl [n = 1150]			10 years [n = 1173]	12 years [n = 1161]			urban [n = 114]	rural [1220]		
Household-related work												
Helping around the house	2.87 [1.815]	3.82 [1.581]	2326	−13.414**	3.33 [1.797]	3.35 [1.736]	2332	–	3.22 [1.743]	3.44 [1.783]	2332	−2.996**
Care of siblings/others	3.45 [1.978]	3.76 [1.878]	2300	−3.882**	3.59 [1.952]	3.62 [1.916]	2306	–	3.44 [1.993]	3.75 [1.867]	2306	−3.860**
Working with family	1.80 [2.020]	1.48 [1.957]	2311	3.936**	1.66 [2.036]	1.63 [1.955]	2317	–	1.29 [1.860]	1.96 [2.060]	2317	−8.186**
Work for money or food	0.65 [1.520]	0.41 [1.254]	2314	4.146**	0.64 [1.529]	0.42 [1.256]	2320	3.849**	0.37 [1.200]	0.68 [1.553]	2320	−5.248**
Learning												
Extra classes/tuition	1.90 [1.926]	1.77 [1.897]	2299	1.560*	1.78 [1.948]	1.89 [1.875]	2305	–	2.13 [1.836]	1.56 [1.941]	2305	7.187**
Homework/studying	4.59 [1.071]	4.77 [0.819]	2302	−4.482**	4.58 [1.105]	4.78 [0.770]	2308	−5.228**	4.74 [0.843]	4.62 [1.051]	2308	2.959**
Family and free time												
Going to religious places/ services	1.39 [1.893]	1.11 [1.679]	2305	3.752**	1.33 [1.829]	1.19 [1.761]	2311	–	1.15 [1.707]	1.36 [1.870]	2311	−2.785**
Relaxing, etc. with family	4.28 [1.283]	4.39 [1.222]	2310	−2.071*	4.26 [1.338]	4.41 [1.163]	2316	−2.966**	4.37 [1.207]	4.30 [1.299]	2311	–
Doing nothing/resting	1.36 [1.958]	1.03 [1.762]	2321	4.365**	1.33 [1.921]	1.07 [1.816]	2327	3.358**	0.97 [1.704]	1.42 [1.993]	2327	−5.812**
Sport and outdoor time												
Playing sports/exercise	4.05 [1.504]	3.63 [1.714]	2315	6.366**	3.73 [1.713]	3.96 [1.521]	2321	−3.325**	3.90 [1.541]	3.79 [1.694]	2327	–
Playing /time outside	4.17 [1.371]	3.78 [1.586]	2298	6.323**	3.95 [1.536]	4.01 [1.448]	2304	–	3.89 [1.531]	4.07 [1.452]	2304	−2.883**
Screen-based time												
Watching TV	4.33 [1.276]	4.36 [1.293]	2324	–	4.24 [1.382]	4.44 [1.166]	2330	−3.764**	4.38 [1.211]	4.31 [1.344]	2314	–
Using social media	3.14 [2.042]	2.42 [2.127]	2308	8.221**	2.44 [2.157]	3.12 [2.017]	2314	−7.834**	2.90 [2.080]	2.67 [2.142]	2314	2.649**
Playing electronic games	3.56 [1.810]	2.69 [1.992]	2303	10.925**	2.96 [1.991]	3.32 [1.890]	2309	−4.447**	3.32 [1.831]	2.97 [2.037]	2309	4.289**
Satisfaction with time use	9.60 [1.104]	9.59 [1.162]	2321	0.271	9.71 [0.946]	9.48 [1.283]	2327	4.828**	9.61 [1.086]	9.58 [1.172]	2327	0.239
Subjective Well-being	96.2 [8.678]	96.8 [8.553]	2291	−1.673	97.2 [6.946]	95.2 [9.982]	2296	3.739**	96.5 [8.837]	96.6 [8.409]	2269	0.794

Frequency of activities scale range 0 = never to 5 = every day
Satisfaction scale range 0 = not at all to 10 = completely satisfied
Subjective well-being scale range 0 = not at all to 10 = completely satisfied
* $p < 0.05$; ** $p < 0.001$

Table 23.2 Descriptive statistics of how children spend their time by material deprivation and ethnicity, and ANOVAs

	Material deprivation					Ethnicity				
	M [SD]	M [SD]	M [SD]	Df	F	M [SD]	M [SD]	M [SD]	Df	F
	Low [n = 1827]	Moderate [n = 451]	High [n = 61]			Albanian [n = 2189]	Other [n = 103]	Roma [n = 25]		
Household-related work										
Helping around the house	3.31 [1.768]	3.38 [1.777]	3.87 [1.586]	2331	3.316*	3.34 [1.765]	3.31 [1.721]	3.04 [2.208]	2316	–
Taking care of siblings or others	3.61 [1.940]	3.57 [1.920]	3.73 [1.885]	2305	–	3.61 [1.932]	3.53 [1.979]	3.25 [1.962]	2290	–
Working with family	1.64 [1.984]	1.65 [2.020]	1.77 [2.189]	2316	–	1.63 [1.993]	1.77 [1.990]	2.13 [2.252]	2302	–
Other work for money or food	0.51 [1.391]	0.53 [1.360]	1.08 [1.942]	2319	4.316**	0.51 [1.380]	0.75 [1.643]	1.54 [2.187]	2304	7.627**
Learning										
Doing extra classes/tuition	2.03 [1.918]	1.20 [1.716]	0.86 [1.820]	2304	42.316**	1.85 [1.916]	1.57 [1.794]	1.78 [2.044]	2289	–
Doing homework/studying	4.70 [0.915]	4.63 [1.045]	4.34 [1.409]	2307	4.316**	4.69 [0.944]	4.54 [1.114]	4.04 [1.488]	2292	6.533**
Family and free time										
Going to religious places/ services	1.31 [1.837]	1.04 [1.579]	1.25 [1.980]	2310	3.316*	1.24 [1.783]	1.50 [1.983]	1.68 [1.973]	2295	–
Relaxing, etc. with family	4.47 [1.097]	3.94 [1.539]	3.09 [2.020]	2315	64.316**	4.34 [1.243]	4.18 [1.458]	4.17 [1.775]	2300	–
Doing nothing/resting	1.19 [1.883]	1.19 [1.790]	1.54 [2.176]	2326	–	1.18 [1.869]	1.44 [1.901]	1.44 [1.981]	2311	–
Sport and outdoor time										
Playing sports/doing exercise	4.07 [1.431]	3.13 [1.935]	2.43 [2.220]	2320	90.316**	3.87 [1.607]	3.58 [1.774]	3.12 [2.088]	2305	4.078*
Playing/time outside	4.10 [1.395]	3.60 [1.684]	3.10 [2.015]	2303	31.316**	4.00 [1.471]	3.62 [1.794]	4.00 [1.756]	2288	3.033*
Screen-based time										
Watching TV	4.43 [1.186]	4.08 [1.508]	3.84 [1.818]	2329	18.316**	4.36 [1.258]	4.27 [1.366]	3.28 [2.151]	2314	9.077**
Using social media	3.14 [2.028]	1.58 [1.921]	0.83 [1.683]	2313	138.316**	2.79 [2.111]	2.52 [2.161]	2.52 [2.365]	2298	–
Playing electronic games	3.51 [1.766]	1.91 [1.990]	1.07 [1.881]	2308	179.316**	3.16 [1.942]	2.81 [1.974]	2.72 [2.372]	2293	–
Satisfaction with time use	9.72 [0.864]	9.35 [1.261]	7.62 [1.132]	2326	144.719**	9.62 [1.055]	9.30 [1.841]	8.50 [2.638]	2311	15.235**
Subjective Well-being	97.7 [5.577]	93.7 [12.160]	82.7 [24.530]	2295	125.134**	96.7 [8.163	94.3 [12.427]	89.2 [8.606]	2281	12.743**

Frequency of activities scale range 0 = never to 5 = every day
Satisfaction scale range 0 = not at all to 10 = completely satisfied
Subjective well-being scale range 0 = not at all to 10 = completely satisfied
*$p < 0.05$; **$p < 0.001$

Boys more frequently spent screen-based time mostly playing electronic games and using social media than girls.

Regarding screen-based time activities there were also significant differences. Boys engage more frequently in '*using social media*' [$M_{girls} = 2.42$, $M_{boys} = 3.14$, $t = 8.221$ $p = 0.001$] and in '*playing electronic games*' [$M_{girls} = 2.69$, $M_{boys} = 3.56$, $t = 10.925$ $p = 0.001$]. Boys and girls watch TV in similar frequency and no differences were found.

Children were on average very satisfied with how they spend their time and no gender differences were found. Mean differences were also not significant for the subjective well-being scale.

23.3.1.3 Residence

The frequency children from rural and urban areas engage in after school activities were significantly different for all items but for 'family time and free time', 'playing sports and doing exercise' and 'watching tv' mean values comparison showed similar frequency of engaging in these activities of children from rural and urban areas.

In all work-related activities, children living in rural areas reported higher mean frequency than children living in urban areas and differences in all 4 items were statistically significant. Highest differences were in the frequency of '*working with family'* [$M_{urban} = 1.29$, $M_{rural} = 1.96$, $t = -8.186$ $p = 0.001$].

Regarding learning activities children from urban areas engage more frequently in both activities '*doing homework'* [$M_{urban} = 4.74$, $M_{rural} = 4.62$, $t = 2.959$ $p = 0.001$] and '*extra classes'* [$M_{urban} = 2.13$, $M_{rural} = 1.56$, $t = -7.187$ $p = 0.001$].

Regarding family and free time, Children in rural areas go more often in 'religious activities/places than children and urban areas [$M_{urban} = 1.15$, $M_{rural} = 1.36$, $t = -2.785$ $p = 0.001$] and more frequently report '*doing nothing/resting*' [$M_{urban} = 0.97$, $M_{rural} = 1.42$, $t = -5.812$ $p = 0.001$]. Children in urban and rural areas engage frequently and in similarly in '*family time, good time together*'.

In relation to sports and outdoor activities, both groups engage in moderate to high frequency and no differences were found. While children in rural areas engage more frequently in '*playing and time outside'* [$M_{urban} = 3.89$, $M_{rural} = 4.07$, $t = -2.883$ $p = 0.001$].

Screen based time activities were different for the groups in two of the activities. Children in urban areas more frequently engage in 'using social media' [$M_{urban} = 2.90$, $M_{rural} = 2.67$, $t = 2.649$ $p = 0.001$] and also in '*playing electronic games'* [$M_{urban} = 3.32$, $M_{rural} = 2.97$, $t = 4.289$ $p = 0.001$]. Children engage in same, high frequency in 'watching TV'.

Children were very satisfied with how they spend their time and there were no significant differences among the two groups.

Subjective well-being of children mean differences comparison revealed no significant differences. Children reported high value of subjective well-being.

23.3.1.4 Ethnicity

Significant differences were found among children grouped by their ethnicity in several activities. Roma children engage more frequently in work related activities in the item '*work form money or food'* and the differences were significant [$M_{roma} = 1.54$, $M_{other} = 0.75$, $M_{albanian} = 0.51$ $F = 7.627$ $p = 0.001$]. in '*helping around the house*' and '*taking care of children*' the Albanian children reported higher mean frequency but the difference was not significant. Roma children reported also higher mean frequency also of '*working with family*' but the change was not significant.

All groups of children share similar mean values of family time activities and no differences were found.

In sport and outdoor activities significant differences were also found. Roma children engage less frequently in '*playing sports and doing exercise*' than both other groups [$M_{roma} = 3.12$, $M_{other} = 3.58$, $M_{albanian} = 3.87$ $F = 4.078$ $p = 0.05$], while other ethnicity group of children report lower mean frequency in '*playing and outside*

activities' [M_{roma} = 4.0, M_{other} = 3.62, $M_{albanian}$ = 4.0 F = 3.033 p = 0.05].

In relation to screen-based time activities significant differences were found in frequency of '*watching TV'* where Roma children report lower mean frequency than two other groups [M_{roma} = 3.28, M_{other} = 4.27, $M_{albanian}$ = 4.36 F = 9.077 p = 0.001].

Mean values showed lower frequency of Roma children for '*using social media*' and '*playing electronic games*' but the differences were not significant.

Mean differences for how satisfied were children from different ethnicities with how they spend their time were significant. Roma children were less satisfied compared to two other groups (M = 8.50). Other ethnicity children were more satisfied (M = 9.30), than Roma children but less satisfied with Albanian (M = 9.62, F = 15.235, p = 0.001). Post hoc test revealed that mean differences were significant among all groups.

Mean differences also showed that Roma children reported a lower mean of subjective well-being, M = 89.2 than children with other ethnicity, M = 94.3 and Albanian children, M = 96.7, F = 12.743 p = 0.001. Post hoc test revealed that mean differences were significant among all groups.

23.3.1.5 Material Deprivation

Children material deprivation had also an impact on the frequency of several activities. We found significant differences in all but three activities 'taking care of siblings', 'working with the family' and 'doing nothing, resting', even though high deprived children reported higher mean values for all three non-significant activities.

High deprived children more frequently than other groups spend time helping around the house [M_{high} = 3.87, $M_{moderate}$ = 3.38 and M_{low} = 3.31 F = 3.316, p = 0.001] and more frequently spend time in 'other work for money or food' [M_{high} = 1.08, $M_{moderate}$ = 0.53 and M_{low} = 0.51 F = 4.316, p = 0.001].

Regarding learning activities high deprived children also reported lower frequency than low deprived children in both activities. High deprived children on average engage less frequently in doing homework [M = 4.34] F = 4.316, p = 0.001 than moderate [M = 4.63] and low deprived children [M = 4.70]. Higher mean values differences were noticed in 'doing extra classes' where high deprived children less frequently engage in 'extra classes' activities than two other groups [M_{high} = 0.86, $M_{moderate}$ = 1.20 and M_{low} = 2.03 F = 42.316, p = 0.001].

In family time activities significant mean differences were found in frequency 'going to religious places/services' and 'relaxing and time with their families'. In the first activity moderate deprived group of children reported lower frequency than two other groups [M_{high} = 1.25, $M_{moderate}$ = 1.04 and M_{low} = 1.31 F = 3.316, p = 0.05]. High deprived children on average report lower frequency of 'relaxing with their families' [M_{high} = 3.09, $M_{moderate}$ = 3.94 and M_{low} = 4.47 F = 64.316, p = 0.001].

In sport and outdoor activities also high deprived children report lower mean frequency of being engaged in 'playing sports or doing exercise' than other children [M_{high} = 2.43, $M_{moderate}$ = 3.13 and M_{low} = 4.07 F = 90.316, p = 0.001].and also less time 'playing outside'[M_{high} = 3.10, $M_{moderate}$ = 3.60 and M_{low} = 4.10 F = 31.316, p = 0.001].

Same pattern was also found in the screen-based time activities with high deprived children spend less time in 'watching tv' [M_{high} = 3.84, $M_{moderate}$ = 4.08 and M_{low} = 4.43 F = 18.316, p = 0.001], 'using social media' [M_{high} = 0.83, $M_{moderate}$ = 1.58 and M_{low} = 3.14 F = 138.316, p = 0.001] and 'playing electronic games' [M_{high} = 1.07, $M_{moderate}$ = 1.91 and M_{low} = 3.51 F = 179.316, p = 0.001].

Referring to the scale, it would mean that highly deprived children use social media and play electronic games on average less than once a week, moderate deprived children once or twice a week and low deprived children four to 5 days a week.

Mean differences for how satisfied were children with different material possessions with how they spend their time were significant. High deprived children were less significantly less satisfied with how they spend their time, compared to moderate deprived children and to low

deprived children [$M_{high} = 7.62$, $M_{moderate} = 9.35$ and $M_{low} = 9.72$ $F = 144.719$, $p = 0.001$]. Post hoc test revealed that mean differences were significant among all groups.

Mean differences also showed that high deprived children had a substantially lower mean of subjective well-being, than children with moderate deprivation, and low deprivation. [$M_{high} = 82.7$, $M_{moderate} = 93.7$ and $M_{low} = 97.7$ $F = 125.134$, $p = 0.001$]. Post-hoc test revealed that mean differences were significant among all three groups.

23.3.2 Multiple Hierarchical Regressions to Predict Children Subjective Well-Being

The descriptive analysis showed the typical activities children engage in everyday life and the mean differences also showed how children from different groups engage in their after-school activities.

A multiple hierarchical regression analysis has been carried out to evaluate the effect of how children use their time and how satisfied are they with how they use their time, on subjective well-being after controlling for socio—demographic variables.

In the first model were included only the socio-demographic variables. The results showed that all control variables were correlated with subjective well-being. Age, ethnicity and material deprivation were negatively correlated suggesting that older children, Roma or other ethnicity children and materially deprived children (high or moderate) might negatively influence subjective well-being. Meanwhile gender and residence were positively correlated with subjective well-being, suggesting that being boys and living in urban areas might positively influence subjective well-being. The control variables all together explained 10.8% of the total variance of their subjective well-being.

In the second model were included all the variables measuring the frequency of after school activities. Results showed that higher frequency of '*relaxing and family time*', '*playing outside*' and '*watching TV*' were positively correlated with subjective well-being and higher frequency of 'using social media' was negatively correlated with subjective well-being. This group of variables explained 5.5% of the total variance in children subjective well-being.

In the third model was included the variable measuring the level of satisfaction children had with how they spend their time. The relationship resulted positive and significant; the more satisfied children were with how they spend their time the higher their perception on subjective well-being. This variable accounted for 8.3% of the total variance explained.

In the final model we also noticed some changes from the effect certain variables had. In the final model gender and the frequency of '*playing outside'* effect on subjective well-being was not statistically significant.

Also 'working for money or food' resulted significant and negatively correlated with subjective well-being in the final model suggesting that the frequency of being engaged in that activity negatively affect children perception on their subjective well-being. All variables combined accounted for 24.6% of the total variance in children subjective well-being (Table 23.3).

23.4 Discussion

In this paper, we analyzed how children spent their time, how satisfied they were with how they spend their time and what impact it has on their subjective well-being. A survey realized in 2017 in the framework of Children's world survey with the participation of 2239 children of 10- and 12-years old attending schools in Albania provided the stock for the analysis. The results of this study are important firstly because this study represents the first endeavor of its kind with Albanian children. Secondly, its findings are important in observing and understanding the relationship between children ways of spending time and the community context which is under-researched and yields little information on children's lives. The study is exploratory in nature, of the way children engage in different

Table 23.3 Linear regression: Frequency of activities, control variables, satisfaction with time use and subjective well-being

	Model 1			Model 2			Model 3		
	B	SE	Beta	B	SE	Beta	B	SE	Beta
(Constant)	104.57**	2.07		96.97**	2.23		73.77**	2.62	
Age group (10 years =1)	−0.81**	0.18	−0.10	−0.88**	0.18	−0.10	−0.62**	0.17	−0.07
Gender (boys = 1)	0.84*	0.35	0.05	0.56	0.37	0.03	0.44	0.35	0.03
Residence (urban = 1)	0.66*	0.35	0.04	0.71*	0.36	0.04	0.62*	0.34	0.04
Roma[b]	−4.44*	1.86	−0.05	−4.30*	1.82	−0.05	−2.91*	1.73	−0.03
Other ethnicity[b]	−2.34**	0.87	−0.06	−2.00*	0.85	−0.05	−1.41*	0.81	−0.03
High deprivation[c]	−14.21**	1.18	−0.25	−11.93**	1.21	−0.21	−7.15**	1.19	−0.13
Moderate deprivation[c]	−4.21**	0.46	−0.19	−3.57**	0.48	−0.16	−2.95**	0.46	−0.14
Work related activities									
Helping around the house				−0.05	0.11	−0.01	−0.05	0.11	−0.01
Taking care of siblings				−0.05	0.10	−0.01	−0.07	0.09	−0.02
Working with family				0.02	0.10	0.00	0.05	0.09	0.01
Work for money or food				−0.18	0.14	−0.03	−0.22*	0.13	−0.04
Learning activities									
Doing extra classes				0.14	0.10	0.03	0.14	0.09	0.03
Homework/studying				0.23	0.19	0.03	0.1	0.18	0.01
Family and free time									
Religious places/services				0.14	0.10	0.03	0.07	0.10	0.01
Relaxing, etc. with family				1.24**	0.15	0.19	0.97**	0.15	0.14
Doing nothing/resting				−0.06	0.10	−0.01	0.00	0.09	0.00
Sport and outdoor activities									
Playing sports/exercise				0.1	0.12	0.02	0.00	0.12	0.00
Playing/time outside				0.32**	0.13	0.06	0.15	0.12	0.03
Screen based activities									
Watching TV				0.32*	0.15	0.05	0.32*	0.14	0.05
Using social media				−0.27**	0.10	−0.07	−0.17*	0.10	−0.04
Playing electronic games				−0.08	0.11	−0.02	−0.17	0.11	−0.04
Satisfaction time use							2.43**	0.16	0.32
R^2	0.108			0.163			0.246		
ΔR^2	0.108			0.055			0.083		
F Δ	36.115**			9.624**			227.451**		
F	36.115**			19.152**			30.621**		

[a]Dependent variable: SWBS
[b]Reference category = Albanian
[c]Reference category = low deprivation

activities. 14 questions of frequency activities are combined in 5 groups of activities: (1) work related activities, (2) learning activities, (3) family and free time, (4) sports and outdoor activities and (5) screen-based activities.

First, we analyzed the descriptive statistics of how children spend their time. Our results showed that the majority of children engage frequently every day in '*Doing homework*' '*watching tv*' and '*Relaxing and having good time with the family*'. The least frequent activities fewer children engage every day were '*working for money or food*', '*going to religious places or services* and unstructured time '*doing nothing or resting*'. The results are difficult to compare with previous research since previously analyzed research deal with one typical activity like screen time or sports (Craig & Mullan, 2012; Zhu et al., 2020) or structured and unstructured activities (Kinder et al., 2019). Some similar results have

also been found with American children. Using dairies, Hofferth and Sandberg (2001) investigated how children spend their time and '*watching TV*' and '*studying'* were activities where children spend more time than in most of other activities.

In our research, the most frequent activities as a group were screen-based time activities, with more than 60% of all children engage every day in: '*playing electronic games*, '*using social media*' and '*watching TV*'. Previous research showed that high frequency of screen-based activities has negative impacts on children psychological well-being (Twenge et al., 2018; García-Hermoso et al., 2020). We compared mean frequency of activities by different groups of children and we found significant differences on how children from different socio-demographic background spend their time.

23.4.1 Age and Gender

Younger children would engage more frequently in '*working for money or food'* and also more free unstructured time. Older children engage more frequently in doing homework, report higher frequency of '*family good time together*', '*playing sports and doing exercise*' and engage more often in all three screen-based activities.

Boys and girls engage differently in almost all the activities we analyzed. In the work-related activities girls would engage more frequently in inside the house activities like '*helping around the house*' and '*taking care of siblings and others*' while boys would engage more in outside the house activities like '*working with their family*' *and working for money or food'*. In the learning activities, boys would engage more often in '*extra classes activities*' while girls would engage more often in '*doing homework and studying*'. Boys more often were engaged in '*playing sports and outdoor activities*' and also more time '*playing electronic games*.

Regarding work-related activities the findings reaffirm the results from previous research with Albanian children (Dunja et al., 2019; INSTAT, 2012). Girls would engage more frequently in work inside the house than boys. Older girls work even more hours while older boys spend on average the same amount of time. In our research we also found that boys would engage more frequently in outside the house activities. This division of gender roles even within children in the families reflects the adult's world of gender division of labor in Albania, where women spend more time in household and care activities than men. Elezi (2019) discovered that children in urban areas engage more hours in unpaid work activities than children in urban areas, but the gender gap is still persistent.

The findings are consistent with other research done with children in other countries. In his article with similar dataset of the second wave of Children's world survey, Rees et al. (2017) in a comparison of children activities in 16 countries found similar gender differences, for girls more time '*helping around the house*' and '*doing homework*' more than boys, while boys spend more time '*playing sports*' and '*screen-based activities*'. Also Mullan (2019) in a comparison of time use activities between boys and girls in the UK in 1975 and 2015 found that although the gender gap of how children spend their time was narrowing, still in 2015 girls spent more time in indoor activities like '*doing homework, housework, shopping, hobbies and socializing*' while boys spent more time in '*screen-based activities, in sport, and in out-of-home/outdoor play*'.

With girls positioned in the private life domain, with more house work and care for others, more studying and doing homework, and boys positioned in the public life domain with more work outside the house while doing more extra classes and sports, it is clear that not only the division of the work, but also the preparation for adulthood as a woman and as a man starts early in life. This division has implications for boys and girls lives and for sustaining the gender division of labor.

23.4.2 Residence

Children in rural areas are more engaged in work-related activities inside and outside the house,

they go more often to religious places and engage more frequently in unstructured time 'doing nothing resting', more outdoor activities 'play outside'. Meanwhile children in urban areas spend more time in learning activities 'doing homework' and also 'doing extra classes'. In an article on urban and rural variations of children's lives Rees et al. (2017) explored also how children spend their time. Results were mixed among the four countries and some similarities with Albania. For children in Romania, they found that rural children tended to spend more time with their family. They concluded that the data could be better interpreted in relation to the context. In Albania due to the socio-economic development of the recent decades many differences exist in how people organize their life in urban and rural areas in terms of economic opportunities, quality and access of services like health services and education and also in the variety of activities. Rural communities, although not a homogenous community, have more traditional family characteristics in terms of structure and behaviors (Caro et al., 2015). These differences limit the opportunities to quality service regarding education and development and also impacts the way they organize their days. Dumani et al. (2020) in their article give a clear overview of the inequality distribution among different urban and rural areas in Albania and its impact on education and other opportunities.

23.4.3 Material Deprivation and Ethnicity

Even though it is a child centered scale, material deprivation was a strong indicator of how children engage in different activities. Materially deprived children engage more in work activities inside and outside the house, work for money and food, were less engaged in learning activities, especially less in extra courses, less frequently they spend good time with their family, less sport and outdoor activities and even less time in screen—based activities. In most of the questions we found significant differences even between moderate deprived children and low and high deprived children. Children from other ethnicity groups, especially Roma children, also reported significant differences on how they spend their time compared to other Albanian children in some of the activities, such as engage more often in work for money or food and less time in doing homework, doing sports and watching TV. Roma community in Albania faces many challenges and is considered as one of the vulnerable communities in Albania (National Strategy of Social Protection, 2015–2020). Our results are similar to previous research done on material deprivation and time use in other countries (Posner & Vandell, 1999; Weininger et al., 2015; Rokicki & McGovern, 2020). These results are important because such disparities influence their actual well-being and also have implications for their future development. In their research Rokicki and McGovern (2020) also found that children from disadvantaged households spend significantly less time reading, doing homework, and engaging in physical exercise and sport than their counterparts and based on those finding argue that the systematic differences in children's time use may contribute to cumulative disadvantage and widening skill gaps through adolescence and into adulthood.

23.4.4 Time Use and Subjective Well Being

Multiple hierarchical regression analysis showed that all control variables were correlated with subjective well-being. Age, ethnicity and material deprivation were negatively correlated suggesting that being older, Roma or other ethnicity and materially deprived (high or moderate), might negatively influence subjective well-being. Meanwhile gender and residence were positively correlated, suggesting that being boys and living in urban areas might positively influence subjective well-being. The control variables altogether explained 10.8% of the total variance of their subjective well-being. In the final model, gender was not a significant predictor.

From all after school activities, included in the second block of analysis, higher frequency of

'relaxing and family time' and 'playing outside' were positively correlated with subjective well-being, while higher frequency of 'using social media' and 'working for money or food' were negatively correlated. These results are similar to previous research that found a negative relationship between screen-based activities and psychological well-being in children (Twenge et al., 2018; García-Hermoso et al., 2020). The overall explained variance from all after school activities was 5.5%. We assume that including a wide range of activities with positive and negative impact might influence the low percentage of explained variance. Zuzanek & Zuzanek, (2015) argue that prolonged exposure to highly enjoyed daily activities does not always foretell higher levels of subjective well-being. Higher level of subjective wellbeing is associated with balanced use of time rather than increased participation in individual activities.

In our research the level of satisfaction with how they spend their time, was positively correlated with subjective well-being and explained a higher percentage of the total variance, 8.3%.

Altogether the frequency of engaging in activities and the level of satisfaction with how they spend their time explained 25% of the variance of subjective wellbeing.

23.5 Conclusions and Future Research

This exploratory research is among the first to analyze the frequency of being engaged in several activities of Albanian children from different backgrounds and what implications this has for their subjective well-being. Results confirmed the research previously done with Albanian children on time use by age and gender and also enrich the knowledge with how children in rural and urban areas, poor and Roma children spend their time. We found similar results with other research done in other countries.

Screen-based time seem to be the most frequent group of activities children engage in, and watching TV the most frequent within this group. Spending much time in screen—based activities is one of the public concerns not only in Albania but worldwide, but is also an indicator of the increased role technology and social media has in our life. Wide opportunities to engage in screen based activities and high frequency pose a risk for security issues, like cyber security and its impact in psychological well-being. Having control on the content of the screen-base activity and the time children spend is very important for their actual well-being and future prospect.

The gender division of activities is also a bold result. Our results reaffirm the previous research in Albania and in other countries also. Measures in country level need to be taken to close this gap and to grant equal opportunities and responsibilities for girls and boys in Albania.

Children living in rural areas, poor children and Roma children engage in more work related activities and have fewer opportunities to engage in extracurricular activities and sports.

All these differences impact children subjective well-being and impact also their future prospect. What we could broadly conclude with this research is that children are not a homogenous group and they should be treated differently according to their needs and opportunities. Results are very important for policy makers in Albania to widen the opportunities for children from vulnerable groups, Roma and poor children, create opportunities especially extracurricular activities, in rural areas and craft policies that would close the gender gap early in children's lives.

This research has also limitations since it analyses only the frequency of the activities and not the time spent in each of the activities. Additional qualitative approaches would be important to understand the direct impact engaging in the activities has in children's lives. Longitudinal approaches and diary type methodologies should be used in future research to have a clearer view of what children do and how much time they spend on each activity and also how these changes influence individuals through their life time.

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