LEISURE: ITS MEANING AND ROLE IN THE LIFE OF A SAMPLE OF LONDON ADOLESCENTS DURING THE SCHOOL YEARS

Thesis submitted to the University of London for the degree of Doctor of Philosophy in Social Psychology.

REBECCA ROSE ROUBEN

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

1995

ABSTRACT

The overall objective of the study was to explore the leisure needs, choices and preferences of a sample of London adolescents during the school years and to examine what leisure means to them and what role it plays in their lives.

The primary aim was to examine how personal factors (aspirations, motivations, personality and attitudes), social factors (family, education, peers and media) and demographic factors (age, sex and class) affect adolescents' leisure needs and interests.

A secondary aim was to identify discrepancies between how adolescents perceive their world, how they think adults perceive it, and how adults actually react to adolescents and their life-style.

Extensive pilot work resulted in a questionnaire which generated both qualitative and quantitative data. Open-ended questions were used to explore the self-concepts of adolescents and how they think and feel with regard to the meaning and role of leisure. The questionnaire also included a series of scales focusing on family, school, peers, leisure attitudes and personality: factors which are expected to play a major role in determining adolescents' leisure choices and participation.

Questionnaires were distributed to a sample of 555 adolescents, aged between 11 and 18 years, attending secondary schools in London.

The analysis focuses on how adolescents perceive leisure in relation to other aspects of their lives and how their leisure choices and preferences relate to demographic, personal and social factors. The findings are discussed in relation to adolescent development and familial and societal constraints. The results are evaluated with the aim of achieving a clearer understanding of youth leisure socialization during the school years.

TABLE OF CONTENTS

Adult Questionnaire
Weekend Diary

LIST OF TABLES

ACKNOWLEDGEMENTS

I would like to thank all my friends and colleagues for their constant support and encouragement; my special thanks are offered to Bayjool, Hania, Laura and Roman. I am further indebted to Laura for her help in the analysis of data.

A special word of thanks to William, my husband, whose patience, constant support and fantastic sense of humour stirred me on through the final and most difficult stage of this thesis.

Finally, I thank my affectionate family - my dear mother, my sisters and brothers - for all their love and encouragement. My thanks, however, are due primarily to my loving brothers for their tolerance and financial support. In fact it is to my brothers that I dedicate this thesis.

CHAPTER 1
LEISURE: CONTEXT AND ISSUES

1.1 INTRODUCTION

> "...while work and "bread and butter" issues
> dominate politics and public life, leisure has
> become a highly significant element of
> people's lives and of advanced industrial
> nations. In comparison with previous ages, we
> live in what is virtually a "society of
> leisure"" (Veal, 1987, p.3).

Many writers have commented on how technical and social progress during the present century have undoubtedly contributed to the growth of mass leisure and increased consumption of leisure goods and services by the general population. Reduction in working hours, early retirement, higher level of life expectancy and paid holidays make leisure play a greater role in the life of people today than formerly; the prohibition of child labour, compulsory schooling and longer full time education mean an increase in the leisure time of young people.

However, in spite of all the obvious trends towards the growth of leisure in the present society, the "society of leisure" perspective may be reasonably criticised on the grounds that it does not take into account the work ethic principle. The industrial revolution was also contributive to the development of the work ethic (Jenkins and Sherman, 1981). The so

called leisure boom was accompanied in the 1970s by the increasing threat of unemployment: a threat which still persists until the present day. Some writers reject the view that leisure can compensate for work (Jahoda, 1981). From the masses of research that have been carried out on the relationship between work and leisure, the emerging picture is one where "leisure is still conceived as subsidiary to work, and work, it seems, is still the means of acquiring the treasured symbols of society" (Saunders, 1982, p.126). Leisure activities may compensate for dissatisfaction at work but they somehow lack the self-actualising function of work (Spreitzer, 1974).

However, some writers feel that traditional work ethic beliefs, which stressed work for its own sake, have changed in content and are no longer appropriate to our age (Buchholz, 1978, Kelvin, 1985). Commitment to the work ethic seems to have been replaced by another belief system: the humanistic ethic, which stresses the importance of finding personal fulfilment and development in one's job. Leisure is accepted as a positive experience but not as a substitute for work (Buchholz, 1978).

Hence, there is a need for a revaluation of both work and leisure (Jenkins and Sherman, 1979; Parker, 1983, Grossin, 1986; Sherman, 1986). Leisure does not necessarily have to be treated as a substitute for work; what is needed is an equal balance between work and leisure. Leisure can have the potential to play a major role in the lives of unemployed people (Glyptis, 1989). In fact, as suggested by Shamir (1985), individuals with a high belief in the Protestant work ethic or work involvement turn more frequently to non-work activities while unemployed, and derive more psychological benefits from them than those with a low belief. This focus on leisure as a key element in helping individuals cope with unemployment causes it play an even more significant role in people's lives.

However, leisure does not necessarily play a significant role in adults' lives only. Bloomfield (1974) expressed the view that young people also need to be involved in positive activities during their leisure time. This does not only keep them out of mischief but also provides them with the opportunity to develop creative and satisfying interests outside the realms of work or school.

1.1.1 THE STUDY

Since leisure is an important component of life and the changing balance of work and leisure, it is necessary to have a more detailed understanding of what adolescents think of leisure and what role it plays in their lives.

Hence, the present investigation attempts to examine the significance of leisure in the lives of one specific group of young people: school attending adolescents. The primary aim is to understand the meaning and role of leisure in the lives of adolescents during the school years. The researcher is interested in those adolescents who are still attending school because they are still dependent, at least financially, on their parents or family and are more likely to experience restrictions than those adolescents who are already working or living away from home.

The study focuses on the interaction between social, personal and demographic factors and the effect this has on young people's leisure choices, needs and interests. The study also examines *adolescents' perceptions* of their leisure world, how they think *adults perceive* their world and what *adults actually feel and think* about adolescents and their life-style.

1.2 MEANING OF LEISURE

In this introductory chapter of a thesis which aims to study the meaning and role of leisure in the life of adolescents the primary theme is to examine the concept of leisure: its meaning and role in society. A brief review of the evolution of the leisure concept and an analysis of the different approaches adopted by various writers and researchers to define leisure is necessary in order to understand and identify some of the most prevailing views of leisure in modern society.

1.2.1 HISTORICAL DEVELOPMENT OF THE CONCEPT OF LEISURE

Many writers on leisure studies have attempted to include a chapter on the history of leisure in their textbooks. The leisure concept has been traced back to primitive societies where leisure was not clearly distinguished as a separate domain of life but was rather integrated with other aspects of daily life such as work, family and community life. Even in those primitive societies the play element was present in the form of ritual acts and festivals (Huizinga, 1949). Huizinga suggested that the play element is present in a variety of aspects of culture and civilisation such as law, war, knowledge, poetry, philosophy and art. "The spirit of playful competition is, as a social impulse, older than culture itself and pervades all life like a veritable ferment" (p. 173).

The Greek civilization and the writings of Plato and Aristotle are believed to have had a great influence on modern leisure. Aristotle may be justly regarded as the father of leisure (Goodale & Goodbey, 1988). According to the Greeks, status and good life was gained through the intelligent use of leisure. While the ordinary manual labourers were regarded as capable of carrying out only the necessary survival tasks of daily life, the more capable members of society (the elites) indulged in worthwhile activities, such as political debates, philosophical discussions, art, sports and education. Hence, leisure was associated with the search for knowledge, virtue and excellence. Huizinga (1949) argued that play can involve seriousness; and he included these worthwhile activities in the play category. Greek contests and sophistry are all associated with primitive play. The Greek had ample leisure time indeed. Torkildsen (1983) pointed out that leisure in modern industrialized societies is still characterised by two aspects of Greek civilization: the work-leisure distinction where no occupation could be leisure and the Greek leisure ethic where leisure is conceived as essential for learning and enlightenment of the self.

It was the Renaissance that saw the beginning of the transition to modern western civilization. Interest in humanity and the arts was developed while the masses had more opportunities for leisure as well as education. Huizinga (1949) pointed out that the Renaissance "is an instance of culture at play" (p. 180): the playfulness of the time is displayed in the arts such as literature, architecture and poetry.

Although the Renaissance saw the growth of mass leisure, it was the Reformation that had a more profound effect on modern day leisure. It was during this period that work was glorified and leisure was regarded as evil; hence a work ethic was borne and is still existent in this present century (Shivers, 1981; Torkildsen, 1983). This period of austerity was a reaction to the corruption encouraged during the liberal time of the Renaissance. The Industrial Revolution still further suppressed the leisure development for the common man who led a harsh life that was devoid of any leisure. On the other hand, the upper class seemed to use wealth and leisure to impress others and acquire status and self-esteem. Veblen (1953) took an ironic look at the social standards of the wealthy leisure class: whose "conspicuous leisure" and "conspicuous consumption" came under heavy attack.

Veblen linked the leisure class with the upper class: the nobles and priests who were exempt from menial or industrial labour. He argued that the leisure class had arisen from primitive times. However, the line of demarcation was not clearly defined until higher societies and division of labour emerged. Therefore, the leisure class may have existed in theory well before industrialism but it was the "pecuniary" standards of living during industrial times that made leisure exist both in theory and in fact. To the gentleman of leisure, esteem, honour and reputability were acquired through ownership and the "conspicuous consumption" of valuable goods. Hence, the struggle for accumulation of wealth and unproductive use of time.

Veblen's theory of the leisure class may be exaggerated. However, there is some truth in the fact that industrialism saw times of hardship and social injustice. In response to this situation, the recreation movement at the start of the present century re-kindled the interest in leisure.

1.2.2 DEFINITIONS OF LEISURE

Samdahl (1991) observed how "the focus of leisure research has changed and evolved in accordance with emerging beliefs about significant attributes of leisure" (p.33). In the 1950s and 1960s, leisure was

defined as time off work and researchers were concerned with the nature of behaviour during the time that did not involve work. In the 1970s, the focus shifted to the psychological attributes of leisure, and studies concentrated on the motives and benefits of leisure behaviour. The 1980s saw the development of interest in perceived freedom and the subjective dimensions of leisure. Hence, the emergence of qualitative methods of leisure research: a method which the investigator prefers and makes use of in this present study. The following sections attempt to examine those popular definitions of leisure which have been frequently quoted in the literature of the subject.

1.2.3. RESIDUAL DEFINITIONS OF LEISURE

Within the frameworks of leisure defined as either or both time and activity, the objective or residual interpretation is the most popular. Residual definitions of leisure usually focus on the dimension of time: leisure is seen as a period of free time. They also identify leisure as an antithesis to work (Fairchild, 1944; Soule, 1957; Hunter, 1961).

These types of definitions pose problems (Parker, 1971, 1983). It is difficult to draw a line between what is leisure and what is not leisure. What is work for some may be leisure for others and vice versa.

Definitions which classify all those activities that are outside the range of paid work as leisure lack precision and fail to say what leisure does not include. Anything that is not work comes under the category of leisure. However, this may not necessarily be so for everyone. It depends on the individual's views and perceptions. Hence the difficulty of approaching the subject in an objective manner. Moreover, definitions which are only perceived in the context of work do not apply to adolescents who are still at school or colleges and to mature adults in further education. Does this mean that they have unlimited leisure or free time? In the case of adolescents, work would have to be substituted by school and school work. Also, definitions which focus on leisure as surplus or free time fail to take into account the fact that young people may have to do their homework, housework or part-time jobs during their free time.

Parker (1983) distinguished between two groups of residual definitions of leisure. One group of definitions, are "concerned with what is to be taken out of total time in order that leisure alone should remain. Clearly the minimum that can be taken out of all time to leave only leisure is working time in the

narrow sense of employment." (p.3) A second group of definitions which are still concerned with leisure as residual or surplus time also attempt to include a positive element or content in them (Dumazedier, 1960, 1967; Brightbill, 1963; Gist and Fava, 1964; Parker, 1976): they describe leisure as activities that are freely chosen and time to use at one's own discretion.

Parker (1976) suggested that:

> "Leisure is time free from work and other obligations and it also encompasses activities which are characterized by a feeling of comparative freedom. As with other aspects of life and social structure, leisure is an experience of the individual, an attribute of group or other social activity, and has relevant organizations and institutions which attempt to meet leisure needs, reconcile conflicting interests and implement social policies." (p.12)

According to Parker's definition, leisure is time that is not spent in any form of work. It is also free from obligations. However, this would imply that certain activities which are usually regarded as leisure activities but are not carried out *freely* cannot be considered as leisure. Moreover, not all work is devoid of autonomy or freedom. So into which domain should work with high level of autonomy fall into: leisure or work? Once again, this type of definition is too general. An individual's attitudes and predispositions are important factors in

24

determining or drawing the line between what is leisure and what is not leisure. Hence it is difficult to generalise.

Dumazedier (1967) similarly defined leisure as:

> "an activity - apart from the obligations of work, family, and society - to which the individual turns at will, for either relaxation, diversion, or broadening his knowledge and his spontaneous social participation, the free exercise of his creative capacity."

Dumazedier's definition is one of the many others which describe leisure as activities that are freely chosen. He regarded leisure as an activity that does not include any work, family and social obligations and which serves the function of relaxation, diversion, or improving and developing one's knowledge and talents. However, Dumazedier was aware of the fact that absolute freedom is hardly ever possible in reality and hence introduced the concept of "semi-leisure". The concept includes those activities which one is obliged to carry out but from which one derives enjoyment and satisfaction.

Dumazedier's concept of "semi-leisure" may help to compensate for the flaws in other residual definitions which attempt to make a broad distinction between leisure and non-leisure. However, it still depends on how the individual perceives certain activities. For

instance, according to Dumazedier's definition, leisure should be free from work and obligations. However, what about work which is enjoyable and satisfying? Can such work be classified as semi-leisure? What about school and school work? Attending school is compulsory and therefore, obligatory; it may be enjoyable and satisfying to some and it may be a form of hard work to others. Moreover, if leisure is supposed to serve the purpose of broadening one's knowledge, does this mean that studying at school and college ought to be classified as leisure?

1.2.4 RELIGIOUS AND SUBJECTIVE DEFINITIONS OF LEISURE

Religious and philosophical writers have argued that leisure is not a block or period of time nor an endless list of activities but rather an end in itself, a state of being. They "are wholly prescriptive and normative. They stress the *quality* of leisure, though they may do this by contrasting it with the attributes of work" (Parker, 1983, pp5-6).

Josef Pieper (1952) assumed that leisure

"is a mental and spiritual attitude - it is not simply the result of external factors, it is not the inevitable result of spare time, a holiday, a week-end or a vacation. It is, in the first place, an attitude of mind, a condition of the soul, and as such utterly contrary to the ideal of "work"." (p.40)

According to Pieper's definition, leisure is a
state of mind; an attitude of non-activity as compared
with the ideal of work as activity. It is a state of
not being busy: where the soul is undisturbed and
receptive: as leisure is a receptive attitude of mind,
a state of contemplation. Hence, leisure is not the
means to an end but rather an end in itself. This
traditional or classical view of leisure is similar to
the Greek conception of leisure. It stresses on
contemplation, enlightenment and knowledge. This is
also similar to Huizinga's (1949) idea of play which
maintains that serious and worthwhile activities such
as knowledge, virtue and excellence ought to be
included in the play category. Pieper's approach
represents a valuable attempt at stressing the
importance of quality of experience in defining leisure
rather than treating it as just a block of time or an
endless list of activities. However, the disadvantage
of this type of definition is that it still does not
distinguish between leisure and non-leisure. Leisure is
only defined as a mental and spiritual attitude, a
state of contemplation and non-activity as contrasted
with the activity of work. However, there is no
indication as to what these attitudes are. According to
Parker (1983), "unless these states of mind and soul

can be expressed in terms of certain attitudes or result in certain kinds of observable behaviour, they are unlikely to get us far in the search for what distinguishes leisure from non-leisure." (p.6)

Among the non-religious writers who also defined leisure as a state of being, are those who attempted to distinguish leisure from its allied concept of free time (DeGrazia, 1962). To De Grazia, leisure is freedom from the necessities of everyday life while the two concepts of leisure and free time are qualitatively different. He claimed the notion that free time is leisure is a popular misconception:

> "Leisure and free time live in two different worlds. We have got in the habit of thinking them the same. Anybody can have free time............. Free time refers to a special way of calculating a special kind of time. Leisure refers to a state of being, a condition of man, which few desire and fewer achieve."

In DeGrazia's view, leisure allows freedom to explore and enlighten oneself in the quest for knowledge and perfection. His view is sceptical about the belief that we can ever find freedom within the quantitative framework of free time.

Marcuse (1964), also spoke about freedom or free leisure. However, while DeGrazia, on the one hand, believed that leisure is free exploration and

28

expression and doubted the freedom of free time, Marcuse, on the other hand, defined leisure as free time and doubted the freedom of leisure.

Parker (1983) developed this argument. He observed that if free time and leisure are to be regarded as different concepts, as suggested by de Grazia's views, then they cannot be expected to be measured by the same criteria. However, the distinction is not confined to the area of non-work; it applies to the area of work as well:

> "Some working time is "paid" time but you do not have to be an employee in order to do work, and in that sense "anyone can have working time". Yet work as a certain kind of activity, a productive relationship between man and his environment may, like leisure, be something which few desire and fewer achieve. The two worlds of time and activity are thus not the domains of work and leisure respectively, but are both dimensions of work *and* leisure." (p.7)

Nevertheless, as Sessoms (1986) pointed out, DeGrazia takes us away from the days where students of leisure behaviour were content with the definition of leisure as "free time". Instead, he reminds us of the classic definition of leisure: an experience defined in terms of motivation rather than time or activity, a state of mind.

1.2.5 HOLISTIC DEFINITIONS OF LEISURE

29

Whereas many writers defined leisure as a simple or single criterion such as time, activity, attitude or a state of being, others attempted to give a more complex definition: leisure as all embracing or "holistic" concept or leisure as meaning. In fact, many well-known writers such as Kaplan, Dumazedier and DeGrazia used different definitions of leisure at different times depending on the point stressed at the time.

Kaplan (1975) gave a rather complex definition of leisure which, apart from differentiating from economic activity, also includes a number of other criteria. He suggested that leisure:

> "consists of relatively self-determined activity-experience that falls into one's economically free-time roles, that is seen as leisure by participants, that is psychologically pleasant in anticipation and recollection, that potentially covers the whole range of commitment and intensity, that contains characteristic norms and constraints, and that provides opportunities for recreation, personal growth and service to others." (p.26)

Hence, leisure can be classified as an antithesis to economic "work", a pleasant expectation and recollection, a minimum of involuntary social-role obligations, freedom, a close relation to the values of the culture, recreation, self improvement and service to others. Kaplan asserted that these are the essential

defining elements of leisure and that none of these by itself is leisure but all together in one emphasis or another.

Kaplan's definition succeeds in stressing certain qualities of leisure; it shows how one may say that leisure is actually what people say it is, or what it seems to them or alternatively seek an ideal construct; that is, it should be seen as leisure by the participants. However, Roberts (1978) criticised this definition on the ground of it being too elaborate and confusing: hence making it difficult for any researcher to be able to put it into practice.

Roberts himself (1983) treated leisure as a product of a number of primary elements: time, activity and experience. He believed his definition allowed for the fact that the meaning of leisure to the ordinary layman is a problem to be explored rather than to be passively accepted. He pointed out that there are three important defining elements of leisure: a type of time (residual time), a type of activity (games or recreation), and experience that results in intrinsic satisfaction and rewards.

Instead of linking leisure with a certain type of time or activity, Roberts preferred to treat these activities and occasions, that are experienced as leisure by various people, as hypotheses to be resolved by investigation rather than by definition.

1.2.6 THEORETICAL MODELS AND EMPIRICAL DEFINITIONS OF LEISURE

In the late 1970s, studies on leisure definitions were still limited (Iso-Ahola, 1979). One common research approach is where values and satisfactions associated with leisure are explored (Havighurst, 1961; Hawes, 1978; Tinsley and Kass, 1978; Beard and Ragheb, 1980, 1983). These studies are concerned more with the functions or outcomes of leisure rather than with what actually causes an activity or situation to be defined as leisure. They also pose the problem expressed by Havighurst as "equivalence of work and play" principle: which is that people generally get some satisfaction from leisure as they do from work. Therefore, trying to explore the satisfaction derived from leisure does not help us understand how people distinguish leisure from other experience.

Two rival theoretical models of leisure meaning which attempt to specify the basic dimensions of definitions of leisure from a theoretical standpoint

are Kelly's (1972) and Neulinger's (1974). The models
attempt to uncover universal factors underlying a
person's definition of leisure irrespective of the
types of activities; they are not constructed on the
basis of people's definitions of leisure but are
derived from an analysis of various works of
philosophers and social scientists. Kelly's model is
sociological and is based upon the works of such
writers as Marx and Dumazedier while Neulinger's model,
on the other hand, is psychological and is derived from
the philosophies of Aristotle, De Grazia and Pieper.

According to Kelly's model, one's definition of
leisure is determined by two independent underlying
factors: work-relation (high or low) and
constraint/freedom (high or low). The model suggests
that leisure is free of constraints and involves non-
work activities. Therefore, work-relation and freedom
contribute independently to the perception of leisure.
In 1976, Kelly modified the model by omitting the
work-relation factor and substituting it for "meaning"
(intrinsic vs. social). However, he pointed out that
when the work-relation is regarded as a "defining"
element rather than a "classifying" element of leisure,
then his original paradigm and hence work-relation
should be retained.

Neulinger's model, on the other hand, claims that a person's definition of leisure is determined by three factors: perceived freedom (high or low), motivation (intrinsic or extrinsic) and goal orientation (final or instrumental). However, in 1976, Neulinger modified his model by omitting the goal orientation factor. The relative contribution of this dimension to the perception of leisure, as Neulinger admitted, is not conceptually clear. As in Kelly's model, Neulinger suggested that perceived freedom and motivation affect definitions of leisure independently. Moreover, both models overlap as they include freedom while, on the other hand, they are rivals in the sense that Kelly favours work-relation as an important underlying factor while Neulinger recommends motivation as a significant factor determining leisure definition.

Iso-Ahola's study (1979), to determine the influences of perceived freedom, motivation and work-relation on male and female college students' perceptions of leisure, is based upon Kelly's and Neulinger's theoretical models. The study shows that the three factors *are* underlying dimensions of leisure definition in the sense that they each contribute "independently and additively" to a person's definition of leisure. However, the results do not fully support

the models because freedom and work-relation affect leisure definitions interdependently: the effects of one factor depend on the level of the other. "In sum, the results of the .... study showed that freedom, motivation and work relation all account for (both independently and interactively) a significant portion of the total variance of the subjects' definitions of leisure" (p. 36). Moreover, these interactive effects of freedom and work-relation were only true for males and not for females.

Hence, the three factors: freedom, motivation and work-relation independently and interactively influence subjects' definition of leisure. Iso-Ahola suggested that both models may therefore be extended in one theoretical model.

Graef, Csikszentmihalyi and Gianinno (1983) re-examined Neulinger's model in a study examining intrinsic motivation as an experience in everyday life situations of 107 full-time working men and women from five large companies in Chicago. The study justifies Neulinger's model in the sense that perceived freedom and intrinsic motivation strongly influence leisure activities. The results also show that, while about half the time leisure activities fail to provide intrinsically motivating experiences, obligatory

activities do occasionally provide such experiences. Mannell and Bradley's study (1986), conducted on university undergraduate students, and Mannell, Zuzanek and Larson's study on older adults (1988) also support Neulinger's assertion that perceived freedom is a significant factor in determining the experience of leisure. Kleiber, Larson and Csikszentmihalyi (1986) found, as expected, that adolescents experienced greater freedom, intrinsic motivation and positive affect in their free time activities than in productive or maintenance activities. Likewise, Samdahl's proposed model of leisure (1988), where "freedom from role constraint and high self expression are dimensions of the most "pure" leisure context" (p. 37) comes closest to Neulinger's model of leisure. Harper (1986) agreed that perceived freedom is essential to leisure but felt uneasy with the popular claim in some leisure research that perceived freedom means free choice. "Reducing perceived freedom to whether or not a person chooses a leisure activity or pursuit unnecessarily shrinks the scope of the potential meaning of perceived freedom. Instead of settling for taking the freedom proper to leisure as a point of departure (free choice) or even

as a point of arrival (outcome freedom), it is argued that freedom is lived through in the experience of leisure" (p. 115).

However, in a study of high school students to determine the validity of popular definitions of leisure and recreation Mobily (1989) discovered that his sample of teenagers did not define leisure in terms of perceived freedom or intrinsic motivation but rather in terms of activity. Leisure was rather defined as pleasure and certain passive activities. Recreation was defined similarly: as pleasure, but the specific definition terms used were often active sports.

Shaw (1985) identified three different research approaches used in the attempt to define leisure. In one approach the researchers directly asked people what they meant by leisure (Young and Willmott, 1973; Neulinger, 1981). Another approach, (mentioned at the beginning of this section) examines the values and satisfactions associated with leisure. And a third approach is concerned with the empirical testing of certain factors or dimensions believed to be associated with leisure (Kelly, 1978, Iso-Ahola, 1979). Shaw claims that her study is more exploratory in nature; her study not only attempts to test already existing perceptual factors which are believed to be significant

to the understanding of the meaning of leisure in people's lives but also allows the emergence of other existing important factors. Thus, the study is an "attempt to develop a "grounded" conceptualisation of leisure". (p.4)

Shaw favours the research approach which examines what leisure means to people in their everyday life and is, therefore, concerned with the subjective conditions of leisure and the question of how leisure differs from other conditions such as work or non-leisure. This approach is based on the notion that leisure is an "experience" which may be seen as the "holistic" approach. Shaw makes use of the symbolic interactionist framework to explore the perceptions of leisure situations among a random sample of married couples. The time-diary technique and in-depth interviews are employed. The study is exploratory in the sense that a wide range of perceptual factors that may be relevant to people's definitions of leisure are being tested. Shaw's study shows that the factors shown to best differentiate leisure from non-leisure are enjoyment, freedom of choice, relaxation, intrinsic motivation and lack of evaluation; and the combination of three or more factors lead to accurate predictions of the definition of any situation as leisure. Shaw regards

the symbolic interactionist theoretical paradigm as potentially useful; it provides a framework within which a meaningful conceptual definition of leisure is developed. Also, the meaning of leisure is seen to have its origins in interaction; hence, it is during the process of communication that it is defined and changed by individuals in a society. The meaning or definition of leisure in the individual's daily life can be explored within symbolic interaction in terms of "the definition of the situation".

Stockdale's research on the role of leisure in people's lives (1985) attempts to co-ordinate objective and subjective views of leisure in one theoretical framework. The research techniques used, for the purpose of exploring people's perceptions of leisure and the meanings they attach to it, allowed individuals to give their own definitions rather than to respond to already specified concepts or definitions. The study verified many definitions of leisure that were put forward in previous studies. Leisure was defined as freedom of choice, lack of constraint, enjoyment and relaxation. The study also shows that leisure means different things to different people: this is determined by demographic, social and personal characteristics. Hence, there emerges a need for future

research to concentrate on particular groups of individuals within society in order to study the role that leisure plays in their lives.

1.3 SUMMARY AND THESIS OUTLINE

The concept of leisure is not entirely new; it can be traced back to primitive and medieval times even though the concept was then not clearly demarcated from other aspects of life such as work. The development of the concept has come a long way in modern industrialized societies; however, there is lack of consensus as to what it actually means. Leisure can mean different things at different times.

There appears to be four main orientations to leisure. Leisure as a block of time and leisure as activity are simple but misleading. Leisure as block of time fails to distinguish between time that is leisure and time that is not leisure; while leisure as activity fails to distinguish between leisure activities and non-leisure activities. We also need to take into consideration the fact that the time spent or the activities carried out may mean different things to different individuals, depending on their views, perceptions and predispositions. The third orientation refers to leisure as a state of mind or the effect that leisure has on the individual. Once again, there is no

distinction between leisure and non-leisure. The fourth orientation is the holistic approach which combines all the first three orientations. While this succeeds in conveying certain qualities of leisure experience, it is too elaborate and complex to be put into practical use in leisure research.

Therefore, in spite of various attempts by writers to define the concept of leisure, the problem of definition is still considerable. The single criteria definitions are insufficient and unsatisfactory, while the more complex definitions are all-inclusive, therefore becoming confusing and difficult to operationalize (Hendry 1983). Leisure may mean different things to different people depending on how they perceive it functioning for them, on different interpretations and on the orientation one has towards it.

The present study accepts the subjective or psychological view of leisure which resulted in an interest in qualitative methods of research (Howe, (1985, 1990; Mobily, 1989; Samdahl, 1991). Howe (1990) agreed that the subjective definition of leisure "holds the most promise for understanding this complex construct" (p. 403). Hence, this study of how leisure is defined by a group within society: adolescents.

Chapter 2 reviews the theoretical and empirical literature on adolescence and leisure. Chapter 3 discusses the Focal Model of Adolescent Leisure. Chapter 4 describes the pilot study and questionnaire development. Chapter 5 describes the sample and data collection for the main study, preliminary analysis, data reduction and construction of new variables and description of the coding of the qualitative results of the study. Chapter 6 reviews the results of the study. Chapter 7 discusses the major results of the study and their implications.

CHAPTER 2
LEISURE AND ADOLESCENCE: A REVIEW OF THE THEORETICAL AND EMPIRICAL LITERATURE

2.1 INTRODUCTION

A review of the literature on adolescence reveal that this stage of life, as we know it today was almost non-existent in previous centuries where rituals of primitive initiation ceremonies saw a swift transition to adulthood. Unlike the concept of leisure, which could be traced back to pre-industrial societies, adolescence appears to be a fairly new concept: a product of industrial and social progress. As pointed out by Hollin (1986):

> "Adolescents are a relatively recently created social group...... Alongside a number of legal and educational changes, this newly formed social group was gradually absorbed into the economy so that now the adolescent or "teenage" market is an integral part of the Western financial system." (p. 176)

Section 1.2.1 of this thesis discussed how leisure development for the common man was suppressed during the time of the Industrial Revolution. The practice of child labour, the harsh working environment and the long working hours in mines and factories made children move directly from childhood to adulthood. There was very little or no time for transition. Social

anthropologists also provided evidence of societies where individuals moved directly from childhood to adulthood (Mead, 1935).

It was at the start of the present century that the recreation movement brought about a reduction in working hours and the prohibition of child labour. With more school attendance and more leisure opportunities available, the transition between childhood and the responsibilities of adult status has extended. Maturity, financial independence from parents and completion of school are accomplished at a later age; adult privileges such as full time work, signing of legal documents, voting, marrying and alcohol consumption are not given until during late teens.

It was also during the present century that psychologists have become increasingly aware of the fact that just as what happens in infancy is important for later development of the child, the experience of adolescents during the adolescent years is also important for later life (Coleman, J.C. 1980). This, therefore, led to a new surge of interest in the adolescent years.

Wartella and Mozzarella (1990) distinguished two profound innovations which marked the Progressive era (1900-1930). The first was the development of a sense

of public meaning of childhood and children: that is, the identification of children as a group. The second was the social definition of adolescence as a distinct period of the life cycle. Adolescence was institutionalized as a stage in the life cycle: hence the growth of child psychology. It was around the same time that interest in leisure was re-kindled and the concept was developed and institutionalized.

Hollin (1986) commented on the lack of a satisfactory definition of adolescence in the literature on the subject. In psychology, adolescence is usually technically defined as the period from puberty to maturity: which is roughly from early teens to early twenties. According to the Kent family placement project (Hazel, 1981), adolescence is considered to be a time of change: physically, emotionally and socially. Josselyn (1952) spoke about the psychological growth patterns in adolescents and how clinical evidence show that:

> "about the time when the paediatrician observes a more rapid growth in physical growth (i.e early adolescence) a similar acceleration in ego development takes place, manifested by an intensification of the urge toward maturation with an accompanying increased capacity for adaptation." (p.17)

Friedenberg (1959) also spoke about how adolescence is not simply a physical process: there is more to it than sexual maturation. It is primarily a social process with the fundamental task of clear and stable self-identification. Friedenberg believed that real adolescents are vanishing because our culture impedes the development of any clear self-image. This makes adolescence a difficult and troublesome period that few dare go through it. Hence, adolescents merely experience puberty and simulate maturity.

McCandless (1970) contrasted adolescence with puberty and defined it as:

> "a psychosocially defined period of time following puberty and extending to the time of reaching "executive independence"." (p.5)

J.C. Coleman (1980) rightly argued that because of wide individual differences, it is difficult to provide a concrete definition of adolescence. Chronological age cannot give a precise definition of adolescence: individual differences exist for young people of the same chronological age. During this time development in certain areas may be more rapid than in others and the move is influenced by a variety of conditions: both personal and social. The term adolescence remains uncertain and this reflects an important feature of the

46

phenomenon. Coleman preferred to view adolescence as a transitional process rather than a stage or number of stages, and to treat adolescence as a period of time in the life cycle when young people move from a state of childhood to a state of adulthood and maturity. According to him, there are many definitions of maturity but for the sake of convenience we may take the political definition: that is the age in Britain when one is entitled to vote. Hence, adolescence is the period of time between the age of 12 to 18.

It appears that adolescence is a developmental concept. It is in fact a transitory period from childhood to adulthood; it involves the onset of puberty (early adolescence) as well as physical, social and psychological development. In fact, as Muuss (1962) points out, the word "adolescence" is derived from the Latin verb "adolescere" which means to grow up, to to grow into maturity.

As a special interest within psychology, adolescence has a long history. The following sections discuss some major theories of adolescence and how empirical studies on adolescent leisure behaviour throw light on the validity or shortcoming of these theories.

2.2 THEORIES OF ADOLESCENCE

2.2.1 THEORY OF STORM AND STRESS AND PSYCHOANALYTIC THEORIES OF ADOLESCENCE

Hall (1916) stated the view that adolescence is a time of "storm and stress" characterised by an inherent instability, emotional turmoil and psychic disturbance.

Psychoanalytic theories of adolescence support this view of adolescence being a period of great upheaval and disturbance. Anna Freud (1958) gave a rather extreme view of adolescence.

> "adolescence is by nature an interruption of peaceful growth......The adolescent's manifestations come close to symptom formation of the neurotic, psychotic or dissocial order and merge almost imperceptibly into ...... almost all the mental illnesses." (pp.255-278)

Blos (1962) recognised adolescence as the terminal stage of the fourth phase of psychosexual development; the genital phase which had been interrupted by the latency period: that is the period between infantile sexuality and pubescent genital sexuality. Therefore, adolescence, in this context, is a psychological process where adaptation to the condition of pubescence takes place. J.C. Coleman (1980) summarized three particular ideas that characterize the psychoanalytic theory of adolescence:

"In the first place adolescence is seen as
being a period during which there is a marked
vulnerability of personality, resulting
primarily from the upsurge of instincts at
puberty. Secondly, emphasis is laid on the
likelihood of maladaptive behaviour, stemming
from the inadequacy of the psychological
defences to cope with inner conflicts and
tensions. Examples of such behaviour include
extreme fluctuations of mood, inconsistency in
relationships, depression and nonconformity.
Thirdly, the process of disengagement is given
special prominence, for this is perceived as a
necessity if mature emotional and sexual
relationships are to be established outside
the home. In addition, there is one further
aspect of psychoanalytic theory, the stress
placed on identity formation and the
possibility of identity crisis...." (p. 6)

This "identity crisis" aspect of the

psychoanalytic theory is usually associated with the

name of Erikson (1968). Erikson's theoretical approach

is similar to those of Anna Freud (1958) and Blos

(1962): all three represent adolescence as a time of

difficulty, disturbance and turmoil.

According to the Kent family placement project

(1981), Erikson's concept of identity formation is a

satisfactory theoretical basis. Erikson (1968) believed

that adolescents:

"go through a period of identity crisis or a
turning point over an extended period of time,
which may involve considerable stress and
instability, especially if previous childhood
conflicts remain to be resolved." (p.32)

According to Erikson's "Eight Stages of Man" (1950), adolescence is a period of conflict with two possible outcomes: *Identity versus Role diffusion*. This stage or period of development can be equated with the Freudian stage of *Puberty and Adolescence*. According to Erikson's Identity Theory, the adolescent is in need of developing a new personality image: to develop a concept of who one is and where one is going. Any crisis during this phase of development may lead to "role diffusion". Although Erikson accepted the psychoanalytic view that the symptoms of adolescents may be close to the neurotic or psychotic symptoms, he believed that adolescence is not an affliction but rather a normal phase of development which an adolescent is bound to experience. During this phase, the conflicts experienced by the adolescent may result in ego fluctuation. Adolescents may face serious conflicts: for instance, when their parents' ideas or views differ from or conflict sharply with those of their peers.

These conflicts, if resolved successfully and appropriately, may contribute to the identity formation of the adolescent. Hence, the essence of finding one's

identity lies in one's ability to evaluate what is important or essential among the various conflicting views proposed and to arrive at one's own conclusions.

Jahoda's definition (1950) of a healthy personality, seems to agree with this view:

> "The healthy personality actively masters his environment, shows a certain unity of personality and is able to perceive the world and himself correctly." (p. 51)

On the other hand, the most serious danger is the failure to establish a sense of identity and self worth. This may happen if the adolescents fail to overcome the conflicts facing them by finding suitable solutions for them (Erikson, 1950).

Kleiber and Kelly (1980) suggested that leisure, "in which the adolescent can either exercise individual choices or respond to group momentum and pressure, may be the most significant setting for the resolution of these conflicts" (p. 107). According to Kleiber and Rickards (1985), it is within this "dialectic of individual self-expression and social accommodation that we consider the role and significance of leisure in adolescent development" (p. 290).

Leisure experience may assist identity formation in adolescence; hence the assumption that leisure experience may contribute to both personal and social development. This renders leisure an important part of adolescent life.

This concept of identity formation during the adolescent phase can, in a way, be related to the sociological theory of adolescence. As Coleman (1980) pointed out, both the sociological and psychoanalytic theories agree on the importance of the transitional process during adolescence. However, the difference between them lies in the perspectives which they embrace: while the psychoanalytic theory concentrates on internal factors, the sociological theory focuses on society and other external factors outside the individual. Two key concepts in the sociological theory are *socialization* and *role*.

2.2.2 THE SOCIOLOGICAL THEORY OF ADOLESCENCE

According to the socialization theory, society provides the framework within which the individual interacts with the environment. In early childhood, the behaviour of parents are crucial for the development of norms, values and interests; later on, during adolescence, the peer group, school, other adults and the media start to play an increasingly important role.

The socialization perspective of adolescence assumes that it is during adolescence that attitudes, knowledge and skills appropriate to adult roles are learnt or internalised (Smith, 1973; Iso-Ahola, 1980). Adolescence is a period of gender identity development when males and females begin to adopt attitudes and *roles* which are appropriate to their sexes. Therefore, each individual develops, through transactions with other people, his or her specific patterns of socially relevant behaviour and experience.

Apart from including the choice of friends, education or work, marriage or courting, the socialization perspective also relates to the leisure life style of the adolescent. It is assumed that personal factors, such as motivations and attitudes, and social and environmental factors help in directing adolescents towards particular interests and activities in their leisure. For example, "involvement in sports and social organizations may depend on varying influences through modelling and social reinforcement of parents, peers, teachers, the media, and cultural values" (Kleiber and Kelly, 1980, p. 107). Engstrom (1979), in a study of young people from different parts of Sweden, showed how attitudes towards physical activity were a product of an individual's interaction

with the environment. The most important factors which influenced attitudes to physical activity were family, friends, school, physical education and sports clubs.

Other studies on the effect of socialization on leisure behaviour attempt to show the effects on future leisure choices or preferences. For instance, Sofranko and Nolan (1972) showed how frequent participation in hunting and fishing during adolescence were associated with high levels of adult participation. Scott and Willits (1989), in a longitudinal study of adolescent and adult leisure patterns, discovered that the greater the involvement of high school students in a particular activity during adolescence, the more frequent was their participation in that same activity at mid-life.

Christensen and Yoesting (1973) pointed out how high users of outdoor recreation facilities had a significantly higher total activities score during childhood than low users. Willits (1986) also suggested that enhanced participation in work (within limit) and other leisure activities (except television) was related to an increased involvement in school or community organizations. Hence, the more an individual is involved in certain activities, the more he or she wanted to participate in other leisure activities.

Kelly's (1974) interviews with adults in a Western community showed that activities were evenly divided among those begun as children and those begun in adult years; family associations were primary in learning while peer association was secondary.

On the basis of these findings, Kelly suggested that it is preferable to investigate how leisure socialization contributes to the development of "selfhood" and "self-presentation" and how this in turn play a part in determining leisure choices, decisions and participation. Also, the fact that activities were evenly divided among those begun in childhood and those begun in adulthood indicates the need to examine other variables that may have an effect on future leisure choices. These may be:

(a) The needs, interests and wants of the individual may vary from one stage or period of life to another.

(b) Future leisure choices may result from the kind of reinforcement, attitudes, values, and quality of the experience or satisfaction that accompanies earlier participation.

(c) Social and cultural change may have a strong influence on present leisure choices.

To summarize, as J.C. Coleman (1980) suggested, adolescence, from the sociological or socio-psychological approach, is concerned with *roles* and *role change* and with the process of *socialization*.

From this point of view, adolescence seems to be characterized by stresses and tensions. However, unlike the psychoanalytic approach, these stresses and tensions are not caused by internal factors but rather by conflicting external pressures. Adolescents have to adapt to new roles in their transition from childhood to adolescence and finally to adulthood. This role change may be one source of difficulty. Another potential source of difficulty lies in the process of socialization itself: where adolescents are exposed to varied and possibly conflicting norms, values and ideals from different socializing agents such as the family, school, peer group and the media.

Hence, the psychoanalytic and the sociological theories represent two "mutually complementary but essentially different views of the adolescent transitional process" (J.C. Coleman, 1980, p. 11). According to Coleman, both approaches believe in the "storm and stress" concept of adolescence; both theories regard adolescence as a "problem stage" in human development. However, the socialization perspective assumes that the experience of leisure in adolescence can be a source of encouragement to personal growth; also, the experience of an area of personal choice and freedom is related to future job

aspirations (Smith, 1973). The idea that adolescence is a period of "storm and stress", somehow seems to challenge this assumption. Smith (1973), on the other hand, preferred to relate the "storm and stress" concept to the youth culture perspective.

2.2.3 THE YOUTH CULTURE PERSPECTIVE

During the present century, independent and autonomous youth cultures emerged and developed around leisure activities and "the mass media became the social catalysts promoting, sustaining, and commercializing the leisure of each succeeding youth culture......such youth cultures, complete with their own distinct leisure time activities, are part of the social construction of childhood" (Wartella and Mozzarella, 1990).

It was during the 1950's that commercialised youth cultures emerged (Roberts, 1983). The rise of the teenage consumer brought about additional leisure goods and services and more profit to the cinema and music industries. By the end of the 1950's, the car and the television were two further trends in youth cultures. The following decades saw continuous succession of fads: tastes in dress, music, make-up and hair-styles were constantly changing and increasingly puzzling adults.

The youth culture perspective which embraces the "generation gap" concept suggests that these values and tastes of adolescents are in conflict with those of the adult culture (Rowntree and Rowntree, 1968; Feur, 1969). It also indicates that leisure may encourage the development of attitudes, values and behaviour which are not acceptable at home, school or work. As a result, conflicts emerge and a period of stress and instability may set in.

A more fundamental divergence between the adolescent and the adult society is portrayed by J.S. Coleman (1961), who suggested that social changes during the present century - industrialization, more school attendance, more leisure opportunities - have produced an adolescent sub-culture. Adolescents are segregated into a society of their own; this adolescent society which possesses its own norms and values portrays quite a different culture from that of the adult society. Hence, this gives rise to some form of conflict between the generations.

J.C. Coleman (1980) agreed that the concept of a "generation gap" - which has a long history in psychology - has strong affinities with the the "storm and stress" and "identity crisis" concepts. However, he claimed the notion that adolescence is a period of

"storm and stress" seems to have little empirical evidence. There is no evidence to show that the majority of adolescents actually experience a serious crisis of identity formation; most studies "seem to conclude that only 25-35 per cent of the total population of teenagers at any age level could be said to have a disturbance in this area" (Coleman, 1980, p. 56).

2.3 EMPIRICAL STUDIES

2.3.1 THE INVALIDITY OF THE STORM AND STRESS AND THE GENERATION GAP CONCEPTS

An examination of various empirical studies on young people will show how many writers have good reason for casting doubts about the validity of the "storm and stress" and "generation gap" concepts. They also indicate that the idea that teenagers reject parental values and turn to violence, drink, drugs and lethargy is somewhat unrealistic. However, in spite of all the evidence present against these concepts, one must not dismiss the fact that drug abuse is one of the biggest problem facing society today. There is evidence that early adolescence is the time when teenagers start using drugs (Chechowicz, 1988). Hundleby, Carpenter, Ross and Mercer (1982) indicated that sexual behaviour,

general delinquency and school misbehaviour were related to drug use. Iso-Ahola (1991), on the other hand, showed substance abuse to be related to leisure boredom: where leisure activities failed to satisfy the need for optimal arousal, boredom sets in and drug use is the alternative. Presumably, substance abusers prefer active life-styles. The studies that follow show that the for the majority of adolescents the transitory period from childhood to adulthood was fairly smooth. Nevertheless, the fact remains that for some, at least, this transitory period could be one of "storm and stress".

One of the earliest studies carried out on adolescence was by Mead (1928) where she described a society where individuals passed from childhood to adulthood without any stress or trauma. The study shows that western society, through extending the transition between childhood and adulthood (through more school attendance and prolonged dependency on parents) encourages adolescence to be a difficult period.

Bandura and Walters (1959) and Bandura (1972) showed that there was no evidence of rebellion in adolescents against parental authority and values. Their research findings from middle-class families revealed that parents and young people shared a good

and stable relationship; and, contrary to traditional belief, affinity to the peer group and peer group values did not appear to cause conflict with parents.

Douvan and Adelson (1966), from their interviews with over 3000 teenagers in the USA, also provided support for this scepticism about the validity of the generation gap concept. They argued that no major conflicts existed between parents and adolescents on the issues such as morality, political and religious beliefs and sexual attitudes. However, some conflicts on minor issues such as dating, leisure activities, make-up and music were evident. Contrary to expectation, most adolescents looked up to their parents for support and advice.

Feldman and Gaier (1980) remarked on how Douvan and Adelson's data strongly suggest that it is only the adolescents at the extremes who indeed experience the upheavals and disorders associated with the "storm and stress" view of adolescence. Feldman and Gaier believed that the concept of "storm and stress" portrays a rather grim view of adolescence; therefore, it may be more productive to distinguish between those

adolescents who actually experience these upheavals and those who experience satisfactions in their quest for autonomy and independence.

Rutter, Graham, Chadwick and Yule (1976), from their survey of all 14 year old adolescents on the Isle of Wight and extensive interviews with parents and teachers, also concluded that the degree of alienation between young people and their parents was insignificant: only 4% of the parents claimed they felt an increase in alienation at this age. As far as the young themselves were concerned, only 5% actually rejected their parents and another 25% reported some degree of criticism.

Fisher and Holder (1981) also argued that, contrary to media images, young people were not significantly different from the way they had always been. They concluded from their extensive interviews with young people that adolescents faced the constant fact of being young in a much tougher environment than we have taken for granted in recent years. However, it is the same constant face of youth nevertheless.

Fisher and Holder also went so far as saying that for all those who are in the social category of youth, leisure is structurally primary as it is for no other age group. This view was supported by Marsland (1982)

who agreed that leisure was always *central* in the lives of young people and that, despite the growing significance of unemployment, the state of youth remained much as it has ever been over the past two or three decades at least. This is so because of the importance for young people of their leisure time, of the ways they use it and of the meanings they attach to it.

Other studies carried out on adolescents examined how far young people have changed in their attitudes, values and opinions. Fogelman (1976), in major survey on his national sample of 16 year olds, stated that most teenagers, in fact, remained surprisingly conventional. Only 3% of his sample rejected marriage, 86% got on well with their mothers and 80% got on well with their fathers. Few were totally alienated from the adult society; this is similar to the evidence from Rutter's study (1976).

Fogelman's study showed that belief in marriage and family life were still accepted, that most of the young people got on well with their parents or family and very few cases of bad behaviour were reported by teachers at school.

Nevertheless, the life of the adolescent was still beset with difficulties. Drink tended to be a problem at times, as well as truancy: in cases where school was felt to be a burden. Most young people in the Fogelman study admitted quarrelling frequently with their siblings but claimed that nothing was really wrong with the underlying relationship. The main reasons for friction with parents were the choice of hair-styles, way of dressing and the time for being in or going to bed. Homework and the choice of friends of the same sex led, however, to fewer arguments. These results support Douvan and Adelson's (1966) claim that conflict with parental values existed only on minor issues while, as far as major values were concerned, the conflict was either non-existent or minimal.

Most of the young people in the study said that they went out only once or twice a week; only 15% went out five times or more. About half of them have had alcohol in the week before the survey and 1/5th of them admitted going to the pub illegally.

As far as school was concerned, the results were less encouraging. Most of them found school a waste of time; and homework was boring. Teachers reported 12.5% of regular truancy and 50% of the teenagers said that they stayed away from school occasionally: either to

help at home or because they wanted to do something special away from school. 20% said that they were fed up from school.

Another major survey on Scottish teenagers (Scarlett, 1975) revealed similar results. Till the age of fourteen, most teenagers were involved with their parents and family life; hence, they spent most of their time at home. However, after the age of fourteen, teenagers tended to break away from the family unit. Nevertheless, there is no evidence of any serious disruptions in the underlying relationship between family and adolescents. Contrary to expectation, the family appears to be helpful in the quest and attainment of independence and freedom. Moreover, parents seemed to be interested in what their adolescent children did.

However, most of the young people complained that they were not treated as adults in school and expressed negative attitudes to school. Complaints about leisure facilities were common: lack of places to meet other youngsters, such as discos, and lack of opportunity for adventure. Most young people drank alcohol regularly.

To summarize the findings of Fogelman and Scarlett, the idea of the generation gap is been discredited although, perhaps, some changes may be

apparent especially in the leisure life styles of the young people. School may be regarded as a hindrance for most pupils and, therefore, holds less appeal to them. This may be so because school is meant mainly to prepare one for the future life and for work. Hence, this may be seen as a hindrance to leisure and the freedom to spend more time doing activities of their own choice or liking.

Montemayor's research (1991) analysed the relationship between parents and adolescents in two historical periods: the 1920s and the 1980s. The results showed that the issues of disagreement were remarkably similar; and, even more important, the levels of conflict remained the same. Coleman and Hendry (1990) found that peer group values were consistent with those of important adults rather than in conflict with them; hence there was no evidence of anti-social behaviour or psychopathology. There are many other studies where investigators have reported that adolescents seek the advice of parents about certain matters or when they have a problem (Brittain, 1963; Marcoen & Brumagne, 1985); O'Donnell (1979) showed that both males and females felt close to their parents, especially to their mother: who they were as close to her as they were to their close friends.

Hunter (1985) found that adolescents acknowledged the fact that they sought their parents to verify certain questions or opinions as much as they sought their friends.

Siddique and D'arcy (1984) summarized their results on stress and well being in adolescence by stressing that, for the majority of adolescents, the transition from childhood to adult status is fairly smooth. Only a minority may experience stress and turmoil. The majority of young people get on well with adults and cope well with pressure from school and peers. Hence, there appears to be a sharp divergence between theory and research. One possible reason for this divergence may be the fact that psychoanalysts see only a selective sample of young people in clinics; therefore it is a one-sided perspective. Also, the minority of adolescents who are bad tend to be most prominent in the eyes of the adults.

In the light of the empirical evidence available, the general picture emerging is one where the majority of adolescents experience a good, harmonious relationship with the family. However, adolescents *do* sometimes come into conflict with their parents and parents *can* become restrictive (J.C. Coleman, 1980). Some studies show that the extent of conflict that

occurs between adolescents and parents depend upon certain factors. Lesser and Kandel (1969), in a study of adolescents' relationships with their parents in Denmark and the USA, showed that although there was no strong evidence in favour of the "generation gap" view, parents tended to give less independence in the USA. This feeling of being given less independence has a direct influence on the amount of conflict occurring in the home.

Another important factor is age (J.C.Coleman, 1974). Feelings of conflict increase with age; however, these feelings reach a peak at different ages for boys and girls and the focus of conflict is also likely to be different. Rutter and colleagues (1976) found that the peak time for girls was at 15 years of age while for boys it occurred a bit later.

J.C.Coleman (1980) pointed out that attitudes between the generations involve a two-way process; and there is some evidence that adults tend to have more negative attitudes towards adolescents than the other way around (Musgrove, 1964; Eppel and Eppel, 1966). However, Coleman argued that it is important not to lay too much stress on this issue, because studies such as Fogelman's (1976) show that adults in general have positive attitudes towards young people: certainly

towards their own children. In a study by Coleman, George and Holt (1977), concerning the attitudes of working class parents and teenagers to each other, both generations agreed that the young were more noisy and untidy than the adults. However, as far as fundamental personality attributes such as honesty and perseverance were concerned, both generations agreed that there was very little difference. The study showed that young people evaluated adults more highly than adults evaluated them. Nevertheless, both generations have rather similar perceptions of young people.

In conclusion to this section, it is important to stress that, although the ideas of "storm and stress" and "generation gap" are not sustained, they cannot, on the other hand be dismissed as complete fiction. Conflicts between adults and adolescents arise and, although adults may not criticise their own children, they do criticise other young people (Rutter et al, 1976). Young people may get irritated with their parents but this does not necessarily mean that they are rebellious nor that they reject their parental values. Hence, the transition of adolescents from childhood to adulthood involves conflict and but this should not be exaggerated.

In the following sections the three most important forms of socialization: the family, the peer group and the school are discussed in order to understand how each of these influences adolescent leisure.

2.3.2 FAMILY LIFE AND ADOLESCENT LEISURE

The family has been suggested to be the major determinant of leisure pattern (Burch, 1969). Both family associations and roles are important determinants of leisure choices and participation (Roberts, 1970; Kelly, 1974, 1975, 1978). Rapoport and Rapoport (1975) showed how changes in leisure interests and satisfactions occurred during different periods or stages of the family life cycle.

The importance of the family as the earliest form of socialization, a potent force in the development of motivations, academic interests, sex roles and physical abilities is well established. These skills, attitudes and motivations acquired in the family may influence the adolescent's disposition to leisure activities. For instance, Orlick (1972) showed how even the average child will participate early in sport if he is brought up in a family with a sport environment. Brothers with different personality attributes, physical build and

abilities were either both participants or both non-participants in sport, depending on the family's involvement in sports.

Some writers have assumed that higher material standards of living have rendered the home a more inviting place for leisure activities. West and Merriam (1970) stated that outdoor recreation activities helped to maintain and increase family cohesiveness, especially for those in the earlier stages of their life cycle: pre-adolescents and early adolescents. At all stages of the life cycle (except for adolescents and adults who were not married) more time was spent within the family circle. Adolescents tended to spend more time with their peer groups. This was also obvious in Scarlett's study (1975). Although co-participation in leisure activities in the family has been related to the degree of satisfaction, interaction and stability within the family structure (Orthner, & Mancini, 1990), the amount of leisure time reported by *adolescents* to be spent with parents does not seem to be related to the level of conflict with parents (Montemayer, 1982).

Therefore, at adolescence, the process of leisure socialization still operates but the importance of the family in transmitting the appropriate culture may be diminished to a certain extent, while peer groups may

71

become more important in determining the interests and influencing the behaviour and the personality of the adolescent. This diminished effect of the family is not necessarily related to the state of the relationship between adolescents and their family. Nevertheless, some problems between parents and adolescents may stem from the lack of congruence between what young people do with their family and what they would like to do. A General Mills Survey (1981) found that watching TV. was the most frequently done activity with parents; however, only eight percent of the adolescents said that it was their preferred activity. Their preferred activities were going on vacation and talking to their parents.

According to the Pilot National Recreation Survey (1967), both the car and the television were the two biggest influences on leisure behaviour during the 60s and they tended to strengthen family relations. Having a car encouraged outdoor activities with the family: 59% of the young people surveyed went camping, swimming and hiking with their family However, less young people went fishing or played tennis with their family. Many indoor activities such as playing cards and games were also pursued with the family.

However, the view that the television tended to strengthen family relations was not supported by the survey commissioned by the Review Group on the Youth Service (1982) where about 52% of the young people surveyed watched television in their own rooms; they were segregated from their family. This is of-course understandable because while in the 60's a family might have had one television set at home, it has become much more common in later years for a family to possess more than one set. As a result, young people do not have to watch television in the presence of their family members.

The importance of television viewing, nevertheless, as an adolescent leisure activity is well established.

2.3.3 ADOLESCENTS, TELEVISION AND OTHER LEISURE ACTIVITIES

Sillitoe (1969) found that viewing occupied, on average, 20% of the total leisure time of 15-18 year olds. Murdock and Phelps (1973) stated that television viewing was the most common leisure activity of adolescents, even during the weekends. This was supported by Scarlett (1975), Fogelman (1976) and the Youth Survey (1977). However, Emmett (1971) found that sport loving school leavers were less inclined to

mention television viewing as their favourite leisure activity than medium or non-sport loving adolescents. This was more obvious among girls. Perhaps this is so because of the fact that non-sport loving adolescents were more likely to spend more time at home, thus giving themselves the opportunity to watch television.

This view of the non-sport lover who stays at home and likes to watch television is in agreement with the earlier findings of Himmelweit et al (1958) on the passivity involved in frequent viewing. According to the latter study, 10-11 year olds were more TV orientated than the adolescent who showed more interest in the cinema and expressed the need to make contacts outside the home. Also, the child who was of below average IQ was more TV oriented than the bright child. Dull adolescents, as a result of television, became more interested in a wider range of subjects; However, viewing stimulated interest only and not activity.

Heavy viewing was regarded as a symptom of inadequate environmental facilities or unsatisfactory adjustment. The impact on girls appeared to be more pronounced. Also, where parental viewing was high, the children tended to adopt the same pattern.

According to the study by Himmelweit et al (1958) television was neither an advantage nor a severe handicap as far as the child's performance at school was concerned. However, for brighter children, it appeared to be more of a hindrance than a help. Also, while they were under the influence of the television, children tended to read less.

Abrams (1956) found that the greatest displacement effect of the television was the reduction in radio listening by 8-15 year olds. However, there was little impact on movies, comic books, reading or club membership. Nevertheless, working class children preferred TV viewing to other leisure activities while for middle class children, reading ranked ahead of television.

Bailyn (1959) studied the viewing habits of fifth and sixth graders and compared these habits with psychological characteristics. The results showed that those with emotional difficulties and who also tended to show rebellious independence watched more television. Bailyn concluded that the function of the mass media in the life of the child reflected his or her psychological predispositions and also influences his or her modes of perception. Amount of exposure was determined by social environment and IQ.

The Television Research Committee (1970) studied male and female adolescents aged 10-20, who were divided into three groups: the delinquents, working class (controls) and lower middle class. Three-quarters of all the subjects watched television just because they liked to watch; there was no inter-sample difference, although girls in all the samples said "yes" more often than boys.

A significantly lower number of lower middle class males were allowed to view anything they wanted than was true of the controls. Middle class parents were usually expected to exercise greater control over their children's media exposure than working class parents. However, this was not the case for girls. Lower middle class boys were less likely to watch television in order to have company than boys in the other samples, although this was not true for girls.

There were no differences for males in the frequency of viewing with their fathers, although there was a tendency for male delinquents to state a preference to view with their mothers more often than was true of boys in other samples. Lower middle class boys and girls tended to view less with other members of the family: such as siblings, due to the different sizes of the households; with larger households making

for greater opportunities to view in company. Girls, however, tended to view in company slightly more than boys.

Middle class boys watched for significantly fewer hours. However, during the weekends, the means for all the samples were the same. For all the samples, girls viewed less than boys especially on weekends when boys were more inclined to watch sports. Why boys watched more television on Sundays was not clear though, but, perhaps, girls were more interested in domestic chores.

Riley and Riley (1951), in a study of media behaviour of American adolescents showed that those who were not members of a peer group were heavier users of the media than those who were successful members of a peer group. Therefore, delinquents may be both failures in school and in terms of adolescent value systems - for males, this was apparent in the lack of success with dealing with girlfriends.

Similarly, J.S. Coleman's report (1961) on the relationship between the amount of mass media exposure and success (or lack of it) within the competitive High School System in America suggested that the media was used more by the young people who failed to gain recognition among their peers. Middle class boys were more likely to use the television as a means of

relaxation while the boys in the other samples looked more for excitement and stimulation. Miller (1958) saw the search for excitement as characteristic of lower class cultures. Also, the lack of a male figure in the family of lower class society resulted in boys being reared in a predominantly female household. Therefore, as a result of a lack of a male figure with whom one can identify, there is was an obsessive concern with masculinity - which was most obvious in delinquents who expressed a tendency to view aggressive or violent programmes.

The view that the media are used more by adolescents who failed to gain recognition from their peers (Coleman, 1961) was supported by Morgan and Rothschild (1983) in their study of adolescents consisting of the entire eighth grade of a public school in Minnesota. The latter study showed that the effects of exposure to television were more pronounced for those who tended to be less socially integrated or for those with no group affiliation. Hence, this shows that the more integrated adolescents have a greater opportunity for exposure to resources and experiences, and a greater access to alternative information. This, in turn, may decrease vulnerability to televised information.

Access to cable television was found to intensify and consolidate the information gained from television. Therefore, low peer affiliation and access to cable channels appeared to produce more exposure to televised information. Group membership, however, eliminated the effects of exposure even for those who had access to cable television. Non-affiliated adolescents without cable showed a slight positive relationship between television viewing and sexism although the relation was not significant.

Low levels of affiliation with peers was associated with susceptibility of adolescents to the cultivation of traditional sex-role stereotypes. This confirmed the findings of a previous work by Rothschild (1981, 1982) where she investigated the television's contribution to children's sex-role stereotypes, and found that children with strong peer association showed weak association between the amount of viewing and sex-role images, whereas the association was strong and significant among children in less cohesive or no groups.

Winick and Winick (1979) studied the behaviour of adolescents in relation to the mass media and found that 39% of the programs watched were adult orientated and 61% were children orientated. The adolescent's

salient media included records, movies and magazines. Winick and Winick observed that the adolescents' television viewing, like the use of other media, can involve a testing of current values in the effort to clarify their identity.

Adolescents need fantasy - they can find it in books, for instance, where they can model themselves to favourite heroes and heroines - in order to find their perception of self and to test and establish reality. Sullivan (1953) was also in agreement that fantasy plays a crucial role in healthy growth and development. It only becomes dangerous when, as a result of negative experience in life, the adolescent uses fantasy to escape reality and retreat into himself or herself). Howitt (1982) suggested that the adolescent is in the stage of Formal Operations where thinking is subtle and shares the major features of adult thinking. The adolescent is less bound by the stimulus before him or her; he or she is capable of understanding and interpreting relations as much the same way as an adult can.

Furnham and Gunter (1989) concluded, from their study of young people's use of of various sources of entertainment, that television watching was universal and that the majority of the sample investigated

watched television on a daily basis. Television viewing among older adolescents was less prominent although they also watched it on a daily basis. Late-night viewing was more frequent among males than females; it was also more common among older adolescents than younger adolescents and among working class compared with middle class respondents.

Despite of the time spent in watching television, most of the young people listened regularly to the radio and read newspapers; girls were more eager listeners to the radio. In addition, most of the respondents had access to video-recorders and home computers. More than half of those who claimed they had a computer at home said that they used it at least once a week. However, although indoors, young people were interested mainly in TV. and the video, Furnham and Gunter also found that they had varied interests which were related to hobbies and and other leisure activities. Sports, travel and camping were popular outdoor pursuits. Hobbies and board games were of interest to some young people while home computers were becoming more popular.

Hence, while studies over the past decades have shown that television is certainly a most consuming leisure activity for young people, investigators have

also shown that adolescents take part in other popular leisure time pursuits. Such activities as visiting friends, playing records and having friends around were shown to be popular leisure pursuits by young people in Scarlett's (1975) and Fogelman's (1976) studies.

Dower (1965) suggested that camping, caravanning, driving and walking in the country stress the differences between car-owning families and non car-owning families. It is also known that there is a high association between social class and leisure life style. For instance, middle class people play more sports, go more often to restaurants and places of entertainment. They have, on the whole, a greater range of leisure activities, both at home and outside the home (Meyersohn, 1968; Rapaport and Rapaport, 1975).

It was also discovered that the leisure styles and tastes adopted by middle class youth and working class youth were different. For instance, Reissman (1954) and Clarke (1956) found that certain cultural pursuits, such as music or ballet, were more typical of middle class leisure while working class leisure was characterized by more passive behaviour, such as television viewing.

The Dublin investigation by Chamberlain (1980),
conducted on 16-18 year old adolescents who were in the
final year of their post-primary education, also
revealed a number of social class differences. A study
of the television viewing pattern revealed that a lot
of working class youth would have difficulty using
their leisure time in the absence of television. Lower
working class youths also reported significantly less
club membership outside the school and very few
participated in outdoor activities such as hiking,
camping and swimming. Lower working class youths tended
to attach great importance to leisure activities which
would provide an opportunity to "learn a skill" and
which would improve the chance of getting a job after
leaving school: for example, carpentry, upholstery and
sewing. A significantly greater proportion of upper
middle class youth aspired to self-realization through
their job.

Therefore, although most adolescents believed that
their leisure activities were free of class distinction
leisure patterns did differ between class groups. Lower
working class youth tended to engage in more passive
and less socially oriented activities than middle class
youth. A more recent study on the effects of social
class on the leisure patterns of young adults was

carried out by Furlong, Campbell and Roberts (1990) who discovered that young people from middle class families showed the highest level of general leisure activity and group membership as well as wider social networks. Hence, middle class family backgrounds still to this day seem to be associated with advantaged leisure patterns.

It is assumed that the quality of leisure depends much more upon the quality of domestic or family life than the availability of out-of-home recreation facilities. The structure of the family is also an important influence; for example, the number of siblings and the presence or absence of one or both parent figures. Douvan and Adelson (1966) found that first-borns were more inclined to seek the company of others while children from large families were more peer orientated and more independent than those who came from small families. It was also discovered that parent-child interaction was important; the adolescent was less likely to take notice of his or her parents' objections in a permissive or autocratic home (as opposed to democratic homes) because explanations were usually infrequent.

Scarlett's (1975) and Fogelman's (1976) studies showed that around mid-adolescence, the adolescent tends to spend less time with the family. Glyptis and Chambers (1982) agreed that adolescents are the least home-centred sector of the population and that this is due to the growth of commercialized leisure in the form of pubs, clubs, discos and cafes since the 1960's. Within the 15-20 age group there begins a dissolution in the impact of family values and home-based pleasure.

Adolescents who are in full-time education and are living with their parents are subject to more constraint on their leisure time and activities than other adolescents. As a result, they are led to spending more time at home; whereas those who live away from home and are financially independent are more likely to avoid parental supervision and thus participate in more out-of-home, commercialized leisure. However, whether in full time education or in employment, girls, in general, tend to spend more time at home than boys. While girls may prefer to participate in hobbies, reading, television viewing and household duties, boys participate more in physical recreation (Glyptis & Chambers, 1982).

Chamberlain (1980) also found that a significantly higher proportion of girls than of boys spent their leisure time at home. Girls were more attracted to such home-centred activities as television viewing, playing records or tapes and sharing their time with the rest of the family. It was also obvious that the leisure behaviour of girls was less often the cause of concern or worry to the family. This may be so, as Douvan (1966) suggested, due to the fact that boys are more likely to be concerned with developing independent inner control and therefore less likely to accept parental regulations. Douvan's research found that boys were more likely to regard their parents' rules as inhibiting whereas girls perceived them as a means of directing and channelling energy.

Douvan also found that boys participated more in clubs and committees both within and outside the school, similar to the results of Maizels' (1970) study. Roberts (1970) suggested that this may be due to the fact that there exists fewer outlets for girls. This suggestion was supported by McCabe (1978) who, in his study of over 200 school leavers, found that girls, in general, were less satisfied than boys with the scope provided by the community for leisure activities, specifically with what was offered to them by the Local

Youth Service and the clubs and centres it organized. The organized activities that were provided seemed to them to be primarily designed for boys: they did not seem to attend sufficiently to their needs. Moreover, it seemed to them that there was too much organized activity and too little provision for straightforward social interaction. It was also hypothesised by Douvan (1977) that since traditionally the work role was associated with being male, girls would tend to express more affinity for leisure. However, this was not the case. Almost three in every four girls indicated that they would dislike a life of complete leisure compared with slightly more than half of the boys who expressed a similar opinion. Boys were more keen on a future society where the emphasis would be on leisure and more boys than girls anticipated that leisure rather than work would be their main source of enjoyment in the future.

This indication of a greater orientation towards work on the part of girls may reflect the subtle change in sex-role perceptions over the years, and which has led girls to interpret work as more important for their identity and status.

Even though girls tended to spend more of their leisure time at home and were more inclined than boys to share their time with the family, adolescents, in general, wanted to acquire emancipation from home; they wanted to detach themselves from the family and to develop independence in behaviour, emotion, values and beliefs. The attainment of independence is perhaps one of the main themes of adolescence. Young people need freedom within the family to make day to day decisions, freedom to develop new relationships and personal freedom to take responsibility for one's self in such things as education, beliefs, and future career.

However, although adolescents would like to attain more independence, they are also at the same time afraid and need advice from adults. The significant function of parents during adolescence is assumed to be that of role models. Epperson (1964) discovered that 80% of his sample of young people found parental disapproval harder to take than that of friends.

This hardly indicates a massive peer orientation. Even though adolescents tend to become increasingly peer group orientated, this does not necessarily mean that relationships with parents or the family are no longer of any importance to the adolescent. This can only happen in cases where poor adjustment is made to

the family. Where there exists good adjustment to the family, the family is important for the adolescent especially in identification and acceptance of family norms and values. Therefore, although parental influence is diminished during the adolescence years, there is neither strong evidence to show that this is replaced by the peer group influence nor that parental influence is strongly rejected by adolescents (D.M Smith 1985).

Studies on leisure time preoccupations of teenage girls showed that the focus is usually on relationship with boys, clothes, records, tapes and dancing (McRobbie, 1978; McRobbie & McCabe, 1981; McRobbie & Nava, 1984). The pub is becoming a major source of entertainment even though it is illegal for the younger adolescents mainly because there is no entrance fee. Youth clubs are unpopular with girls since they are usually dominated by males (Griffin, 1985). This finding is in agreement with that of McCabe's (1978). Scraton (1986) showed how the leisure of young women contained little variety and contained very little or no sport at all. Their leisure involved few locations and revolved around the home and immediate neighbourhood. Middle class girls ventured further and had more varied interests such as sport. However, they

faced the same problems about male and parental control. Brown (1985) in a study of young people in Milton Keynes discovered that more females than males had regular partners and that their lives revolved around that partner. Both males and females had few hobbies and spent most of their time at home or with friends watching TV. or video, listening to music, playing games or talking. They mostly went out to pubs or night-clubs. Popular sports were swimming, walking and keep fit. Leisure facilities were considered to be expensive and far.

A study on time spent in structured and unstructured leisure activities (Meeks & Mauldin, 1990) showed that young people spent more time in unstructured activities. Males spent significantly more time in sports, playing games, and passive leisure activities: such as watching TV. on weekends. Females spent significantly more time socializing on weekends.

In another study, Mauldin and Meeks (1990), the aim was to determine differences between boys and girls in time spent in household work, leisure activities, school, paid work, personal care and sleep. Girls tended to spend more time than boys in household work and personal care while boys spent more time in leisure activities.

After a review of the vast literature on
adolescents and their leisure life style, from the 50's
onwards, it appears that some traditional features of
adolescent leisure has remained unscathed. Class and
sex differences still persist; television is still a
major home activity. In fact, Powell and Watson (1987),
in a study involving a comparison of large national
samples of teenagers who responded to the same problem
check list in 1956, 1967 and 1980, found that, although
there were significant differences, there were also
considerable similarities. The 1956 and 1980 groups
were similar and both were different from the 1967
group. "Overall it appears that today's teenagers have
returned to the conservatism of the 50's and have lost
much of the social service zeal apparent in the 1967
group. Most of the present concerns seem oriented
toward success in school and in finding a good job" (p.
1). Hence "one might well conclude that the major
problems of high school attending youth remain
relatively similar over time......we adults may feel
that our youth are rebellious......but the youth
themselves......continue to strive to achieve the goals
of the kind that will bring adult approval" (p. 5).

In a similar study by the British Market Research Bureau (1990), young people in the 1920s were shown to have spent more money on entertainment or had to save to buy a specific, desired item. In the 1950s, the key youth markets were fashion and entertainment; this appears to have changed little over time although today adolescents seem to have more money to spend as they like. Younger adolescents spend their money on sweets, snacks, magazines, records and tapes while the older ones (16+) spend it on clothes, records, tapes and cosmetics. The older adolescents also have more autonomy to spend their money on what they liked. Although females, in general, tend to spend more on clothes, the gap between them and males is narrowing; males are now more fashion conscious than before. In addition, certain essentially conventional attitudes still persist: most young people are sensible, caring and intelligent.

2.3.4 THE PEER GROUP INFLUENCE

Although - as discussed in detail in previous sections of this chapter - the theory of generation gap is discredited and adolescents in general still seem to seek parental advice and approval, the role of the peer group becomes increasingly important during adolescence. It is during this time that the peer group

begins to influence the behaviour and the personality of the adolescent as well as determining interests. It is believed that conformity to the group's values and interests is crucial for the development of one's self image and self concept by preventing feelings of rejection or alienation (Tajfel, 1978, 1981). Hendry (1978) showed how exclusively adolescent leisure pursuits - such as dancing, dating, drinking, youth clubs, "hanging around" with friends and going "on the town" - were carried out within the peer group. These findings are similar to those of Scarlett (1975) and Fogelman (1976). In a study by Waldrop and Halverson (1975) it was suggested that girls were more inclined to develop intensive peer relationships: that is, in general, they have a few best friends with whom they spend most of their leisure time. Boys, on the other hand, tended to have extensive peer relationships; hence, they were engaged in activities which involved larger groups of peers. In a study by Fox, Gibbs and Auerbach (1985) on gender differences in friendship patterns, females were also found to be more expressive in their friendships, showing higher levels of empathy and altruism than males.

In early childhood, the major part of friendship is sharing and its related acts. Damon (1977) stated that there is a close association between friendship and positive justice: liking one's friends or identifying with them is supposed to be a good enough reason for being fair to friends and sharing things with them.

The key issue in friendship appears to be affection. Friendship is a relation between persons and which is characterized by liking. Liking may take the form of trust, two-way affection, or a certain quality of the other person.

A study of Elmstown youth by Hollingshead (1949) showed that an increased stability in friendship occurred with increase in age. Friends also tended to be from the same neighbourhood and of similar social class background. This is consistent with the results of Festinger, Schacter and Back (1950), in a study of friendship patterns in a new housing project for married students, where proximity or closeness was found to be a necessary condition for attraction. Also, similarity of attitudes was found to be necessary for friendship or attraction (Newcomb, 1961; Byrne & Nelson, 1965).

Now what effect does self esteem have on friendship formation, that is, on the reaction of accepting or rejecting others?

Clinicians, for example Rogers (1951), agreed that a high self-esteemed person is more receptive to the love of another person than is an individual with low self-esteem. This means that a person who accepts himself or herself will have better interpersonal relations with others. Studies by Berger (1952) and Maslow (1942) showed a positive relationship between self-esteem and liking or acceptance. In addition, Dittes (1959) showed that approval from others is especially rewarding to individuals with a low self esteem.

Steve Duck (1983) summarized people's needs for friends as follows:

(a) A sense of belonging (not to feel lonely).

(b) Emotional integration and stability: people provide the anchor points for opinions, beliefs and emotional responses; friends share same beliefs, attitudes etc.,.

(c) Opportunities for communication about ourselves.

(d) Provision of assistance and physical support.

(e) Reassurance of our worth and value (self-esteem).

(f) Opportunity to help others.

(g) Personality support: disturbances or loss of a relationship can result in sleep disorders, ill health, anxiety, and depression.

The word friendship can have many interpretations. It could imply casual acquaintances, persons with whom we share social or occupational activities, or a more intimate relationship with reciprocal feelings of tenderness, caring and sincerity.

People's friendships are clearly influenced by their stage in life, where friendship expectations change, network sizes change and the function of friendship change. Change may occur in both the importance of various antecedents, (for example, propinquity) of friendship as well as the specific operation of fundamental influences on friendship formation. For instance, Duck's research (1975) on personality, similarity and friendship choices of adolescents showed how similarity of personalities promoted friendships throughout adolescence but the relative importance of various other dimensions of similarity (for example, physical, psychological) were subject to developmental changes.

It is in childhood that the foundations of all adult relationships are laid. Friendship here plays a role in the child's socialization where relationships exert important and strong influences on the development of character and personality. Putallaz and

Gottman (1981) for instance, showed how friendships in childhood are important for happiness; unpopular children performed poorly at school, experienced learning difficulties and dropped out of school in much greater numbers than their popular peers.

Since childhood covers a considerable span of years, what we say about the beginning of it will definitely not be the same of its ending, that is, in adolescence. Many aspects of friendship tend to change both in terms of how the child thinks about friendship and in terms of how the child behaves with and towards his or her friends. However, what is being consistently developed in early childhood is the _self-image_, which is the child's view of self, and _self-acceptance_, which is the child's belief about one's value or acceptability to other people. Peevers and Secords (1973) carried out a study in which written descriptions of friends were given by kindergarten children, third graders, seventh graders, high school and University students. The results showed from a cognitive perspective that children's views of friends are simple, egocentric and based on physical or external factors. Older respondents, on the other hand,

were more inclined to give complex, less egocentric descriptions which were based more on a person's d i s p o s i t i o n s   a n d   c h a r a c t e r .

Age related aspects of friendships were also studied by Douvan and Adelson (1966), based on two large national surveys of adolescent boys (14-16) and girls (11-18) from a variety of types of schools, social backgrounds and communities:

11-13: <u>Preadolescent and early adolescent girls</u>
The qualities important to them were more basic in terms of cognitive development, that is, qualities which facilitate co-operation and shared acts. Emotional commitments are still centred in the family as they are still closer to the family than to their friends and most of their leisure time is spent with the family. Dating is not yet important. Friendship centres on activity rather than on the interaction itself.

14-16: <u>Middle adolescent</u> (girls)
<u>Centred on personality</u>: importance of security, loyalty, trust and emotional support. Same-sex friendship is needed and strong emotional commitments develop; these in turn help them to deal with the doubts, confusions and anxieties of puberty. However, they are prone to jealousy and relationships can be unstable. Dating begins to acquire some importance but sexual feelings are explored and discussed with the same sex only. Therefore, the stress here is on emotional support during a personal crisis. Also, girls stress more on security than boys because they are more anxious prone.

14-16: <u>Middle adolescent</u> (boys)
They are more similar to girls of 11-13 years of age. Concrete and interpersonal qualities are important. They are amiable, co-operate

98

and share activities with friends who should be a source of support during trouble. A friend is a companion and one who can be asked to do a favour. They are less concerned with intimacy or emotional support or security. Interest in dating is not yet obvious. The stress, however, is rather on the formation of a gang which is the basis of support against authority.

17-18: Late adolescent (girls)
Qualities looked for are more subtle and abstract. What a friend can contribute to a relationship is important. We have the establishment of personal identity and complex understanding of relationships. Therefore, friendship becomes a relaxed shared experience: needing friendship less, they are less worried about being abandoned or betrayed Their attention is now diverted to courting and to the establishment of long-lasting relationships with members of the opposite sex.

This analysis shows that there is a progression from dealing with friends on a concrete level to recognition and acceptance of internal, psychological characteristics. Therefore, different friendship needs are reflected at different stages of development from childhood to adolescence: this, in turn, effects the nature of friendship relationships. It is during adolescence that friendships become more intimate and heterosexual relationships develop (Dunphy, 1963). Fox, Gibbs and Auerbach (1985) also showed how males developed increased concern and thoughtfulness in their

friendships as they got older, while females showed more tolerance and less confrontation of their friends with greater age.

It is very obvious that from middle childhood through mid-adolescence, the mounting importance of feeling of belonging to a peer group reflects the need for identification with a group and striving for independence.Belonging to a peer group may help a young adolescent to indulge in leisure time activities that are seldom shared with or appreciated by adults. To some extent, the way adolescents look, act and spend their leisure time may have less to do with originality than with what is portrayed in the media as being the fashion for their age group.

The peer group is assumed to dominate the adolescent's thinking and behaviour (Hendry, 1979) and is said to be an important influence in determining the role expectation of adolescents. It is crucial for the adolescent to conform to his or her age group in order to be liked, accepted and to find one's identity.

Speaking in terms of peer group popularity appearance does seem to play a part. Berscheid and Walster (1972), for instance, reported on the relationship between being attractive and possessing good personal qualities. This means that attractiveness

is somehow linked to self-esteem. Physical appearance and popularity seem to be the main concern of girls (Douvan and Adelson, 1966). However, achievement, work or skill seem to be, on the other hand, the major worry of boys. Cole and Hall (1970) found that all the boys in their study (256 adolescent boys) who were of inadequate physiques (that is not being muscular and, therefore not skilled at sports) had adjustment problems and a feeling of physical inadequacy.

Hendry (1976) found that adolescents who were muscular tended to be more skilled in, and attracted to, sports than those of other body types. This was similar to the findings of Sugarman and Haronian (1964). In a later study by Hendry and Jamie (1978), it was discovered that British adolescents emphasised the importance of physical characteristics and abilities, while on the other hand, scholastic attainments played little part. Similar findings were reported by Coleman (1961) in his American study.

Speaking in terms of conformity to a group and a feeling of belonging, the popular term of "youth culture" emerges. This term has been much spoken of recently and although it has become quite a popular term it is also, on the other hand, a difficult term to define. If we were to accept the youth culture

perspective, we would have to then regard the family as less satisfying for the adolescent in terms of leisure time involvement. This appears to be true, somehow, of mid and late adolescence, when adolescents tend to spend more time away from home and with their friends. According to Josselyn (1952) the normal adolescent is a slave to the rules and fashions of the group.

Nevertheless, evidence from empirical studies, as discussed earlier, has shown that where peer group values differ most from adult standards are in such matters as dress styles, music, dating patterns and use of language. This is where the peer group actually appears to play a major influential role. Otherwise, the view that a generation gap exists in terms of values is not supported.

Furthermore, although the peer group is said to be important for the adolescent's development, that is, for the development of identity, self-image, and independence, Bronfenbrener (1970) found that strongly peer-oriented adolescents are more likely to have a negative view of themselves as well as of their friends. Also, they tended to report less affection, support and discipline at home. Cohen (1955) found that urban working class adolescents were most likely to develop strong group allegiances.

This suggests that other factors play an important role in determining the strength of group allegiance according to the needs of the individual. For instance, a good family relationship will not necessarily discourage the attachment to a peer group, although the underlying relationship with the family and the general adult society will remain stable. However, if the individual is dissatisfied with family life or school life, there might emerge a very strong need to identify strongly with a peer group. This strong allegiance to the peer group is necessary to make up for the failure experienced in other areas of life and to feel that, at least, one belongs to a certain group, that one can identify with that group.

2.3.5 THE ADOLESCENT, SCHOOL AND LEISURE

While the family has been established to be a primary form of socialization, school is usually regarded as a secondary form of socialization. The educational system provides an essential structure within which interests may be stimulated and developed. Interests may be either academic or non-academic as well: such as organized sport and other extra-curricular activities.

Adolescents' leisure patterns may be influenced by the way in which schools help to prepare them for leisure. The Council of Europe (1978) remarked that:

> "There can be no denying that the most critical period of influence is during compulsory schooling...school curricula, their objectives and presentation will be perhaps the most significant factors in developing both an understanding and a practical acknowledgement of the importance of...recreation" (Quoted in Hendry, 1983, p. 59).

In fact, Peterson (1975) remarked on how education is, by tradition and theory, a leisure activity. "The word "school" is etymologically associated with leisure and the belief that learning should be pursued for its own sake is a cliche of the educational theorist and of the prize-giving address; yet the activity is commonly referred to as "school work"" (Quoted in Parker, 1983, p.131).

However, J.S. Coleman's (1961) study, of adolescent sub-cultures in American schools, showed that the leisure activities carried out by young people outside the school were rarely related to pursuits that went on at school. Hence, school did not seem to play a central role in the life of the lives of young people. Similar findings were reported by Hendry and Marr (1982) in their studies of secondary schools in one Scottish region. Further evidence also showed that

school-based leisure activities rarely continued into post-school life (Hendry & Marr, 1982; Hendry, Raymond & Stewart, 1984).

On the other hand, there is a tendency for the academically successful pupils to show the most identification with the school; they are usually the most active in sports and extra-curricular activities (Start, 1966; Reid, 1972; Hendry, 1976; Lapchick, 1987-1988).

In some cases, alienation may result. For instance, Sugarman (1967) found that alienated pupils tended to turn to pop culture; which meant that they did more of the following activities: smoking, going to bars and discos, and buying records as an alternative to the good pupil role.

On the other hand, Shafer and Armer (1971) reported that the boys from their sample of 585 boys who were attending or had recently left two Midwestern high schools and who were not academically successful were more likely to benefit most from sports. This finding is somehow in agreement with the view expressed by McCandless (1970) that part of a normal, happy youth is participation in the social life and the extra-curricular activities of the school.

2.3.5.1 ADOLESCENTS AND SPORT PARTICIPATION

Hendry (1976) studied over 3000 adolescents in 15 Comprehensive Schools. More than half of the pupils did not take part in voluntary sports at school while almost all of them took part in compulsory physical education. When pupils were asked to express their attitudes towards compulsory sport activities, many reported that their physical education teachers showed preference to a few selected pupils. Teachers usually praised and rewarded those pupils who were able to internalise the school values of competition and achievement in both academic and sporting situations.

While more than half of the pupils said that they did not participate in voluntary sports because they had lots of other things to do or merely because they were not interested, many said that they enjoyed the compulsory sport activities and that they would have liked to improve their skills. Factors which played a part in determining participation or non-participation in sport were physical abilities, personal qualities and teacher-pupil perception of characteristics. Nevertheless, other factors also seemed to play a part. Perhaps, the emphasis or stress in the sport programme at the schools was most suited to the outgoing pupil with a high competitive drive and strong

teacher-identification. Hendry also found that sports participants were more involved in non-sporting facilities which enabled them to meet friends. Therefore, those adolescents who participated more in sports showed a wider range of social relationships than non-participants, and these relationships included not only other adolescents but also adults outside the family circle. Hence, they had a far greater opportunity to experience a wider selection of social roles.

In an earlier study by Emmett (1971) it was discovered that middle class pupils at selective schools were more keen on sports than working class pupils at non-selective schools. Also, solitary and lonely pupils were more inclined to prefer team games. This finding is somewhat similar to that of Hendry's (1978) who discovered that interest in organised sports was related to middle class, more academically successful adolescents.

Sex differences were also obvious in Hendry's study where girls in non-selective schools were found to be far less interested in sports than girls who were in selective schools. However, the differences between the boys in selective and non-selective schools were minimal. The leading sport for both boys and girls was

swimming and lots of boys played football. Table tennis was also rated highly among the sport preferences for both sexes.

The Social and Community Research Project (1977) showed similar findings to those of Hendry. Within the curriculum, there was very little difference between the activities of boys and girls except that each of the sexes tended to take part in team games traditional to it. However, outside school, differences in interests were obvious. About half of the girls did not take part in sport as a form of leisure activity as compared to a quarter of the boys. (Hendry's percentages for sport participation outside school were as follows: 53% for girls who did not take part in sports and 32% for boys). However, it is interesting to note, on the other hand, that more than half of the boys and only 20% of the girls in Hendry's sample were non-participants in the school's voluntary extra-curricular sport activities.

In a more recent study by Archer and McDonald (1990), interviews were carried out with girls, aged ten to fifteen, about their sports participation, that of their peers and their expectations of girls' sports activities. The results showed that a wide variety of sports were played by them and their peers, including

some which were masculine: such as soccer. There was a much clearer demarcation between sports expected or not expected to be played by girls and between those they and their peers played or would not play. There was no evidence that they gave up masculine sports in early adolescence. These findings somewhat contradict the views that girls lose interest in sports when they reach adolescence (Moir, 1977; Spry, 1977). However, the study does not take into account class differences and academic performance.

It has been suggested that some disadvantaged pupils do not participate in school activities because they have to work after school or during the weekends. For instance, Fogelman (1976) reported that a considerable amount of time was devoted by young people to part-time work. Most of the 50% of pupils involved in part-time work were working for three to nine hours each week. Teachers were concerned about the adverse effect that this might have on school work. However, Hendry (1978) reported that the number of sports participants who were involved in part-time work was as large as the number of non-sports participants who were employed part-time. Therefore, motivation seemed to play a part here.

In general, evidence exists, without doubt, that even though working class pupils or academically unsuccessful pupils may participate in sports and extra-curricular activities at school, it is mostly the middle class or academically successful students who identify most with the school's values and are in turn most actively involved in the school's leisure activities. "In turn, they form a distinct sub-culture within the school: a larger group are alienated from school and turn to passivity, pop and peers in their leisure time. Perhaps only in leisure pursuits - and not in the structured and strict atmosphere of school - do many adolescents seek their self-identity, and hence search out activities, sporting or non-sporting, which fulfil their quest for excitement, success and acceptance" (Hendry, 1983, p. 73).

This view of the alienated pupil is similar to that of Sugarman's (1967). In addition, and for some pupils, school may be associated with work and may be seen as a hindrance to leisure. Also, since schools seem to basically concentrate on preparing pupils for work rather than for leisure, they may become less appealing, uninteresting and less rewarding (Murdock & Phelps, 1973).

2.3.5.2 YOUTH UNEMPLOYMENT AND EDUCATION FOR LEISURE

From the mid 1970s official unemployment rates in most Western industrial countries rose. Hence, school leavers were more likely to be without jobs. As a result, Youth Training Schemes were introduced. However, these were criticised due to the fact that young people left these schemes because of poor training quality, low pay and boring work (Craig, 1987; Raffe & Smith, 1987).

Evidence from research studies on youth unemployment has shown that psychological distress is associated with unemployment (Banks & Jackson, 1982; Jackson, Stafford, Banks and Warr, 1983; Stokes, 1983).

Hendry, Raymond and Stewart (1984), in a study of school pupils, employed school-leavers and unemployed school-leavers, described how pupils felt that schools seemed to stress more on vocational preparation: hence they were not prepared for work and unemployment. Young people were well aware of the problems of finding jobs and the stress on this aspect made work even more important for them. Nevertheless, they were confident and optimistic about the future. Work and leisure after school appeared to depend primarily on finding a job; therefore, even though the work ethic is no longer believed to be a potent force in western society, work

still seems to important for structure in young people's lives. The employed adolescents revealed a cynical attitude to work: they felt insecure about their jobs and, even if they were unhappy and lacked satisfaction, they stayed on because of the money; also, in order to be with their friends and avoid the boredom of unemployment. The unemployed youth, on the other hand, indulged in cheap forms of leisure activities such as youth clubs and "hanging about".

Furnham and Gunter (1989) suggested that adolescents had a fairly healthy attitude to work. They were neither "work-shy" nor "workaholic". Work was important for improvement and self worth; at the same time they believed in relaxation after work and that work was a means to an end rather than an end in itself. Pupils tended to believe in the benefits of the school although they would have liked more interesting lessons that were relevant to the community and mixed technical and academic subjects.

Investigators, who advocated the crucial role of the school in the adolescent transition to adult society have expressed the need for schools to prepare pupils to face the complexities of living in a modern society: such as the experience of unemployment, leisure and community roles, the acquisition of

job-seeking skills (Darcy, 1978; Ashton & Maguire, 1980; Hargreaves, 1982). Hence, "schools have to reorientate their teaching towards a wider view of life, rather than concentrate on a preparation for employment" (Sherman, 1986, pps.260-261.)

Hence, there is a call for a process of revaluation in the education of young people to accommodate for leisure education. This is the view that is held by most enlightened educators. For example, Faunce (1959) expressed the view that in the long run, schools may become primarily concerned with encouraging the development of values and interests which permit the creative use of leisure, and the teaching of leisure skills.

2.4 SUMMARY OF MAIN POINTS

The concept of adolescence can be defined in various ways. Chronologically, it is the time span between the age of 12 to the age of 20 (approximately) with wide individual variations. The upper age limit of adolescence is not clearly marked due to the absence of any objective physiological phenomena that can be used to define the termination. However, some observable social phenomena such as employment, financial

independence, marriage and voting may be helpful but still do not necessarily indicate psychological independence and maturity (Muuss, 1962).

Sociologically, adolescence is the transitional period between dependent childhood and independent, self-sufficient adulthood.

Psychologically, it is the "marginal situation" in which new adjustments have to be made; these are mainly those that distinguish child behaviour from that of adults (Muuss, 1962).

The concepts of "storm and stress", "identity crisis" and "generation gap" are not supported by research evidence. Hence, these extreme stereotyped views of adolescence which claim that all adolescents are neurotic and unstable are somewhat unrealistic. However, J.C. Coleman (1980) argued that we cannot dismiss the notion of generation gap as a complete fiction. This is true because to deny that there exist any sort of conflict between young people and adults is just as false. "The adolescent transition from dependence to independence is almost certain to involve some conflict, but its extent should not be exaggerated" (p.72).

The sociological theory of adolescence is more viable since it deals more with the normality rather than the abnormality of adolescence. For the purpose of this study, the investigator accepts the sociological definition of leisure and that during this transitional period of adolescence, various social influences impinge on the adolescent. The family, peer group and school are the most important and significant socializing agents. Nowadays, the media, namely television, is included as well. In spite of the growing importance and influence of the peer group towards late adolescence, the family still remains important for the adolescent especially in identification and acceptance of family norms.

Hence, the importance of studying the effects of family, friends and the school on adolescent leisure behaviour: which is what the investigator intends to do in this present study.

CHAPTER 3
A MODEL OF ADOLESCENT LEISURE BEHAVIOUR

3.1 COLEMAN'S FOCAL THEORY OF ADOLESCENCE

> "Any viable theoretical framework put forward
> today must not only incorporate the results of
> empirical studies, but must also acknowledge
> the fact that, although for some young people
> adolescence may be a difficult time, for the
> majority it is a period of relative stability.
> None the less, there is general agreement that
> during the teenage years major adaptation has
> to occur. The transition between childhood and
> adulthood cannot be achieved without
> substantial adjustments of both a
> psychological and social nature; and yet most
> young people appear to cope without undue
> stress. How do they do so?" (J.C. Coleman,
> 1980, pp. 182-183).

In Chapter 2 of this thesis, the divergence of

opinion between theories and empirical studies of

adolescence were very obvious. J.C. Coleman agreed that

these theories made an important contribution towards

the knowledge and understanding of a minority of young

people who experienced serious problems of adjustment

during the adolescent years. However, they fail to

provide an adequate foundation for the understanding of

the majority of normal and well-balanced adolescents.

What adolescence needs is a theory of "normality" and

not of "abnormality".

Hence, Coleman's (1979) "focal" theory of

adolescence was presented in the hope that this

divergence of opinion between theory and research would

be reconciled. The theory developed as a result of a study of "normal" adolescent development (Coleman, (1974). Attitudes and opinions on various types of relationships were investigated: parental, peer, heterosexual and large group situations. The results of the study showed that "attitudes to all relationships changed as a function of age, but more importantly the results also indicated that concerns about different issues reached a peak at different stages in the adolescent process" (Coleman, 1980, p. 184). Anxiety over heterosexual relationships declined from around thirteen years; fear of peer rejection reached a peak at around fifteen years; conflict with parents increased in importance between thirteen and fifteen years and then gradually declined.

The focal theory of leisure assumes that at different ages particular personal or social issues - self-image, anxiety over heterosexual relations, peer group relations, conflict with parents - come into focus for individual adolescents; and the adolescents cope by dealing with one set of issues at a time. Hence, the theory focuses on self-image, parental relationships, heterosexual relationships, peer relationships and larger group situations. It also assumes that there is a sequence of issues: "different

117

problems, different relationship issues come into focus and are tackled at different stages, so that the stresses resulting from the need to adapt to new modes of behaviour are rarely concentrated all at one time" (Coleman, 1980, p. 186).

The advantage of this theory is that it is based directly on empirical evidence and that it attempts to resolve the opposing theoretical "storm and stress" views of adolescence with the empirical evidence about the easy adjustment of many adolescents to the adult world. In addition, it embraces a flexible view of adolescent development: it does not assume that there are any fixed boundaries between stages of development and, therefore, issues are not necessarily linked to any particular age or developmental stage.

In fact, for a minority of adolescents there could be an overlap of issues; and this is when problems or conflicts can occur due to inability to cope with adapting to new modes of behaviour. For instance, late maturers may find that they have to cope with both the onset of puberty and increased pressures from parents and teachers, hence requiring adjustments to be made on a larger scale. On other hand, where puberty occurs at the normal time, adolescents are able to adjust to these changes before other issues come into focus.

3.2 LIMITATIONS OF THE FOCAL THEORY

Coleman admitted that his "focal" theory is not an exclusive or all-embracing one. It is, on the other hand, only *one* among other possible ways of conceptualizing adolescent development and it obviously needs further testing. Hence, he was hopeful that his theory would stimulate future researchers to build upon it.

Hendry (1983) rightly pointed out that the "focal" theory does not clearly distinguish stressful issues from those which are not. The different issues which reach a peak at different ages during the adolescent years are described by Coleman as conflict, fear or anxiety. "Thus the issues which arise from normal development are presented in a rather problematic (if not a negative) way. Surely the important point is not that most adolescents cope by dealing with one crisis at a time, but that for many teenagers there is no crisis at all. Some relationships and social issues are potentially stressful, but there is no reason why interactions with parents, peers or the opposite sex should be anxiety-ridden, even though striving towards developing an *adult* way of dealing with relationships may require a period of time in order to learn smooth and efficient coping strategies" (Hendry, 1983, p. 11).

Coleman's focal theory is, in a sense, related to the psychoanalytic and youth culture perspectives: adolescence is still perceived as a time of stress, anxiety and conflict due to the substantial psychological and social adjustments that have to be made. Hendry, on the other hand, argued that these adjustments do not necessarily have to be accompanied by anxiety, conflict or stress. Hence, these issues may be stated more neutrally as heterosexual relationships, peer relationships and parental relationships.

Another shortcoming of the focal theory is that it does not take into account the variability and diversity of individuals. Some adolescents may experience some of the issues in a different order: for example, fear of rejection by peers may reach a peak at an earlier age than anxiety over heterosexual relationships.

Coleman himself (1979) acknowledged the fact that his theory does not take into account the interactive point of view which, according to Hendry, plays an important part in any model of adolescent development. Successful socialisation does not depend entirely on the adolescents' focusing on different issues or relationships at different stages during the adolescent process. It also depends on interaction with society:

"An individual's self develops in relation to
the expectations and reactions of other people
so that he tends to react to himself as he
perceives other people reacting to him. The
self, therefore, is seen as a social product,
a function of the way in which an individual
is reacted to by others" (Hendry, 1983, p.
13).

Both external social factors and internal personal

factors are equally important in determining the

development of the self concept of adolescents. The

self concept is highly dependent on feedback from

society: positive or negative feedback will result in

"consonance" or "dissonance". The focal theory omits

this dimension.

Hence, Hendry suggested a possible modification to

the focal theory would be to take into consideration

the "discrepancy" between "ascribed" roles (of

significant others) and "assumed" roles (self-image).

3.3 A FOCAL THEORY OF ADOLESCENT LEISURE

Hendry (1983) proposed an improved and extended

version of Coleman's focal theory in relation to

adolescent leisure. The shift in the focus of leisure

interests across the adolescent years (Rapoport &

Rapoport, 1975) is similar in manner to the shifting

focus of relationships postulated in the focal theory.

In addition, a range of psycho-social factors are said

to influence adolescent leisure (Glueck, 1959):

personal characteristics, self-identity, role of adults and peers as socialising agents, social class and the media.

Hence, Hendry proposed that the focus of leisure interests shift during the adolescent years in accordance with the focus of relational issues - heterosexual, parental and peers - in the focal theory. These shifts in leisure focus may further interact with age, sex and class. Further, it is vital to remember that adolescent leisure interests emerge out of an interaction between underlying influences or factors from within the individual and those from the social environment.

Leisure focus across the adolescent years appear to shift from adult-organised activities or clubs, through casual leisure activities, to commercially organised leisure activities. In a longitudinal study by Hendry, Shucksmith and Love (1989) the strength of the peer group involvement during mid adolescence and the greater allegiance of middle class youth to adult organised activities and clubs were demonstrated. Also middle class females appeared to have more access to social and sport activities than working class females. These findings, in general, supported Coleman's focal model: the shifts or transitions of leisure interests

occured roughly at the same ages where the relational issues - heterosexual, peers and parents - came into focus. The first leisure focus during early adolescence - organised activities and clubs - coincided with the focus on heterosexual relationships. The second focus on casual activities where physical and physiological factors came to the forefront concerned peer relationship and self images. And the third focal stage - commercial leisure - was linked to the peak time of conflicts with parents. Socio-psychological factors were at play here. There was an increasing need for independence; and favourite activities were going to the pub, to clubs, discos and to travel.

The study showed that the influencing factors on leisure interests were socio-cultural values, cash available, employment opportunities, family commitments, association with the adult society and the effects of the broad leisure interests developed in the previous stages of adolescent development.

Hendry's proposed model of adolescent leisure (1983) nevertheless has still got its limitations. He, himself acknowledged the fact that his proposed model of leisure "does *not* take account - except in a general way - of the important influencing factors on leisure pursuits which come from within the individual: these

may involve self-perceptions and motivations, and the meanings and saliences individual adolescents put on various leisure interests, which importantly interact with social influences such as the home, school, peer groups, and facets of wider cultural effects such as the mass media."

Hence, this, in turn, brings to our attention that there are still certain vital issues which await further research.

3.4 MODEL ADOPTED IN THE PRESENT INVESTIGATION FOR THE STUDY OF ADOLESCENT LEISURE BEHAVIOUR

This section attempts to demonstrate how - on the basis of the previous discussion - the theoretical model of adolescent leisure adopted for the purpose of this study, offers a broad framework within which those vital and untouched issues relating to adolescents and leisure could be understood.

3.4.1 ISSUES OF CONCERN

Chapter 2 reviewed the major theories of adolescence. To recapitulate, the sociological or socio-psychological theory embraces an essentially different view of the adolescent transitional process from the psychoanalytic theory. However, both theories agree that adolescence can be a stressful period: it is a period of *identity crisis, role transition* and *role*

conflict. Both theories view the adolescent years as a problematic stage. Serious maladjustment could occur during this period of life if adolescents fail to cope when confronted with various conflicting agents of socialization: such as parents, school, peers and the media.

A review of the empirical work on adolescents and adolescent leisure shows no evidence of serious "identity crisis" or "role conflict" occurring during the adolescent years. The majority of young people studied seem to enjoy a healthy and stable relationship with their parents. Even though conflicts and disagreements are present between the generations, the underlying relationship is not bad. There is no evidence that young people reject the values or norms of older adults nor is there any inclination towards anti-social behaviour. Most young people, in spite of their modern life-styles, remain surprisingly conservative and traditional.

Nevertheless, although the theories of "storm and stress", "identity crisis" and the "generation gap" are not supported by empirical evidence, one must be careful not to dismiss them as mere *myths.* It is just as false to assume that the adolescence years are devoid of any sort of stress or conflict. However, the

shortcoming of these theories lies in the fact that they do not attempt to distinguish between *normal* and *abnormal* adolescents (Coleman, 1980). Hence, they tend to exaggerate the negative influence that the experience of stress or conflict may have on the psychological health and adjustment of adolescents.

Although, the majority of "normal" teenagers cope well with the stress and conflict they may face during during their adolescence, for a minority it could be a stormy and highly stressful period. In this group of adolescence we may include drug addicts, delinquents and those who turn to violence and crime. Hence, the theories of "storm and stress" and "identity crisis" may be relevant to the minority of young people who experience serious psychological and adjustment problems.

Coleman's focal theory, which attempts to relate to "normal" adolescents, offers a less extreme and non-stereotyped perspective of the adolescent process. In a way the focal theory *is* related to previous theories: it does not refute the realistic view that adolescents may experience anxiety, conflict and fear during their development. However, the theory has its advantages - despite its limitations -. First of all, it is a theory which has been supported by empirical

research; secondly, it attempts to reconcile the conflict between the "storm and stress" view of the adolescent years and the view that teenagers cope well with their adjustment to adult society.

The focal theory is concerned with how relationships with significant other - parents, peers and the opposite sex - changes with age, and how concern about these relationships reaches a peak at different stages of the adolescent process. The theory concentrates on external social factors and does not take into account the equal importance of personal internal factors nor of the interaction between these factors.

Hendry's extended focal model in relation to adolescent leisure attempts to take into consideration the effect of age, sex and class on leisure pursuits and relates these, in turn to the social factors. Although Hendry commented on the equal importance of internal personal factors (such as self-perceptions, motivations and the meaning and saliences put on various leisure interests by individual adolescents) in influencing leisure interests and choices, his model does not take account of these internal factors.

Therefore, the present investigation - which attempts to relate adolescent leisure interests and choices to other important aspects of adolescent life - proposes that leisure meanings, interests and choices may vary from individual to individual and from group to group (it is important to take into account the diversity and variability among adolescents in their motivations, aspirations, attitudes and values) as a result of both underlying personal factors which come from within the individual and the social influences which come from the surrounding environment. These variations are further influenced by factors such as age, sex and class.

Hence, the study offers a broad framework within which the study of leisure life-styles of adolescents focuses on the influences of vital and equally important factors: social, personal and demographic, as well as on the interaction between these influencing variables.

3.4.2 RESEARCH OBJECTIVES

1. To discover what leisure means to school attending adolescents, and if it means different things to different individuals and different groups.

2. To identify the differences and similarities between the meanings attached to the concepts of leisure, free time and work.

3. To examine the relationship between personal, social and demographic factors with the leisure needs and interests of adolescents.

4. To study the leisure participation pattern of adolescents and how these are related to personal and social characteristics.

5. To study how adolescents perceive themselves and their life-styles, how they think adults react to them and how adults *actually* react to them.

3.4.3 HYPOTHESES FORMULATED

On the basis of theories and empirical findings, a number of major and minor hypotheses were formulated.

3.4.3.1 MAJOR HYPOTHESES

1. Most young people may be leisure orientated but they would not opt for a life of complete leisure. School is important for future achievement and self-fulfilment, although attitudes towards it may not be favourable.

2. Friendship is important and most time is spent with friends. However, family life is also crucial. Even though conflicts are present and not much time is necessarily spent with parents, there is a need for good family relationship but the degree of importance may vary with age and sex. Young people still want rules and structure in their lives.

3. The more one feels in control of one's environment, the more confident, and the higher the self-esteem the more active and sociable one is in one's leisure time.

5. Most adolescents have a healthy personality: high esteem, sociable and in control of their lives. They are fairly satisfied with their lives and are moderately happy.

6. Adolescents may look for fun, enjoyment and excitement during their leisure time but at the same time they also look for self-improvement.

3.4.3.2 MINOR HYPOTHESES

1. In early adolescence, there is more TV viewing.

2. More activities are carried out with family due to constraints in early adolescence.

3. The acquisition of feminine roles or statuses is apparent in mid-adolescence, although sport may still be popular with girls. Girls spend more time at home than boys, in general.

4. There is a greater need for independence, freedom and recognition in mid and late adolescence.

5. The more academically successful one is, the more activity seeking.

6. Middle class youth are more active, hold more favourable attitudes towards school, get on better with friends and parents.

3.5 SUMMARY

This chapter has attempted to show how, on the basis of previous discussions on theories and empirical studies of adolescents and adolescent leisure behaviour, a broad framework for a general understanding of adolescent leisure behaviour has developed. This framework embraces various factors or variables which are proposed to have an influence on leisure interests and pursuits. Hence, leisure behaviour of young people is studied in relation to social factors (family, friends and school), personal factors (personality and attitudes) and demographic factors (age, sex and class).

CHAPTER 4
PILOT STUDY AND QUESTIONNAIRE DEVELOPMENT

4.1 INTRODUCTION

After having decided on the model to be adopted
and the topics to be researched, the next task was the
construction of a questionnaire which would test the
aspects of the model and the hypotheses which were
previously formulated.

Extensive pilot work was carried out in three
phases.

4.2 PILOT WORK: PHASE 1

This earliest stage of the pilot study consisted
of extensive exploratory work. Informal interviews were
carried out with 25 school attending adolescents (10
males and 15 females), aged 11-18 and from a range of
socio-economic backgrounds. The adolescents who took
part in these informal interviews or conversations were
all residing in London and their selection was based
entirely on their willingness to participate. Contact
with respondents was made through the help of friends
and neighbours of the interviewer.

The purpose of this phase was to give us an
initial insight into young people's leisure interests,
pursuits, needs and attitudes. Respondents were asked
to talk about the activities they carried out in their

leisure time, the reasons for doing these activities, the meaning of leisure and free time, family, friends, schools and about their attitudes and personality. Each interview lasted between 30 to 45 minutes and they were mainly carried out at the respondents' homes. Where permission was not granted to interview the respondent at home the interview took place instead at the interviewer's home. Permission was sought to record the interviews and it was granted in all the cases. This was felt to be necessary in order to gather as much information as possible during this exploratory stage. While all the young people interviewed seemed to enjoy the attention, some of the parents initially were concerned. Most parents appeared to feel that their child was undergoing some sort of test or exam and were very keen on knowing the outcome of the interview. It was interesting and funny at times to discover that the parents were more self-conscious and suspicious than their children. This should be expected though because parents tend to feel that what their child *is* and *does* reflects on how good or bad they are as parents. However, it was encouraging to note that none of the parents objected strongly to the interview and most showed a keen interest in the subject.

In addition to the interviews the method of Diary Keeping was also used in this phase of the pilot study. Subjects were asked to keep a record of their daily activities over a one week period. They were required to indicate where and with whom they carried out each activity, whether it was carried out of their own free will and, if so, the need it satisfied. They were also asked to describe how they were feeling at the time: for instance, good or positive, neutral, bad or negative. However, the Diary Keeping method was not popular with the respondents who, instead, preferred and enjoyed more the informal discussions that took place during the interviews. Since the diaries continued for a period of one week, there was the problem of sustaining motivation. Respondents also said that they found it boring to record their activities on a daily basis and most tended to forget all about it.

The interviews, however, elicited some interesting information. The most popular activity was sports while going to clubs was not so popular. Working class adolescents were more keen on leading separate lives of work and leisure and parents of working class teenagers usually complained that their children did not work hard enough at school. Middle class girls indicated that they would have liked to have more freedom. All

respondents said that they were looking for fun and enjoyment, excitement, involvement, relaxation and freedom in their leisure time. Most were satisfied with their leisure time and seemed to have the fun and enjoyment they were looking for. Older teenagers, though, complained of having less free time and more school work. However, all respondents believed that school was important although they all preferred leisure. Most of the youngsters were happy with their friends, at home and at school. It was important to have a happy relationship with their parents even though they did not share the same interests. On the whole, most of the respondents had a high self-esteem and thought well of their personality. A negative self-esteem was related to inactivity and boredom in free time.

Hence, it was mainly on the basis of the interviews that a questionnaire was developed. The same subjects were used at different stages of the development of the questionnaire to test the appropriateness of the items: clarity, intelligibility and ambiguity. This questionnaire was used in Phase 2 of the Pilot work.

4.3 PILOT WORK: PHASE 2

The main aims of Phase 2 and Phase 3 of the pilot study was to test the questionnaire and to obtain data from an initial empirical analysis to facilitate the revision and modification of the questionnaire. The questionnaire was tested for length, clarity of language, adequacy of range, sequence of issues and the potential to elicit additional important aspects of the research topic. Also initial empirical analysis indicated those statistical techniques of analysis which were most likely to measure reliably what one was looking for.

4.3.1 PHASE 2: QUESTIONNAIRE CONTENT

The questionnaire consisted of 11 Sections. In Section 1, respondents were asked to give information about their activities, with whom they carried out these activities and the reasons for carrying out their favourite activity. Information about future leisure aspirations was obtained by asking the respondents to mention which of the three main activities they would like to carry out in the future. Also, respondents were given a chance to say which activities they would have liked to carry out but did not have the chance to do

so, and the activities which they *had* to do during their free time: that is, activities about which they had no choice.

Sections 2, 3 and 4 of the questionnaire were concerned with family life, friends and school life. The items used in the section on family life accounted for constraints or feelings of anger towards parents for not getting one's way; relationship with parents in general such as activities pursued with them, interests expressed by parents and their concern over school-work and their attitudes towards their children's friend. Respondents were also asked to indicate whether their parents did set rules for them concerning various important aspects of life and, if so, how much they agreed with these rules or constraints.

The section on friends or peers attempted to find out the importance of having friends and being recognized and admired by them; how dependent young people tend to be on their friends and how much it matters to please them in spite of arousing the anger of parents. Information about friends was obtained by asking respondents to describe from where their friends come from, how many good friends they have and how much they would like to increase the number of their friends.

Section 4 of the questionnaire dealt with school life and sports. The reasons for participating in sports were examined and respondents were also asked to state their reasons for not participating in any voluntary sports. Other extra-curricular activities were also examined, for example, clubs and school societies. Items on school life were concerned with relationship with teachers and classmates and with school work: performance, difficulties and aspirations about future work or education.

Section 5 of the questionnaire was concerned with the attitudes of young people concerning free time: affinity for leisure, boredom, amount of free time available, sports and facilities. The attitude statements included some items from Crandall's Leisure Attitude Scale (Leisure Ethic Scale, 1978).

Section 6 dealt with various needs assumed to be relevant to young people's lives. These needs were classified in accordance with those suggested by Maslow (1954), Murray (1938). Since most people have their primary or physiological needs satisfied, the study considered the more salient and higher level needs such as growth needs, social and security needs, interest,

excitement, keeping fit, personal satisfaction. Respondents were asked to indicate how important each need was to them.

Section 7 considered satisfaction with different aspects of life: free time, family life, school life, friends, amount of freedom one has and opportunity to make one's own decisions. Subjects were also asked to rank each of these domains in order of importance; that is, to indicate how important each aspect or domain of life is for determining general satisfaction with life.

Sections 8, 9, and 10 were concerned with personality. The Locus of Control Scale was taken from Crandall, Katkovsy and Crandall's IAR, the Intellectual Achievement Responsibility Questionnaire, 1965. A Self-Esteem Scale was taken from Lawrence (1981), The Lawseq Pupil Questionnaire, consisting of 16 items, 4 of which were distractors. The Eysenck's Junior E.P.I. (Eysenck's Personality Inventory) (1969) was also used. 9 suitable items were selected for our present study and the items measured either sociability or shyness. A scale dealing with Experience Seeking and Boredom Susceptibility was taken from Form V of the Sensation Seeking Scale (Zuckermann, 1979). The SSS seems to have much in common with impulsiveness that is, it is related to that aspect of impulsiveness which we call

risk-taking, engaging in activities which are physically risky. Items were also used from Pearson's Measures of novelty seeking, external sensation, internal sensation, external cognitive and internal cognitive and A Desire for Novelty Scale.

Section 11 was concerned with personal information such as age, sex, family size and status in the family, and parents' job or social status.

4.3.2 DATA COLLECTION

Questionnaires were distributed to 50 school attending adolescents aged 11 to 19. As in Phase 1, contact with respondents was made through friends, neighbours and acquaintances of the researcher. Since the questionnaires were filled in by the respondents at their homes and in their free time, it was not practical for the researcher to be present. However, subjects were asked to note the length of time they took to fill in the whole questionnaire.

Out of 50 questionnaires 30 were received back (60% response rate) and only 23 were used in the analysis of data (8 males and 15 females) as 7 were incomplete. This was understandable because the questionnaire was rather long and unwieldy. Moreover, the fact that the researcher was not present and that the subjects were allowed to fill in the questionnaires

in their own time proved to be a disadvantage as respondents had subsequently lost interest and motivation. On the other hand, those who managed to complete the whole questionnaire said that it took them approximately one hour to fill it in. Most of the respondents said that the questionnaire was interesting but too long. Hence, through data analysis, the number of items were eventually reduced.

4.3.3 ANALYSIS OF DATA AND RESULTS OF PHASE 2 OF THE PILOT WORK

Frequencies (to examine distributional characteristics of individual variables), factor analysis (to reduce a set of composite variables), and total item correlations (to examine internal consistency) were the methods used for the analysis of the data. Where principle component analysis was used, the means, standard deviations and variances were computed for each variable as well as the product-moment correlations between each of variables.

Major findings of Phase 2 of the pilot study showed that all respondents, males and females carried out their main activities because they got fun and enjoyment out of them. For the majority of subjects (96%) their main activity was also a source of interest

for them. Respondents did not seem to take part in an activity just for the sake of having something cheap to do or to pass the time.

Parents usually imposed rules regarding time to be in at night (60%), against smoking (96%), against drinking (70%), housework (70%) and going to pubs (70%). Most of the respondents, however, did not have rules regarding TV. viewing, going to films and concerts, discos and going out on week-nights. It was interesting to note that although most respondents did not have a rule about going out on week nights (61%) most of them, nevertheless, did have a rule about the time they had to be in at night (65%).

Sports were mainly a source of enjoyment and regular exercise. Very few respondents said that they took part in sports to gain respect from their teachers (6%) or friends (6%), to gain awards (12%) or to please their parents (6%).

A large number of respondents said that the government should spend more on leisure facilities (78%). Most agreed that leisure is great although school was not perceived as a hindrance to leisure.

The needs to learn new things during leisure and to meet new people were very important for the respondents. The most important need for all the respondents, however, was having fun and enjoyment.

Factor analysis also pointed out the need to merge or eliminate some items. Loadings of the value of 0.5 or higher were examined; those items with low loadings or those which loaded on more than one factor were either merged or if inconsistent, the best ones were selected and retained. Hence factor analysis and distributional information pointed to the need to examine the following concepts within each of the sections:

Reasons for carrying out favourite activity: sociability, self-improvement, activity, relaxation, availability of facilities and need to pass time.

Family life: adolescent-parent relationship, parental attitudes towards friends, parental restrictions and parental attitudes towards school performance.

Rules imposed by parents: rules applying to social life and rules concerned with home-centred aspects.

Friendship: relationship with friends, time and activities spent with friends and importance of friends.

Reasons for taking part in sports: meeting friends, getting awards and pleasing others, exercise and developing skills, and enjoyment.

School life: positive aspects of school, negative aspects of school life, intelligence and performance, relationship with teachers.

Leisure attitudes: Attitudes towards sports, attitudes towards facilities and attitudes towards doing things during leisure time, affinity for leisure, restrictions on leisure and enjoyment/meeting people.

Needs for leisure: excitement, relaxation and freedom, exercise, meeting new people, learning new things, fun and enjoyment, need for recognition, satisfaction and responsibility, sense of achievement.

Satisfaction with certain aspects of life: freedom, responsibility, family and school life, free time, friendship.

Importance of satisfaction with each aspect of life: free time, opportunity to make decisions, friendship, family and school life, making new friends.

Personality: locus of control, self-esteem when dealing with others and attitudes towards oneself, sociability and shyness, experience seeking and boredom susceptibility.

4.4 Pilot WORK: Phase 3

The analysis carried out during Phase 2 of the pilot work resulted in a refined and shortened questionnaire which was subjected to further testing in Phase 3 of the pilot study.

4.4.1 DATA COLLECTION

The questionnaire was administered to a sample of 192 adolescents, aged 11-18 years, all of whom were currently attending school. There were 182 females from a girls school in South London and 10 males from a school in North London. The researcher felt that sampling from school would provide the most representative sample for the research purposes. Moreover respondents would fill in the questionnaire at the same time and under the same conditions and in the presence of the researcher; hence there would be a better chance to retrieve all questionnaires. In this way the researcher hoped to minimize the chances of losing some of the questionnaires; which is what happened in Phase 2 of the pilot work. However, owing to extensive industrial action at the time the researcher was not able to get permission at that stage to get access to a boys school or a mixed school.

4.4.2 ANALYSIS OF DATA AND RESULTS OF PHASE 3 OF THE PILOT WORK

Frequencies and factor analysis were the main methods of analysis used on on the data.

Major findings of Phase 3 of the pilot study showed that interest in leisure activities (59%) and being mentally active (43%) were quite important issues for respondents. They were not only seeking for something to do in order to pass their time. This was similar to the results found in Phase 2.

41% of the respondents disagreed with the view that they would like a life of complete leisure although 74% agreed that they have too little free time. Most leisure facilities provided for young people were believed to be expensive. 36% of the respondents agreed that young people should play sports in their free time.

Analysis done on rules imposed by parents yielded similar results to those elicited in Phase 2. The most imposed rules were connected with smoking (78%), definite time to be in at night (56%) and housework(58%). For the majority of respondents there were no rules imposed by their parents concerning drinking (52%), TV viewing (63%), pocket money (67%), going to certain films and concerts (69%), discos (71%), pubs (51%) and going out on week nights (55%).

Respondents participated in sports mainly for enjoyment (76%) and to improve their ability to play (43%). Taking part in sports to please parents, gain respect from friends, to fill in free time at school, or gain awards applied to very few of the respondents (similar results as in phase 2.

As in Phase 2 of the pilot work, factor analysis pointed out the need to modify or eliminate some items. Loadings of the value of 0.5 or higher were examined; those items with low loadings or those which loaded on more than one factor were either merged, or if inconsistent, the best ones were selected and retained.

4.5 Summary

Extensive and careful piloting is of prime importance. The researcher's main concern during the analysis of data was to acquire a shorter version of the pilot questionaire. The pilot study, which lasted just under three years, not only helped with the actual wording of the questions but also with the design and the ordering of the questions within the framework of the questionnaire, hence avoiding ambiguities. On the basis of the pilot work, a new, shorter and more concise version of the questionnaire was administered to a larger representative sample in the main study.

CHAPTER 5
MAIN STUDY: METHODOLOGY

5.1 MAIN STUDY: QUESTIONNAIRE CONTENT

The new version of the questionnaire which resulted out of extensive pilot work consisted of two parts. Part 1 of the questionnaire was composed of sections 1-5 while Part 2 included sections 6-11. The purpose of having the questionnaire in two parts was to make it easier and less tedious for the respondents (see pocket for copy of the questionnaire).

The questionnaire consisted of both quantitative and qualitative questions. The qualitative method involved open-ended questions and sentence completion. Although the use of quantitative methods - which are characteristic of the traditional survey approach - was the major research tool, the methodology used in the study was innovative in its emphasis on open-ended responses which allowed adolescents to express their views in their own words.

The qualitative approach has a number of advantages in the study of the meaning of leisure. A person's experience or perception of leisure may be unique and personal (as pointed out by writers who advocated the subjective view of leisure). Hence, open-ended questions allow respondents the freedom to

express aspects of their inner experiences; they also offer them the opportunity to be spontaneous. Hence, by examining the respondent's own concepts, more insight is gained into the attitudes, values, beliefs and values of the respondents. In addition, the use of qualitative methods can avoid bias: the respondents are not restricted by structured questions which may force them to choose between given alternatives and think of alternatives which may not have occured to them before.

Section 1 of the questionnaire consisted of open-ended questions on the meaning, advantages and disadvantages of leisure, free time and work; on how young people spend their time nowadays and what adults think of the way adolescents spend their time. Questions were asked about main activities carried out during free time and with whom, activities which adolescents were prevented from doing and compulsory activities which had to be done during their free time. Respondents were also asked to describe how they thought they were going to spend their free time in five years time. Reasons for carrying out free time activities were assessed using a 5 point applied "a great deal"-"not at all" scale.

There were 12 sentence-completion items concerning leisure meaning, free time activities, young people today and adult views about young people.

Section 1(b) was concerned with t.v viewing behaviour: how much was watched, with whom, type of programmes. Questions were also asked about videos, electronic games and home computers.

Section 2 of the questionnaire consisted of 10 items on leisure attitudes.

Sections 3-5 dealt with personality tests: locus of control, self-esteem, sociability and shyness, sensation seeking. All the items - except the sensation seeking test were assessed by 1-7 point, agree-disagree rating scale.

Section 6 was composed of 15 sentence completion items dealing with different aspects of adolescent life: family, friends, teacher, school and sport.

Section 7 dealt with family life and rules imposed by parents on young people. Section 8 was concerned with friends and Section 9 consisted of items on school and sports.

Section 10 consisted of items on satisfaction and these were assessed using a 9 point "couldn't be more satisfied-couldn't be more dissatisfied" rating scale. Items on importance of satisfaction were assessed by a

5 point "extremely important-not at all important" rating scale. Questions were also asked about happiness - on a 7 point scale - and loneliness - 5 point scale.

Section 11 elicited background information: age, sex, parents' occupation.

5.2 THE SAMPLE

555 adolescents were used in the main study. In order to get a representative sample of young people in the London area, schools in different areas of the capital were approached. 12 secondary schools (private and government) from various parts of London agreed to participate in the study. The schools comprised of 5 girls' schools from North/North West London, 4 boys' schools from East, North, South East and North West London and 3 mixed schools from East, West Central and North London.

5.3 DATA COLLECTION

Questionnaires were administered to adolescents in their classes during school hours. Before the questionnaires were distributed to the respondents, they were given a brief account of the nature of the study and its aims. Questionnaires were filled in by the respondents at the same time and under the same conditions. After the respondents had finished filling in the questionnaire, they were encouraged give their

comments and to talk about any difficulties they faced in filling the questionnaires. The questionaire took about an hour to complete. In 3 schools,one in North London and two in East London, the pupils took longer time to fill in the questionaire because they were either disorderly or disorganised or had difficulty in comprehending the questions. Most of the other pupils had very little difficulty in filling in the questionaire.

5.4 PRELIMINARY RESULTS

5.4.1 DESCRIPTION OF THE SAMPLE

AGE: The respondents' ages varied from 11 to 19. Categories were collapsed into three groups: 11-13 years, 14-15 years and 16-19 years.

CLASS: Respondents were from varying soio-economic backgrounds based on the occupation of the head of the household according to the criteria laid down by the Registrar General. For the purpose of the study, the class categories were collapsed into two groups. The researcher named the two classes as follows: Class 1 (professional, intermediate and skilled manual) and Class 2 (skilled manual, partly skilled and unskilled). See tables 5.1-5.4 for a detailed description of the sample.

Table 5.1. Sample details: Distribution of respondents in each age group across sex and class

AGE	1			2			3			NK		
CLASS	1	2	NK	1	2	NK	1	2	NK	1	2	NK
MALE	46	30	7	57	12	12	40	7	8	-	-	48
FEMALE	59	22	4	67	53	32	32	10	9	-	-	-
N	105	52	11	124	65	44	72	17	17	-	-	48

N=555

NK=NOT KNOWN

Table 5.2. Distribution of respondents in each age group

AGE	11-13	14-15	16-19	NK
	168	233	106	48

N=555

NK=NOT KNOWN

Table 5.3. Distribution of respondents in each sex group

SEX	N
MALES	267
FEMALES	288

N=555

Table 5.4. Distribution of respondents in each age group by sex

AGE	MALES	FEMALES	
11-13	83	85	N=168

14-15	81	152	N=233
16-19	55	51	N=106
NK	48	-	

N=555

5.4.2 DATA REDUCTION AND CONSTRUCTION OF NEW VARIABLES

Statistical tecniques used in the analysis of data were frequencies, chi-square tests, factor analysis, item-total correlations, multiple regression and mutivariate analysis of variance. Factor analysis was used to examine the underlying structure of the following scales: reasons for carrying out leisure activities, leisure attitudes, personality measures, family life, agreement with rules imposed by parents, friends, school life, reasons for participating in sports, satisfaction and importance of satisfaction (see Appendix A: appendices a1-a12 for factor structure of each of the above mentioned scales and for new composite variables). On the basis of this new composite variables were created. Item-total correlations were reasonably high and reliabilities of the variables were satisfactory.

5.4.3 CODING OF THE QUALITATIVE DATA

Coding of the open-ended responses required considerable time, care and effort. A hierarchical coding scheme was used: the constructed set of coding categories consisted of major or primary conceptual categories and secondary codes or sub-divisions which identified the range of answers within the primary category. Frequencies of occurrence for each of the coding categories were calculated using software especially designed for the purpose (see Appendix B and Appendix C, for frequency of concept categories for the qualitative data). A subset of these data are shown in tables in Chapter 6: Results of main study. The data are expressed as n (raw frequencies of occurrence), %sample (as a percentage of the total number of respondents in the sample) and %response (percentage of the total number of concepts generated in response to each question. A series of chi-squares were used to test group differences.

CHAPTER 6
RESULTS OF MAIN STUDY

6.1 ADOLESCENTS' CONCEPTIONS OF LEISURE, FREE TIME AND WORK

6.1.1 LEISURE: MEANINGS, LIKES AND DISLIKES

Leisure meant different things to individual adolescents: free time, things to do in free time, no work/school-work/housework, no school, sports, sports centres, swimming, tennis, keep fit, activity, enjoyment, relaxation, doing nothing, rest, time for self, being with friends, going out, freedom, lack of restrictions, reading, TV, hobbies and games (see Appendix B1). A subset of these data is shown in Table 6.1 (a) in which the ten most frequent response categories are shown.

The two dimensions of *time* and *activity* are mentioned as defining elements of leisure. Leisure is also defined as the opposite of work; it is freedom with an opportunity for enjoyment and relaxation. The activities that are associated with leisure are sports - swimming, tennis and keeping fit being the most popular sports - going out and spending time with friends, watching television, reading, hobbies and games. Leisure is also associated with inactivity: doing nothing and being lazy.

Table 6.1. (a)

LEISURE MEANING

	n	%n	%r
12.1 ENJOYMENT	247	47.0	16.0
13.1 RELAXATION	136	25.9	8.8
21.1 FREEDOM	135	25.7	8.7
6.1 SPORTS	129	25.5	8.3
4.1 FREE TIME	96	18.3	6.2
11.1 ACTIVITY	76	14.5	4.9
5.1 NO WORK	45	8.6	2.9
19.2 BE WITH FRIENDS	40	7.6	2.6
17.2 TIME FOR SELF	38	7.2	2.5
7.3 SWIMMING	34	6.5	2.2

Benefits of leisure

	n	%n	%r
12.1 ENJOYMENT	186	35.8	17.8
21.1 FREEDOM	169	32.6	16.2
13.1 RELAXATION	113	21.8	10.8
22.2 NO RESTRICTIONS	46	8.9	4.4
5.1 NO WORK	35	6.7	3.4
6.1 SPORTS	26	5.0	2.5
13.7 BREAK FROM WORK/H.W	26	5.0	2.5
22.1 NO OBLIGATION	21	4.1	2.0
7.3 SWIMMING	20	3.9	1.9

17.2 TIME FOR SELF   20   3.9   1.9

Disadvantages of leisure

		n	%n	%r
3.1	NOTHING	138	30.1	21.9
4.6	TOO MUCH F/TIME	46	10.0	7.3
28.4	SOMETIMES			
	BOREDOM	44	9.6	7.0
32.3	NOT ENOUGH	42	9.2	6.6
28.1	BOREDOM	42	9.2	6.6
26.2	DON'T DISLIKE	32	7.0	5.0
15.1	NOTHING TO DO	27	5.9	4.2
3.2	NOTHING EXCEPT			
		22	4.8	3.5
33.2	EXPENSIVE	20	4.4	3.1
31.2	CONTROLLED			
	BEHAVIOUR	17	3.7	2.7

%n=%sample; %r=%response

The most popular definition of leisure was enjoyment. Hence, young people appear to associate leisure with having fun and enjoying life. The other most frequently mentioned definitions of leisure were relaxation, freedom and sports. Swimming was the most mentioned sport. More young people associated leisure

with activity rather than with inactivity (14.5% and 3.6% respectively). This is encouraging in the sense that teenagers may not after all be as lazy and idle as they are thought to be.

Watching television was mentioned more than reading, hobbies and games. This could suggest that the television may be taking precedence (if not replacing altogether) the other more traditional youth activities such as reading and hobbies.

The aspects of leisure which young people liked were: no work, sports, swimming, enjoyment, relaxation, break from work/homework, rest, time for self, being with friends, freedom, not being under any obligation and not having any restrictions.

Out of those, enjoyment, freedom and relaxation were the most highly favoured aspects of leisure (see Table 6.1.(a). Since a large percentage of the respondents also said that leisure meant to them enjoyment, relaxation and freedom, one could assume that these are just what young people are looking for in leisure. Other positive aspects of leisure were: lack of restrictions in leisure time (which again can be associated with the need for freedom), no work, break from work/homework and sports. It is interesting to note that only 1.5% of the subjects actually said

that they liked leisure because they did nothing and spent it lazing around being idle. Once again the idea that young people prefer to be idle is disputed.

30.1% of subjects said that they did not dislike anything about leisure. This could suggest that young people, on the whole, are quite satisfied with their leisure life and with the idea of having leisure time to spend. However, this does not mean that they are too leisure orientated; among the disliked aspects of leisure were: having too much leisure, boredom and running out of things to do.

Other aspects of leisure which subjects disliked were controlled behaviour - which, naturally, interfered with their freedom - and the costs involved: such as expensive leisure centres or facilities and travel costs. On the other hand, 7.0% of the subjects said that they did not dislike leisure at all while 9.2% said that they do not have enough leisure time.

When subjects were asked to complete the sentence "Leisure is.......because........", the responses were similar to those that subjects gave when they were asked to say what leisure meant to them. Once again, fun and enjoyment were the most common responses

(45.9%). Next were relaxation (15.9%) and freedom (10%). Similarly, the meanings associated with leisure were primarily enjoyment, relaxation and freedom.

12% of the subjects also mentioned that leisure was good for the self: it was useful and beneficial for one's health and well-being. 10.2% said that leisure was free time or spare time in which one could do the things that one did not usually have time to do.

Leisure was also said to be a time when one refrained from work and a small percentage said that it was a break from either work or school-work (3%). A few others associated leisure with time for self in which one could do one's own things (3.5%) and lack of restrictions (3%). Others said that it was some kind of activity.

6.6% of the subjects said that leisure was great and meant a lot to them. On the whole, leisure was associated with pleasant feelings, absence of work or obligations and time to do as one pleases.

6.1.2 FREE TIME: MEANINGS, LIKES AND DISLIKES

Free time appeared to mean more or less the same as leisure. However, while the primary meaning of leisure was enjoyment, free time was mainly associated with freedom. Responses such as "you can do anything

you want" or "you can do the things you have been longing to do" were quite frequent. Enjoyment was the second most mentioned meaning of free time (see Table below).

Table 6.1. (b)

FREE TIME MEANS

	n	%n	%r
21.1 FREEDOM	237	45.8	21.5
12.1 ENJOYMENT	89	17.2	8.1
5.1 NO WORK	73	14.1	6.6
17.2 TIME FOR SELF	46	8.9	4.2
13.1 RELAXATION	35	6.8	3.2
20.1 GOING OUT	35	6.8	3.2
4.1 FREE/SPARE TIME	35	6.8	3.2
5.2 NO SCHOOL	31	6.0	2.9
19.2 BE WITH FRIENDS	29	5.6	2.6
14.1 DOING NOTHING	25	4.8	2.3

Benefits of free time

	n	%n	%r
21.1 FREEDOM	198	38.9	22.3
12.1 ENJOYMENT	99	19.5	11.2
13.1 RELAXATION	81	15.9	9.1
22.2 NO RESTRICTION	38	7.5	4.3
5.1 NO WORK	33	6.5	3.7
19.2 BE WITH FRIENDS	31	6.1	3.5

17.2	TIME FOR SELF	25	4.9	2.8
20.1	GOING OUT	21	4.1	2.4
32.4	ODD JOBS	20	3.9	2.3
13.7	BREAK FROM			
	WORK/H.W	19	3.7	2.1

Disadvantages of free time

		n	%n	%r
3.1	NOTHING	139	29.1	20.8
28.1	BOREDOM	69	14.5	10.3
28.4	SOMETIMES			
	BOREDOM	63	13.2	9.4
15.1	NOTHING TO DO	59	12.4	8.8
4.6	TOO MUCH	41	8.6	6.1
32.3	NOT ENOUGH	34	7.1	5.1
26.2	DON'T DISLIKE	31	6.5	4.7
15.5	SOMETIMES			
	NOTHING TO DO	23	4.8	3.4
3.2	NOTHING EXCEPT			
		22	4.6	3.3
24.8	LACK OF GOALS	17	3.6	2.6

Other meanings associated with free time were: no
work/ school/school-work/homework, time for self, spare
time/ a break/time off, rest or relaxation, going out
and being with friends, activity, doing nothing/nothing

162

to do, and lack of restrictions. Reading and watching television were two activities associated with free time. A small percentage of subjects (3.1%) actually associated free time with school and school-work.

Hence, like leisure, free time meant freedom, enjoyment, relaxation, no work/school, time for self, doing nothing or having nothing to do. It was also associated to a certain extent with social life - going out and being with friends - and activity. The activities associated with free time were reading and television/video. Unlike leisure, however, very few subjects mentioned sports (1.7%) which may suggest that young people associate leisure with sporting activities while free time is more of a kind of short break either at school or outside school in which some activity may be carried out but is mainly used for recuperation from hard work.

Once more, as in leisure, the aspects of free time which young people liked most were freedom, enjoyment and relaxation. Other agreeable aspects were lack of restrictions which is again connected with freedom, no work, being with friends, time for self and going out. In addition, some subjects liked the break from

work/homework, the opportunity for social activities, the opportunity to carry out odd jobs/errands and catching up on unfinished things.

About 33% of the young people said that they did not dislike anything about free time. This suggests that free time, like leisure, is important and necessary to them. Nevertheless, some of the respondents said that they disliked having too much free time or when they have nothing to do in their free time. This suggests that young people are not entirely leisure orientated. Although they like to have leisure or free time they do not wish to have too much of it nor do they wish to be idle during that time. Other disliked aspects of free time were: boredom, lack of goals and the feeling that one is not doing anything worthwhile or rewarding. 6.5% said that they did not dislike free time at all while 7.1% complained that they did not have enough free time.

6.1.3 WORK: MEANINGS, LIKES AND DISLIKES

The most mentioned meaning of work was school, school-work and homework. This is not surprising since the respondents were all still at school and they tended to associate school and school-work with work. 21.1% of the subjects said that work meant having a job or occupation: hours 9-5 thus associating work with the

adult world. Another 13.9% associated work with some
sort of obligation or duty that had to be done whether
they liked it or not - that is, compulsory.

Table 6.1. (c)

Meaning of Work

	n	%n	%r
37.1 SCHOOL	197	37.5	16.6
35.1 WORK/JOB	111	21.1	9.4
34.1 EARN MONEY	86	16.4	7.3
31.1 OBLIGATION	73	13.9	6.2
27.2 MENTAL STIMULATION	58	11	4.9
35.5 MENTAL WORK	57	10.8	4.8
28.1 BOREDOM	40	7.6	3.4
35.1 HARD WORK	36	6.8	3.0
35.6 EFFORT/STRAIN	34	6.5	2.9
24.3 GOOD FOR SELF	33	6.3	2.8

Benefits of Work

	n	%n	%r
27.2 MENTAL STIMULATION	122	23.2	14.2
24.6 DOING GOOD FOR SELF/OTHERS	111	21.1	13.0
34.1 EARN MONEY	103	19.6	12.0
12.1 ENJOYMENT	45	8.6	5.3

	n	%n	%r
16.1 AVOID BOREDOM	40	7.6	4.7
24.3 GOOD FOR SELF	34	6.5	4.0
35.1 GOOD WORK	32	6.1	3.7
3.1 NOTHING	31	5.9	3.6
12.3 SOMETIMES ENJOYMENT	25	4.8	2.9
19.1 SOCIAL ACTIVITY	22	4.2	2.6

Disadvantages of Work

	n	%n	%r
35.13 TOO MUCH WORK	71	14.0	8.9
31.1 OBLIGATION	70	13.8	8.8
29.1 TIRING	63	12.4	7.9
28.1 BOREDOM	57	11.2	7.2
32.1 RESTRICTION ON TIME	39	7.7	4.9
28.4 SOMETIMES BOREDOM	35	6.9	4.4
35.15 HARD WORK	35	6.9	4.4
35.14 BAD WORK	33	6.5	4.1
32.5 AMOUNT OF TIME INVOLVED	29	5.7	3.6
31.2 CONTROLLED BEHAVIOUR	28	5.5	3.5

Work was also associated with earning money which is related in a way to having some sort of a job or occupation, mental stimulation and mental work: thought and concentration. To some of the respondents work meant boredom, fatigue, effort and strain, hard work or work which was hard or difficult to cope with. To a minority, work was also associated with controlled behaviour: that is, being told what to do and being bound by rules and regulations.

Other meanings attributed to work were: some kind of activity, getting good results in life - where work was regarded as being good for the self, useful and beneficial for the individual especially in future life, an opportunity to do good for oneself and for others and as a sense of fulfilment and achievement. Work also meant, to some extent housework and housechores. Only 3.6% of the respondents said that they disliked work completely.

Hence, work seems to be mostly associated with school and with a sort of job or occupation where people earn money for a livelihood. However, it is also associated to some extent with activity and with beneficial attributes such as mental stimulation, getting good results in life and getting fulfilment and satisfaction.

On the other hand, to some others, work also meant having constraints and obligations, feeling bored and tired and having to go through a lot of effort and strain.

The aspects of work which the young people seemed to like most were mental stimulation, the feeling of doing good for oneself and for others and earning money. Therefore, young people seem to look for good results in life such as good jobs and qualifications as well as an opportunity to stimulate their minds by learning new things and using their creativity and talents. Money seems to be also an important feature of life for the young. This may be so because to young people money seems to be important in order to be able to afford all that they want and to enjoy life the way they expect.

Other agreeable aspects of work were enjoyment, a way of passing time and avoiding boredom, interesting work with an end-product. Some subjects also liked the opportunity to socialize at work and meeting people similar to them. 5.9 % of the subjects said that they did not like anything at all about work.

The disagreeable aspects of work were mainly the fact that it is too long, tiring, boring and compulsory. Other disagreeable aspects were restriction

on time (when one rather preferred to do something else), controlled behaviour, time consuming and hard work. Some subjects said that they disliked the feeling of being a failure and not achieving anything, when the work was hard to cope with and having too much school-work. 4.1% said that they disliked everything about work while another 4.1% said that they did not dislike anything about work.

6.1.4 Summary

On the whole, the picture we seem to get from all that has been said so far is that young people seem to associate leisure mainly with enjoyment, relaxation and freedom although it is also associated to a certain extent with no work, rest, sports, socializing and activities. On the whole young people like leisure mainly because it offers them an opportunity to enjoy themselves and have fun, to relax and to be free to do what they like when they like and how they like. Most of the young people did not dislike leisure at all; however, having "too much free time" and "getting bored" were the main reasons for being dissatisfied with leisure. Another reason for being dissatisfied was lack of leisure: "not having enough time to do all that I want to do."

Free time seems to mean more or less like leisure although leisure is more associated with sport and sport centres than free time. Free time is associated more with a type of short break from work/school/school-work. However, both seem to be regarded mainly as a source of enjoyment, relaxation and freedom. In fact, these are the three most highly desirable qualities or aspects of leisure or free time for the young people.

While leisure and free time are associated with enjoyment, freedom and relaxation, work, on the other hand, seems to be associated with hard work, constraints, restrictions, obligations and duty. However, work is also enjoyed to a certain extent and is regarded as a source of enlightenment and "mental stimulation".

Leisure and free time, on the other hand, are desirable to young people but only if in moderate quantities and even then it is more desirable to be active than idle.

Hence, work, unlike leisure, seems to be associated with constraints, obligations, fatigue and boredom to some extent. Nevertheless, it is interesting to note the fact that it is still regarded by some young people as a source of enjoyment and socializing

as well as being beneficial for one's knowledge and future achievements. Leisure seems to be, on the whole less disliked than work although work does not appear to be completely rejected by young people; which suggests that both leisure and work tend to play an important role in their lives.

6.2 THE GENERATION GAP

6.2.1 ADOLESCENTS' PERCEPTIONS OF YOUNG PEOPLE

When subjects were asked what they thought of the way young people spent their free time nowadays, they said that they were mostly looking for fun, enjoyment and freedom. They also said that the "free time of young people lacked goals" and that "young people were not doing anything worthwhile or constructive". They tended to "waste a lot of time doing worthless things" such as "hanging around street corners" (see Table 6.2)

Table 6.2. Respondents views on the way young people spend their free time

YOUNG FREE TIME

	n	%n	%r
24.8 LACK OF GOALS	71	14.4	65.5
12.1 ENJOYMENT	53	10.8	4.1
21.1 FREEDOM	51	10.3	63.9
47.3 MAJORITY	47	9.5	3.6

29.4 TROUBLE	41	8.3	3.2
25.3 GOOD	40	8.1	3.1
1.3 DON'T KNOW	38	7.7	2.9
29.5 CRIME	33	6.7	2.5

7.7% of the young people said that they had no idea about how other youngsters spend their free time and did not wish to comment. Others said that it all depended on the youngsters and their personalities; hence "some are bad, some are good". A small percentage (3.0%) said that they actually disliked the way young people spend their free time nowadays.

The activities mentioned were going out, being with friends, going to discos and the cinema, watching TV/video and smoking. Sports, especially football, social activities and "doing what one wanted" were also mentioned as aspects of young people's leisure time. 4.1% said that young people spend their free time doing nothing apart from being idle and lazy. Some negative aspects of young people's free time were mentioned such as "getting into trouble" through being naughty/bad and fighting, crime - specially "vandalism" and stealing -, "being a nuisance to other people" by "hanging around street corners" and "causing a disturbance". Some respondents believed that young people were

"irresponsible" and did wrong things like smoking, taking drugs, gambling and wasting money. They did not spend their free time sensibly by acting childishly and stupidly: "lacking goals" and "wasting time". They could also be selfish and uncaring. 5.3% said that young people "should try to make better use of their free time" by studying, taking up hobbies, working and doing more things instead of just wasting their time.

On the other hand, other subjects approved of the way young people spend their free time. A small percentage thought that it was sensibly spent (3.5%) and that young people were doing something constructive and worthwhile during their free time (3.9%) as well as seeking excitement and being carefree. Another 3.7% thought that young people varied in the way they used their free time since there was always such a variety of things to do. Young people today were described as "different from what they used to be in the past" and some of the respondents also thought that the young of today were more "lucky" and more privileged than before.

Hence, young people seem to be aware of the fact that youngsters today are seeking enjoyment and excitement and that they tend at times to act childishly and waste their time doing nothing. They are

also aware of crime and trouble-making. Some of the
young people think that the majority of youngsters are
good and that they are only young teenagers. A few
others realize that the youngsters today are more
privileged than before in the sense that they have more
things to do, more facilities and more freedom and
independence.

6.2.2 ADOLESCENTS' PERCEPTIONS OF THE WAY ADULTS THINK OF YOUNG PEOPLE TODAY

Subjects were also asked what they believed adults
thought of the way the young people spent their free
time. Some subjects said that they had no idea and
those who did have an idea mentioned all the negative
aspects. They seemed to believe that adults only saw
their negative characteristics (see Table 6.3.).

Table 6.3. Respondents views on what adults think of
young people's free time

ADULTS THINK OF
    YOUNG FT

	n	%n	%r
24.1 LACK OF GOALS	107	22.0	10.5
72.1 SHOULD MAKE BETTER USE OF	65	13.4	6.4
29.4 TROUBLE	56	11.0	5.5
14.1 DOING NOTHING	42	8.6	4.1

50.5	OLD FASHIONED	41	8.4	4.0
28.2	DISLIKE	38	7.8	3.7
30.8	A NIUSANCE	33	6.8	3.2
50.2	ADULTS			
	CRITICISE	31	6.4	3.1
30.2	NOT SENSIBLE	28	5.8	2.8
29.5	CRIME	26	5.4	2.6

Adults were said to disapprove of lack of goals and time wasting and that young people should make better use of their free time: by working, studying or taking part in more activities or hobbies. Other negative aspects mentioned were that young people got into a lot of trouble: they committed crimes, they took drugs and gambled, they indulged in smoking and drinking, they were a nuisance to other people, they were irresponsible and not sensible. Some said that adults complained about young people being lazy and idle in their free time.

Adults were also perceived to find adolescents hard to control, disobedient and bad-mannered.

The general attitudes of the young people towards adults and the way they behaved with them suggested that adults were "old-fashioned" and unaware of the fact that the world had changed; instead they chose to

"live in retrospect". Adults were also said to be "critical" and had a tendency to "stereotype young people". Hence, young people complained that adults moaned a lot, spoke harshly about them and what they did and did not appreciate them. Also, they misjudged young people when they failed to see that not all of them were bad.

However, a small percentage of the subjects believed that adults thought they were independent and maturing fast. A few of the respondents mentioned that adults thought young people took part in some activities such as watching TV/video and spending time with friends. Some respondents thought that adults were only concerned about them and their welfare; that they said things for their own good and they did actually want them to have "a good life and future".

Most of the young people said that parents do not appreciate nor understand the youngsters of today: that is they do not appreciate/understand their way of life, their views, feelings, problems or the good points about them. Some said that parents did not appreciate how hard young people have to work at school nor the things that they do for them at home.

Parents disapproved of bad behaviour, fighting and trouble-making and when young people were rude and kept bad company.

A small percentage also said that parents were unable to appreciate the fashion and pop music of today's youngsters (see Appendices B 12. B13. C3.)

6.2.3 ADOLESCENTS' REPORT OF PARENTAL PERCEPTIONS OF THEM

A highest percentage of young people said that their parents thought well of them. 12.3% said that their parents thought they were good/nice, behaved well and kept good company; 11.6% said that their parents thought they were clever and creative and another 11.0% said that they were considered conscientious and hard-working because they did well at school and got good reports.

A smaller percentage said that they were considered sensible as as they do not do stupid or harmful things (4.2%) and 5.4 % said that their parents said that they should go to school and college in order to learn and achieve in life.

The negative aspects which parents appeared to dislike in children were not doing well at school and getting bad reports, laziness, and silly or careless behaviour.

Some respondents admitted that that they did not know why their parents thought certain things about them. Others said that they their parents thought they were "good" or "nice" because they were "sensible", "fun to be with", "well-behaved" and "helpful at home".

A large percentage of the subjects said that their parents thought they were conscientious and hard-working at school (13.3%) compared to 8.8% who said that they were considered not hard-working and doing badly at school.

Other negative characteristics that parents thought their children possessed included being talkative, noisy and unhelpful at home.

4.4% said that their parents wanted them to learn and go for further education in order to achieve in life and and get good qualifications and jobs.

Hence, on the whole, parents seem to think well of their children although some are considered to be lazy, careless or unhelpful at times. Parents seem to be keen on their children performing well at school and getting good results in future life (see Appendix C1.).

6.2.4 ADOLESCENTS' REPORT OF PARENTAL PERCEPTIONS OF THEIR FRIENDS

The majority of subjects said that their parents considered their friends good and nice (53.4%) while another 16.8% said that they thought they were not too bad. A small percentage said that their parents thought their friends were similar and just right for their children.

A small percentage said that their parents disapproved of their friends because they thought they were bad/naughty and trouble-makers while 3.3% of young people did not have an idea why their parents thought certain things about their friends. However, the majority said that their parents thought their friends were good because they were nice and well behaved, friendly, kind, thoughtful and helpful. In general, their parents had met their friends and got to know each other well. Hence, their parents approved of and liked their friend. Their friends were considered "good companions" for them.

Parents were thus seen to think highly of their children's friends, with most considering them good and nice and only a small percentage disapproving of them. Therefore, although adults were seen by young

people as disapproving highly of young people in
general, parents appeared to think well of their own
children and the friends they kept (see Appendix C2.)

6.2.5 ADULTS' ACTUAL PERCEPTIONS OF ADOLESCENTS

Questionnaires were distributed at random to 60
adults and 57 were received back. There were altogether
35 females and 22 males whose ages varied from
mid-twenties to mid-fifties (see table 6.4). They were
a mixture of single, married, divorced and widowed
adults. 39 respondents were middle class, 10 were
working class and the rest were unknown.

**Table 6.4. Distribution of adult respondents in each
age group by sex**

AGE BY SEX

AGE	MALE	FEMALE	
21-30	7	10	
31-40	3	2	
41-50	5	9	
51-60	2	1	
61+	1	1	
nk	4	12	
	22	35	n=57

nk=unknown

From a close observation of the questionnaires, it appears that according to approximately one-third of the adults who filled in the questionnaires, leisure to the young meant fun, enjoyment and a bit of excitement or adventure. It also meant going out to discos and parties, socialising and spending time with friends, not having to go to school or to do any homework, entertainment: cinema, concerts, theatre, freedom, relaxation, eating out, going to pubs and attending to hobbies.

Free time, on the other hand, was supposed to mean freedom: freedom of choice to do what one wanted, lack of restrictions from parents and the absence of all sorts of obligations and responsibilities. In other words free time was associated with being free.

Just over half of the adults (n=33) said that work to young people meant earning money; for a livelihood or for affording the luxuries and hence enjoyment of leisure. While some of the adults thought that youngsters disliked the idea of work: find it "boring", "hard" or "unnecessary" (can get the dole) others believed that work is important and means a great deal for them; hence they are eager to work and not waste time.

Adults did not appear to think much of the way young people spent their free time. About a half of the subjects thought that time was wasted; it was "not used constructively", "lacked motivation" and it was a "waste of talents and abilities". Youngsters were supposed to be more constructive, develop hobbies and interests and have more to do: such as help at home, join youth training schemes, visit museums, libraries and art galleries. However, a few of the adults blamed this on lack of facilities and "lack of encouragement and direction from parents: lack of parental restrictions and unimaginative upbringing". Among those who thought more favourably of young people's free time, some said that today's youth were more fortunate than previous generations; they were more sensible, mature and independent, had more facilities and more satisfying activities. Only two adults thought that young people have not changed at all and that they were at least the same as the young of thirty years ago.

All the adults in the study said that young people think that grown ups do not approve of them in some way or other. According to adolescents, adults do not understand them, are old fashioned, they constantly

moan and criticise, they expect too much and are too authoritative and inflexible. On the whole adults feel that young people find them "unsympathetic".

The youth activity most mentioned by adults was sport (n=16) followed by discos, clubs, parties and social activities: being with friends, boyfriends/girlfriends and socialising, TV, music, hobbies and going to the cinema, concerts or pop shows. A small number mentioned criminal behaviour: thefts and vandalism, smoking and drinking and hanging around causing disturbances and being a nuisance to others.

According to adults teenagers tended to carry their free time activities mainly with their friends. Occasionally family and boyfriend/girlfriend were mentioned.

The main reason which prevented young people from carrying out certain activities which they would have liked to do in their free time was perceived to be lack of money and unemployment. Others were lack of facilities opportunity or space, parents' disapproval and lack of interest or guidance, personality problems: shyness, apathy, lack of confidence, depression and anxiety. Some adults mentioned homework and exam pressures, pressure from peers and fear from an unsafe environment: mugging, rape.

When asked how they would imagine young people would be spending their free time in five years time, over half of the adults said that it would be the same. Some mentioned more computers, more sports and arts, more facilities; hence young people would be involved in more constructive and intellectual activities. While a few imagined a bleak future with more unemployment some others thought it all depended on what would be offered in the future: in terms of employment opportunities, economic situation, education, government. In general it would all depend on how society would change.

Adults, on the whole, tended to hold more negative views about young people and what they did in their free time. Although a few considered them good, polite, sensible and mature: more socially aware than previous generations were at that age others thought that they could be selfish and take things for granted. They were indifferent, undisciplined and lacked respect for others. They were lax and unconstructive; they wasted their free time which lacked any aim or fulfilment. For instance, as one retired father of two grown-up children commented:

"......my comments on young people only applies to the majority as there are a number of young people who are really nicely behaved and sensible, but unfortunately as I have said they are in the minority."

However, some adults were sympathetic towards teenagers as they realised that young people were experiencing a hard time living in our society; they were experiencing both parental and educational pressure plus prospects of unemployment and an unsafe environment of drugs and crime. Teenagers could be misguided, confused and disillusioned; they needed guidance to help them get rid of that chip on their shoulder; to cope with their feelings of despondency, loneliness and alienation. One middle-aged widow seemed to believe that "young people are eager to conform to good habits, balanced living; many are victims of drastic changes in society and its pitfalls". Not all is so bleak though; some of those who said positive things about young people said that they were enjoying themselves seeking fun, excitement and adventure and that they were engaged in worthwhile hobbies, broadening their horizons and discovering life. As one female in her early twenties commented, it is difficult to generalize about young people about young people; "the way each young person......makes use of their free time must depend so much on the individuals, their personalities and their family circumstances."

Adults suggested that young people should spend their free time mainly improving themselves: building their character, improving their physical fitness, get to know themselves and educate themselves. They were supposed to take part in meaningful constructive and creative activities such as sports, hobbies, clubs, socialising, reading. Adults were not against the idea of teenagers enjoying themselves or having the freedom to do what they wanted as long as that was done within reason and without upsetting or causing disturbances to others around them.

Parents and children were supposed to understand each other and to be able to communicate with each other: they had to talk and get on well with each other. Some adults stressed that it was important for parents and children to spend time together and do things together. Also they should care for, love and respect each other. The majority of adults felt that young people did not understand nor appreciate their parents: their experience and wisdom, their concern and what they do for their children. They wished they would care more for their parents; that they would listen to and respect the advice given to them. Adults also felt that teenagers did not appreciate youth and all the

opportunities and the freedom that they had. They failed to see how good life is for them and how better off they were than their parents.

To the majority of adults the age of independence or responsibility for making decisions was between sixteen and eighteen years of age depending on rate of maturity, on individual differences, on the type of decision to be made and on the type of relationship and the trust between parents and children.

Adults who were in their mid forties to mid-fifties appeared to be more sympathetic towards adolescents especially those who were parents themselves. Adults tended to approve of their own children and hence are more tolerant towards other young people. Most of the adults thought well of the survey and admitted that they had never given the subject any thought. Therefore, for the majority of the adults the questionnaire was difficult to fill in. Single people admitted they knew very little about young people apart from the fact that they were teenagers themselves but then times change. Respondents who had their own children, on the other hand, also found it hard to fill in the questionnaire because they

admitted they were only talking from their own experience with their children and teenagers do vary and hence one cannot generalise.

6.2.6 SUMMARY

It appears, on the whole, that young people are aware of the fact that some young people are bad and use their free time getting into trouble or committing other crimes. Quite a number of subjects believed that they lacked goals and wasted time. They also believe that others enjoy themselves and participate in activities: both physical and social.

It is interesting to note that adults were only expected to see the negative aspects of young people and the way they spent their free time. Once again, a large number of the subjects believed that adults complained of the lack of goals and the amount of time wasted by youth and that they would prefer to see them spend their time in a better and more constructive manner. Young people and adults seemed to be in agreement to a certain extent; however, adults were seen to be over-critical and old fashioned; and whereas young people regarded themselves as different from one another - that is, not all of them are bad or criminals

- adults were expected to believe that all young people were bad. In fact only 1.0% of the subjects said that they believed adults thought they were good.

6.3 FREE TIME ACTIVITIES

6.3.1 POPULAR ACTIVITIES

Subjects were asked to mention the <u>three</u> main activities that they carried out in their free time. The free time activities carried out by young people were sports, going out, reading, music, shopping, watching TV or video, going to the cinema and playing on the computer.

The most popular sport was swimming (see Table 6.5.)

Table 6.5. Popular Activities

    ACTIVITY 1

		n	%n	%r
7.3	SWIMMING	58	10.9	10.9
9.3	FOOTBALL	39	7.3	7.3
56.1	READING	36	6.8	6.8
6.1	GOING OUT	34	6.4	6.4
20.1	SPORTS	30	5.6	5.6
59.1	TV/VIDEO	30	5.6	5.6
57.1	MUSIC	25	4.7	4.7

ACTIVITY 2

	n	%n	%r
56.1 READING	58	10.9	10.9
59.1 TV/VIDEO	39	7.3	7 3
20.1 GOING OUT	36	6.8	6.8
7.3 SWIMMING	34	6.4	6.4
57.1 MUSIC	30	5.6	5.6
58.1 SHOPPING	30	5.6	5.6

ACTIVITY 3

	n	%n	%r
59.1 TV/VIDEO	51	10.4	10.4
56.1 READING	35	7.1	7.1
58.1 SHOPPING	33	6.7	6.7
20.1 GOING OUT	30	6.1	6.1
7.3 SWIMMING	29	5.9	5.9

The second popular sport was football. Tennis and skating were mentioned by a smaller percentage of the subjects.

Other activities mentioned were going out, reading, music and going to the cinema. Out of these activities, reading and going out seemed to be most popular (8.4% and 7.1% respectively) while 5.8% mentioned listening to or playing music and 3.6% mentioned going to the cinema.

Shopping, watching tv/video and playing on the computer were among other activities carried out during free time. However, only a small percentage of subjects (3%) reported playing on the computer: thus suggesting that reading and watching television/video are more popular.

On the whole sports, especially swimming, reading and watching TV/video were mentioned by a high percentage of subjects. Next was going out, shopping and music. Going to the cinema and playing on the computer were the least mentioned activities.

Hence, the picture one gets from all this is that young people are keen on sports and keeping fit. Reading is still a main activity among young people as well as watching television and video films. In fact, the television and the video are more popular than going to the cinema. Nevertheless, going out was still mentioned as a main activity by quite a number of young people and although it is believed that the young are crazy about music (that is, pop music) it is still not as popular as reading and the television/video. Shopping also is quite a popular activity with youngsters.

When respondents were asked what they usually did in their free time, quite a number of young people said that in their free time they were usually in the company of their friends, either going out with them or visiting one another (26.3%). Other popular activities were going out (12.7%), reading (11.8%) and watching TV/video (14.0%).

Sports were mentioned by 8.2% of the subjects with swimming mentioned the most (6.4%). Some others mentioned tennis (3.9%) and football (4.1%).

Fun and enjoyment, relaxing and unwinding and doing what they wanted were also mentioned. Other activities carried out during free time were music (7.0%), shopping (4.3%), playing (5.0%) and a few mentioned playing on the computer (3.4%).

5.7% said that they usually did their homework in their free time.

Hence, young people seemed to spend their free time mainly with their friends or watching TV/video, going out and reading. (see Appendices B.5 B.10).

In school, young people again seemed to spend their free time in the company of their friends (34.2%) as well as doing their homework or school-work (14.4%). 14.2% also said that they usually spent their free time

in school socializing with other fellow students, mostly chatting to them. Some mentioned reading and playing. A few mentioned art (3.8%) and games (3.3%).

Sports were mentioned by 4.7% of the subjects. Only tennis and football were mentioned by over 3% of the subjects (4.3% and 4.7% respectively).

Therefore, the main activities carried out by young people in their free time at school were socializing, being with friends and doing homework or catching up with work. 4.0% said that they enjoyed themselves during their free time. Apart from that their free time was spent playing, reading or playing sports (see Appendix B.10.)

The main free time activity at home was watching t.v/video (39.4%) which seems to be a popular activity with youngsters. Other popular activities were reading (20.4%) and listening to or playing music (15.3%).

Being with friends was mentioned more than being with the family while some said that they went out when they had free time at home. Others said that they used it for rest and relaxation.

Playing on the computer and painting were also mentioned by some of the respondents along with spending time on one's own, homework, housework, looking after pets or spending time with them and playing.

Hence, the main activity that young people seemed to carry out in their free time at home was watching t.v or video followed by reading and music (see Appendix B.10).

6.3.2 REASONS FOR CARRYING OUT LEISURE ACTIVITIES

The most important reason for participating in leisure activities was fun and enjoyment (97.7%). Doing something interesting (95%), getting excitement (90.5%) and feeling free to do what they want (87.5%) were also important. These results are identical with those of the pilot study. Almost all the reasons presented to the respondents seemed to be highly important except for "doing something to pass the time" and "having something cheap to do". Hence, the majority of adolescents do not appear to look for convenience when carrying out their leisure activities. On the other hand, they are looking mainly for fun and enjoyment, excitement, meeting people and developing friendships, relaxation, learning new things, achievement, physical

and mental stimulation. The availability of
leisure facilities was also important for carrying out
leisure activities.

6.3.3 PEOPLE WITH WHOM ADOLESCENTS CARRY OUT THEIR
ACTIVITIES

Most of the young people's free time activities
were carried out with friends: for instance sports,
swimming, football, tennis, going out and going to the
cinema. Reading, music and computer were mainly
solitary activities. The majority watched television or
video either alone, with friends or with the family.
Shopping was the only activity that was carried out
equally with friends and family. A simple explanation
could be that parents have the money and are in
control: they would like to be present when something
is being bought for their child; also teenagers may be
expected to help with the household shopping.

6.3.4 ACTIVITIES WHICH ADOLESCENTS ARE PREVENTED FROM
CARRYING OUT

The activities which young people would have liked
to carry out in their free time but were prevented from
doing so were sports, being with friends, going out,
going to discos, clubs and to the cinema. The
impression one gets here is that young people would
like to take part in more sports, spend more time with

friends and go out more. Swimming once again appeared to be the most popular. Other sports mentioned were tennis, horse-riding, football, keeping fit and skating. Regarding going out, young people would have liked to go out more to discos, clubs and the cinema.

The three major reasons which prevented teenagers from carrying out certain activities that they would have liked to do were lack of free time, lack of facilities and expenses. Parental disapproval was the main reason for not spending more time with friends and going out more (see Appendix B.6.)

6.3.5 ACTIVITIES WHICH ADOLESCENTS HAVE TO DO DURING THEIR FREE TIME

A large percentage of subjects mentioned housework and homework as compulsory or necessary activities which they carried out in their free time. Hence, it seems that young people do not only spend their free time doing what they want and enjoying themselves; they also have to do some school-work or housework during that time.

Other activities mentioned as necessary to be done during free time were swimming, learning to play a musical instrument, spending time with the family, reading and shopping. Out of these activities, swimming

and learning to play a musical instrument were mentioned the most while being with the family was mentioned the least.

Out of the activities which one had to do in one's free time, the most disliked ones were homework and housework. All activities were carried out as a duty and to please parents. In spite of this, however, other compulsory activities such as swimming in particular, being with the family, reading and playing music were enjoyable. Swimming was a very much liked activity mainly participated in to please oneself; a secondary reason was to please parents and/or friends (see Appendix B.7.)

6.3.6 THE FUTURE (see Appendix B.8.)

12% of the subjects said that they had "no idea" how they were going to spend their free time in five years time. However, the highest percentage of subjects said that they imagined spending their free time with their friends (16.8%) while another 11.8% said that they would spend it with their boyfriend/girlfriend. A smaller percentage of young people mentioned social activities: "socializing and meeting new people" (5.3%) and going out (5.5%). Spending time with family and relatives was mentioned by 4.4% of the subjects thus

indicating that young people imagine themselves spending more of their free time with friends than with family as they grow older.

Young people also said that they would be working and earning money, while some others felt that, in view of unemployment and the present job situation, they might be spending their free time "looking for jobs".

On the other hand, the younger subjects said that in five years time they would be spending their free time studying hard for their G.C.S.E or A levels exams (12.9%) while 11.1% said that they would be in college or university studying for a degree.

Other activities mentioned were going to discos, parties, clubs and a small percentage said that they would be going to night-clubs (3.2%) and pubs (4.15%).

Reading and television/video were mentioned by only 3% of the young people, while going to the cinema was mentioned by 4.2%. Others said that they would listen or play music (4.2%).

Some of the subjects said that they would be driving their own cars which would make life easier while others had dreams of going on holidays or cruises and "seeing the world". A small number of subjects mentioned shopping (3.0).

Some young people said that they imagined their free time in five years time to be spent in the same manner as they spent it presently; others said that they would have more responsibilities (either due to work or higher education) and therefore less free time on their hands.

6.7% of the young people said that they would be having fun and enjoyment during their free time and another 6.7% mentioned that they would be participating in sports such as swimming.

Hence, young people seem to imagine that as they grow older they would spend their free time either working or studying. A few are pessimistic and wonder if they would be able to get jobs. Quite a large number of subjects appear to imagine that their free time would be used for social life/friends and going out to clubs as well as enjoying the nightlife: going to parties, discos, night-clubs and pubs.

Although other activities such as watching TV/video, shopping, going to the cinema, reading and music were mentioned by some subjects, social activities - such as meeting people, being with friends, boyfriends/girlfriends - seemed to take priority. This may perhaps be due to the fact that as they grow older young people tend to prefer social

activities to staying home and watching TV or reading. Social activities also took priority over sports, hence indicating that as they grow older young people participate less in sports and spend more time socializing with their friends.

6.4 ADOLESCENTS' DESIRES/IDEALS/ASPIRATIONS

6.4.1 ADOLESCENT'S WISHES

What young people seemed to wish for most were "more free time/leisure to do what I want to do", to have a lot of money in order to afford "comfort and luxury", to be able to go out more and to have freedom in order to do what they liked. Once again, it appears that they are looking for enjoyment and freedom.

A few other subjects mentioned not having to go to school, being able to spend time with their boyfriend/girlfriend, to work and earn money, to live away from home or go abroad and to be able to drive and own a car (see Appendix B.11)

6.4.2 IDEAL WAY OF SPENDING FREE TIME

When asked what they think young people should do in their free time, quite a number of subjects said that they should have fun and enjoyment (25.4%) and freedom to do what they want or like (19.1%). This is obvious since as we have seen earlier young people tend to seek enjoyment and freedom from their leisure/free

time. A few said that they should have freedom to a certain extent, that is within a limit or within the law (3.8%).

Activities mentioned were relaxation, studying and doing homework, work, going out, social activities and reading.

It is interesting to note that young people are not necessarily idle as 14.2% said that young people "should have a goal "and not waste their free time" but instead "should do something worthwhile and constructive"; and another 4.9% said that they should acquire mental stimulation by learning, being creative and using their talents and skills in the best way possible.

Therefore, youngsters seem to look mostly for fun, enjoyment, freedom and relaxation as well as to carry out some activities. However, they are also keen on learning and not wasting their time being idle (see Appendix B.19).

To a large number of respondents, being active in their free time was important and meant a lot to them It also meant fun and enjoyment and doing "good for the self, useful and beneficial".

Some subjects said that it was a way of avoiding boredom and passing the time, keeping fit and healthy through exercise. Participating in sports and physical stimulation were also important to keep being busy and lively. Being active also meant a feeling that one is doing good for oneself, getting satisfaction and fulfilment and a sense of achievement.

8% of the respondents said that it was not important for them to be active in their free time (see Appendix B.15).

When respondents were asked what was important to them, the most important things for youngsters appeared to be fun and enjoyment, achievement and fulfilment having free/spare time and exercising and keeping fit.

Other important things in the life of youngsters were relaxation, physical stimulation and going to school and doing school-work.

8.3% said that it is important for them to spend time with their friends compared to 3.6% who said that it is important for them to be with the family. Others mentioned going out, freedom and mental stimulation (see Appendix B.15.).

Hence, having fun and enjoyment is the most important factor in the life of young people; relaxation and freedom are also important to some of

them. Youngsters need free time in which they can do what they like and they also need both physical and mental stimulation; however, they place a lot of importance on the physical stimulation in order to be active and lively as well as fit and healthy.

Although they would like to spend time with friends and family, there seems to be a greater need to spend time with friends.

Also school and studying is important to some of the youngsters as well as the feeling that they are achieving something in life and getting fulfilled.

6.5 ADOLESCENTS' TV. VIEWING BEHAVIOUR

6.5.1 GENERAL VIEWING BEHAVIOUR

A large number of respondents claimed to have two or more TV sets at home (81.3%). TV was watched everyday: amount of viewing time varied between 2-3 hours each day. In spite of the existence of more than one TV set at home, only 8.1% of young people said that they watched it on their own. Most tended to watch TV with their family: parents and siblings, and friends. A fairly large number said that they were allowed to watch whatever they wanted. Videos were rather popular and were used both for recording and watching films. The most popular programs with young people were comedies, serials, adventures, horrors and news. These

programs may reflect the needs which adolescents have for fun and enjoyment, excitement and awareness of current affairs. On the other hand, documentaries, variety shows, quiz shows and cowboy films were not that popular.

Although many adolescents claimed to have electronic games and a home computer, they did not use them everyday: 61.1% said that they used their electronic games less than once a week and 48.1% said that they used their home computer less than once a week. This finding may suggest that although electronic games and computers have become popular in our present society, involvement in these activities soon drops off.

6.5.2 REASONS FOR WATCHING TV.

Over half of the subjects said that they watched TV mainly for enjoyment and entertainment (54.1%) (see Table 6.6.).

Table 6.6. Reasons for watching t.v.

	n	%n	%r
12.1 ENJOYMENT	253	54.1	29.8
16.1 AVOID BOREDOM	81	17.3	9.5
27.2 MENTAL STIMULATION	78	16.7	9.2
13.1 RELAXATION	76	16.2	8.9

15.1	NOTHING TO DO	52	11.1	6.1
71.2	GOOD/FAVOURITE			
	PROGRAMS	77	16.5	9.1
71.6	NEWS	33	7.1	3.9
71.2	SERIES/			
	SOAP OPERAS	24	5.1	2.8

Quite a number of youngsters also said that they watched it to "avoid boredom" and "pass the time", that is, it gives them something to do; for "mental stimulation" and enlightenment and as a form of relaxation. 11.1% said that they watched it because they had nothing else or better to do. Respondents watched TV in order to watch good and favourite programs, the news, series and soap operas. A small percentage said that they put on the TV "just to see what is on (3.2%)".

6.6 PERSONAL VARIABLES

6.6.1 ADOLESCENTS' LEISURE ATTITUDES

Although many adolescents said that they had too little free time, they also claimed that their free time was the most enjoyable time for them. The majority disagreed with the views that young people today spend most of their free time doing nothing or enjoying themselves a lot. There was no evidence of

strong leisure orientation: although leisure was enjoyable and, perhaps, young people needed more of it, they still did not prefer a carefree life of complete leisure. In addition, there was no evidence that school was a hindrance and got in the way of leisure time.

Attitudes towards leisure facilities were not highly favourable: 47% agreed that leisure facilities were scarce and 47.7% said that they were expensive.

These results are in agreement with those found in the pilot study.

6.6.2 PERSONALITY CHARACTERISTICS

The majority of the adolescents in the study seemed to have a healthy, stable and balanced personality. They felt that they were in control of their lives and that they were responsible for the outcomes of their actions. They did not tend to believe that external forces, such as fate, chance or other people may influence the course of their lives. Self-esteem was considerably high: many felt that their parents were interested in their ideas, they did not feel foolish or shy with their parents, teachers and classmates and did not feel lonely or rejected by their friends.

On the whole, the respondents seemed to be sociable: 80.7% said that they liked to go out a lot. They described themselves as lively and full of excitement. However, in spite of this, they did not tend to think of themselves as "happy-go-lucky". Despite their sociable nature, adolescents still felt shy when faced with certain situations: when they were with people they did not know very well and when striking new friendships.

In certain aspects, young people showed sensation seeking tendencies: in trying certain new things, dressing the way they like and not enjoying the company of dull people. However, they did not seem to like to venture out to strange places by themselves nor to get restless or bored too easily. There seems to be a balance in their needs for arousal and their needs for familiarity.

6.6.3 SATISFACTION/IMPORTANCE OF SATISFACTION WITH CERTAIN DOMAINS OF LIFE

Young people were fairly satisfied with their lives. The highest rate of satisfaction was with their friends, family life, amount of enjoyment they get out of life and opportunity to learn new things. Although more than half of the respondents said that they were

satisfied with school life (58.2%), this was quite low when compared with satisfaction with friends (77.5%) and family life (73.4%).

Leisure facilities and the time available to do the things they like to do were the two domains which adolescents seemed to least satisfied with. 57.5% said that they were slightly satisfied with the leisure facilities provided for their age group and 61.1% said that they were only slightly satisfied with the time available for them.

It was very important for adolescents to be satisfied with all the domains: over 90% of them said that it was important to be satisfied with amount of enjoyment, family, friends, school, free time available and opportunity to make decisions.

6.6.4 HAPPINESS/LONELINESS

A large percentage appeared to be happy (79.2%) although 55.1% claimed that they sometimes felt lonely.

6.7 FAMILY LIFE, FRIENDSHIP, AND SCHOOL LIFE

6.7.1 RELATIONSHIP WITH PARENTS/SIBLINGS

Conflicts with parents existed: young people admitted getting angry with their parents for not getting their own way (61.5%) and that sometimes they were not able to do what they liked because their parents refused or worried (64.1%). However, the

underlying relationship with parents was not bad. Parents were perceived to hold favourable views of their children and their friends: 65.5% said that their parents knew all their friends and 78.6% claimed that their parents did not disapprove of their friends. 70.2% were allowed to go out a lot by their parents. Parents were also highly interested in their children's school-work (79.8%) and in their free time activities (63.2%). However, many of the respondents said that they did not spend most of their free time with their parents (68.6%). Nevertheless, it appears that in spite of this and the conflicts that may exist among parents and their children, the underlying relationship is not affected.

Relationships with siblings were highly important (77%) although they did not necessarily have to share the same interests.

Rules imposed by parents were mainly concerned with smoking (85.6%), drinking (65.6%), definite time to be in at night (65.6%), going to pubs (61.5%) and housework (60%). Once again, these results are similar to those found in the pilot study. Respondents claimed they had no rules in connection with TV viewing habits, pocket money, films, discos, going out on week-nights and the way they dress up. Adolescents, surprisingly

were not opposed to the idea of having rules imposed on them. Apart from disagreeing to have rules concerning films and discos, they agreed they should have rules regarding other aspects of their lives. The most interesting finding was that 71.9% of the respondents said that they agreed they should have rules concerning TV viewing; yet, for 63.9% of them, such a rule did not exist.

An analysis of the qualitative data on parental relationships also revealed that the majority of the subjects said that they had a good and close relationship with their parents (78.6%).

Youngsters said that they loved and respected their parents and vice versa. However, 5.7% said that they did not get on well with their parents because they argued and did not understand each other. 7,0% said that they sometimes had disagreements with their parents (see Appendix C.4.)

6.7.2 IDEAL RELATIONSHIPS WITH PARENTS

The majority of the subjects said that parents and children should have a good relationship with each other: they should be close to each other, communicate and confide in each other (74.5%). Other desired

aspects were to love and respect for each other (9.0%), spend time together: go out or do things together and finally to co-operate and help each other.

Young people seemed to realize the importance of having a good, loving and caring relationship with their parents even though they may not necessarily spend most of their time with them. It is important for them to be able to communicate with their parents and to confide in them as well as to share some interests with them. It is also important to be able to co-operate in order to see each other's points of view and understand each other.

The majority of young people said that they wished their parents would give them more freedom to let them do or get what they wanted, interfere less in their affairs and treat them more as grown-ups (46.3%).

Some wished that their parents would listen more to them and be more understanding (19.9%) while another 10% said that they would have liked their parents to appreciate and understand everything about them such as their views, feelings, problems and achievements.

A smaller percentage of respondents also wished that their parents were different than what they actually were; some wished they were not divorced,

others wished that they would not argue so much and some others wished their parents were younger and more fashionable or more educated.

A few of the subjects said they would have liked to have less pressure and complaints from their parents (3.9%) and another 3.9% wished that their parents were rich so that they would have been "able to afford to get all that they wanted" (see Appendix C.5.)

6.7.3 RELATIONSHIP WITH FRIENDS

Most of the adolescents' free time was spent with their friends and for the majority of them it was very important to have close friends (88.7%). 68.7% of the respondents said that they had more than three close friends. Friends were mostly a mixture: from school, neighbourhood or were friends of the family.

The majority of respondents said that their relationship with their friends was very good (54.1%). A large number of respondents said that they were happy in the company of their friends: they enjoyed each other's company, had fun with each other and felt safe, free and wanted with each other. Young people said that they did things with their friends and spent time together sharing their interests. 4.4% mentioned going out with their friends. A small percentage of young people mentioned that they acted differently when they

were with their friends: they acted and talked more freely with them than when they were with other people. A few others said that they become talkative and noisy when they were in the company of their friends and that they started messing and mucking around (see Aoppendices C4. C7.)

The things that young people mentioned their friends might want them to do were being helpful and doing them favours (17.9%), acting irresponsibly and doing wrong things such as taking drugs (15.5%), doing something against one's wishes or inconvenient (13.1%) and going out (10.0%).

Some adolescents said that their friends might want them to be "adventurous" and "do daring things" while others said that they might ask them to be bad or naughty and cause trouble, or do "stupid" or silly things". Friends might ask them to smoke while a few others said that they might be asked to spend time with their friends, that is, to visit them or play with them or to do something with them or for them.

About half of the subjects said that they would agree to do what their friends would want them to do and about another half said that they would disagree (42.2% and 44.3% respectively). Another 8.3% said that it would depend on what it is that they wanted them to

do. However, there was a tendency to agree to do what their friends wanted them to do if it involved doing them a favour and helping them or doing things with them such as going out or spending time together. But, if their friends wanted them to do something bad or stupid, against their wishes or that they were not sure of, there was a tendency to disagree.

Hence, it appears that although young people would like to help their friends and do favours for them they would not like to be pressured into doing something that they are not sure of or that they do not approve of. Therefore, it seems that they are independent and not likely to be pressured or influenced by friends into doing bad or irresponsible things (see Appendix C.8.)

6.7.4 SCHOOL LIFE

Most adolescents agreed that it was important to get on well with their teachers and the majority claimed to get on well with their classmates (85.6%). Although many respondents said that they did not find their lessons difficult to understand, about half of them admitted that they worried about their work. Very few regarded themselves as exceptionally intelligent or

hard-working pupils. 43.7% said that they look forward to leaving school while 84.4% often thought of what they were going to do after leaving school.

51.7% of adolescents wanted to stay on at school till the age of 18 while 62.7% said that they expected to stay on at school till that age. 75.7% thought that their parents expected them to stay on at school till the age of 18. Only 10% of the respondents wanted to get a job straight after school while 49.6% wanted to go to university.

While the majority of subjects said that they got on well with their teachers (62.3%) and a small percentage said that they "worked well together" and "co-operated" (3.8%), 15.4% said that they did not get on well with their teachers and that they "had their differences". 6.9% said that they only sometimes didn't get on well and disagreed while another 6.2% said that they did not have a close relationship with their teachers: that is, they had "neutral" teacher/pupil relationship and have "nothing to do with each other" apart from working together (see Appendix C.4.)

Youngsters wished their teachers would listen more to them and be more understanding, that they would not "pressure" them with too much work and give them more freedom at school to do what they wanted and to be

more co-operative in the sense that they should make the lessons more interesting. They also said that they would like to be "appreciated" and "understood more" by their teachers (see Appendix C.5.).

Quite a number of subjects seemed to like school. 21.2% said that it was not bad while 12.3% said that it was good. For 18.8% school was fun and enjoyable and a small percentage said that school was important for them (3.8%).

A fair number of respondents also felt that school was boring or sometimes boring (24.0% and 8.9% respectively) while some others thought that it was hard (4.8%). To 3.2% school was terrible.

Reasons given for liking school were: the opportunity it gave them to be with friends, to socialize with people of their own age to learn and to get good results in life. 6.9% said that it was fun and enjoyable and 3.5% said that it was something to do in order to avoid boredom (see Appendix C.10.).

The negative aspects of school life were once again boredom.

Hence, youngsters seemed to like school on the whole because it was fun and enjoyable, it provided an opportunity to meet friends and other people as well as

the opportunity to learn and achieve. On the other hand, they disliked the boredom and the routine as well as having too much work.

6.7.5 SUMMARY

Hence, although some of the youngsters seemed to have their differences with their parents and teachers, the majority appeared to have a good relationship with them. Very few subjects said that they did not get on well with their friends (0.59%) which shows that they got on rather well with them and were quite happy and content in their company. Once again, it appears that more time is spent in the company of friends than parents or teachers.

Although the majority of young people seemed to get on well with their parents and teachers, they would still like them to listen more to them and to be more understanding. They were looking for more freedom and wanted to be treated more as grown-ups. They also wanted less pressure and to be appreciated more. More co-operation was expected from teachers.

6.8 PARTICIPATION IN SPORTS

6.8.1 REASONS FOR TAKING PART IN SPORTS

A large number of young people took part in sports (83.9%). The most important reasons for participation were to exercise and keep fit (89.3%), improve one's

ability (83.2%) and enjoyment (66%). These findings are similar to those found in the pilot work. Other reasons included meeting people with the same interests, making new friends and acquiring useful skills. One reason which did not apply to sport participation in the pilot study applied to 54.8% of the respondents in the main study. Gaining respect from friends and pleasing parents were not applicable to the majority of the young people who participated in sports.

6.8.2 ATTITUDES TOWARDS SPORTS

To the majority of the subjects sports were good, fun and enjoyable. Taking part in sports was important for keeping fit and healthy. Therefore, subjects seemed to like sports because they were both beneficial and enjoyable to them. Very few of the subjects felt that sports were boring or said that they disliked them.

Other positive aspects of sports were: being with friends, getting satisfaction in the form of winning, excitement, practising skills, a sense of freedom, team work, release of tension, building of self-confidence and competition. To some youngsters, rugby was enjoyed for its roughness and violence. However, on the whole, all types of sport were taken part in mainly to have fun and enjoyment.

6.8.3 POPULAR SPORTS

Table 6.7. Popular Sports

SPORT 1

		n	%n	%r
1.4	NOT APPLICABLE	67	16.8	16.8
29.5	FOOTBALL	55	13.8	13.8
32.1	TENNIS	52	13.1	13.1
31.1	SWIMMING	37	9.3	9.3
29.1	NETBALL	23	5.8	5.8
29.7	RUGBY	23	5.8	5.8

SPORT 2

		n	%n	%r
1.4	NOT APPLICABLE	118	29.7	29.7
31.1	FOOTBALL	48	12.1	12.1
32.1	TENNIS	41	10.3	10.3
29.5	SWIMMING	26	6.5	6.5
29.6	NETBALL	20	5.0	5.0

SPORT 3

		n	%n	%r
1.4	NOT APPLICABLE	140	42.7	42.7
31.1	SWIMMING	31	7.8	7.8
32.1	TENNIS	24	6.0	6.0

The majority of respondents took part in, at least one or two sports. The most popular sports were football, tennis and swimming. Other sports played were netball, rugby, cricket, hockey and table tennis/badminton.

Therefore, youngsters showed a tendency to take part in quite a number of outdoor team sports. While the most popular water sport was swimming, the most popular indoor sport was table tennis/badminton and the most popular outdoor sport was tennis.

6.8.4 REASONS FOR NOT PARTICIPATING IN SPORTS

While the majority of the subjects said that they took part in sports, some (8.7%) said that they did not take part in sports because they did not like them and therefore could not be bothered, or because they were not good at them. The rest of the young people who did not take part in sports (about 6% of the subjects) gave various reasons: while some said that they were not sure of the reasons, others felt lazy, they thought it was a waste of time, it was not important to them, it was hard, boring, tiring, or lacked opportunities. Lack of time and lack of physical fitness were also mentioned as reasons for non-participation.

6.9 A TYPICAL WEEKEND IN THE LIVES OF ADOLESCENTS

180 youngsters were asked to fill in a diary: a paragraph about how they had spent their last weekend, whether it was different from any other weekend and if so, how. The diaries were distributed at random to a subsample of the main sample of 555 respondents and they were filled in at the same time as the questionnaire in class and during school hours. All 180 diaries were filled in and returned.

Table 6.8 Distribution of diary respondents in each age group by sex

AGES	11-13	14-15	16-19	
MALES	26	10	16	52
FEMALES	53	29	34	116
	79	39	50	N=168

(n=12: sex and ages not known)

A close observation of the diaries showed that for quite a number of the youngsters (44%) the weekend in question was either completely or a bit different from the usual weekends: they did something different such as going to the bazaar or an exhibition, went out more, went on a trip, took part in the marathon. Although for some the weekend was more busy or exciting, only 1.1%

said that their usual weekends tended to be boring. There were frequent comments such as: "not all weekends were so good", "not always have somewhere to go", "don't usually go out so much/Saturday/Sunday". On the other hand, one 16 year old male respondent said that to him "the weekend is just a break from school: there is nothing I do weekends that I don't the rest of the week, except school".

About half of the young people played some kind of sport which were mainly carried out with friends or with brothers and/or sisters and that usually took place on Sundays. TV was another popular weekend activity. A majority (66%) mentioned homework or some kind of Saturday or Sunday school: drama, language, dancing, music or choir and religious education. Homework appeared to be mostly done on Sundays. Young people spent time with both friends and family although on the whole more time was spent with friends (70%) especially on Sundays. Activities carried out with friends were going out or visiting each other. Going out involved eating out, shopping, going to discos and parties, cinemas, shows, theatre or night-clubs. Activities carried out with the family involved visiting grandparents or other relations and going out with parents. Most of the youngsters seemed to go out

more on Saturdays: shopping, discos on Saturday evenings, cinema. Also a small number (7.8%) had some sort of Saturday job: delivering papers or helping in the family business. Sundays were more likely to be relaxing; for some Sunday was a day for staying home and resting or staying in bed doing nothing or reading. Sundays were also time for parties such as weddings, birthdays and barbecues. Other weekend activities were attending to hobbies, baby-sitting, doing housework or other domestic chores such as cooking, gardening and washing the family car, going to the park or library. A very small number of youngsters mentioned listening to the radio (3.3), which is rather insignificant when compared to the number of kids who watched television (46%). Very few teenagers indulged in drinking if at all.

From observation of different responses by males and females, it appears that females spend their weekends shopping, with friends, going out and doing their homework. And they went more to language schools. Males, on the other hand, were more likely to watch t.v, play sports or watch them on t.v. Also, males were more likely to carry out odd jobs such as washing the family car.

6.10. GROUP DIFFERENCES

6.10.1 EFFECT OF AGE ON LEISURE BEHAVIOUR

Table 6.9. Effect of age on leisure behaviour

(a)

LEISURE MEANS	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
FREE TIME	9.5	22.3	20.8	.003
ACTIVITY	8.9	12.0	25.5	.000
RELAXATION	27.4	21.0	34.0	.036
FREEDOM	17.9	25.8	34.9	.006

(b)

LIKE LEISURE	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
RELAXATION	19.6	17.6	33.0	.005
FREEDOM	24.4	35.2	43.0	.058

(c)

DISLIKE LEISURE	AGE			
	11-13	14-15	16-19	SIG.

	(n=168)	(n=233)	(n=106)	(P)
NOTHING	29.8	24.5	16.0	.036
TOO MUCH FREE TIME	6.5	7.3	16.0	.014

(d)

WORK MEANS

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
OBLIGATION	6.5	12.0	24.5	.000
EARN MONEY	7.7	19.3	19.8	.003

(e)

LIKE WORK

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
DOING GOOD FOR SELF	14.9	17.2	38.7	.000
EARN MONEY	9.5	23.6	619.8	.001

(f)

FREE TIME MEANS

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)

ENJOYMENT	22.0	15.5	7.5	.006

(g)

YOUNG PEOPLE'S FREE TIME	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)

FREEDOM	4.2	9.4	15.1	.008

(h)

ACTIVITIES	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)

SWIMMING	11.3	12.0	3.8	.052
TV/VIDEO	9.5	5.2	17.0	.002

(i)

FREE TIME IN 5 YEARS TIME	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)

DON'T KNOW	13.7	6.4	9.4	.050
WORKING	4.8	9.4	15.1	.014
SCOOL/STUDIES	16.7	9.4	5.7	.010
HIGHER EDUCATION	3.6	9.9	13.2	.012

(j)

IN FREE TIME	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
GO OUT	5.4	9.4	17.9	.003

(k)

AT SCHOOL SPEND F.T.	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
SCHOOL WORK/H.W.	8.9	10.3	18.9	.030

(l)

AT HOME SPEND F.T.	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
READING	15.5	13.3	25.5	.018
MUSIC	6.0	12.0	23.6	.000
TV/VIDEO	30.4	24.0	41.5	.005

(m)

ADULTS THINK YOUNG PEOPLE	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)
DO NOTHING	3.6	10.3	11.3	.024
LACK GOALS	7.1	8.2	16.0	.032

(n)

WHY WATCH T.V	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)
RELAXATION	11.3	9.9	28.3	.000
NOTHING TO DO	8.9	12.4	3.8	.039
FAVOURITE PROGRAMS	10.7	12.9	22.6	.016

(o)

MY PARENTS THINK THAT I	AGE			
	11-13 (n=168)	14-15 (n=233)	16-19 (n=106)	SIG. (P)
CONSCIENTIOUS/ DO WELL AT SCHOOL	6.0	4.3	16.0	.000

(p)

MY PARENTS THINK MY FRIENDS	AGE			
	11-13	14-15	16-19	SIG.

	(n=168)	(n=233)	(n=106)	(P)
GOOD/NICE	48.2	33.5	34.0	.006

(q)

MY PARENTS AND I

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
GET ON WELL/ ARE CLOSE	54.2	52.8	66.0	.063

(r)

MY TEACHERS AND I

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
GET ON WELL/CLOSE	33.9	29.2	45.3	.015

(s)

GOOD FRIENDS MEANS

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
THOUGHTFUL	22.0	27.9	36.8	.029
GET ON WELL/CLOSE	37.5	47.6	52.8	.029

(t)

SPORTS

	AGE			
	11-13	14-15	16-19	SIG.
	(n=168)	(n=233)	(n=106)	(P)
NOT APPLICABLE	13.7	9.0	19.8	.021
FOOTBALL	13.7	9.4	4.7	.050
SWIMMING	14.3	6.9	7.5	.033

Activity, relaxation and freedom were the meanings attributed to leisure mostly by the older age groups: 14-15 and 16-19. Relaxation and freedom were the things most liked about leisure by the oldest age group. The 14-15 year olds also liked the freedom that leisure offered to them. However, the older teenagers disliked also having too much leisure while a higher percentage of the younger group said that they disliked nothing about leisure (Tables 6.9,a-c).

.Work was regarded as obligation and a means of earning money by the two older age groups. Earning money was also a likeable aspect of work especially to the middle age group. Doing good for oneself and for others was also another likeable characteristic of work to the older age groups (Tables 6.9,d-c).

The youngest age group, 11-14, regarded free time as a form of enjoyment; this also applied to the middle age group but much less to the oldest age group (Table 6.9f).

To the older adolescents (oldest and middle age groups), young people seem to have a lot of freedom (Table 6.9g) and lack goals in the use of their free time.

Swimming is a more popular activity with the younger age groups (11-13 and 14-15) than with the older adolescents while watching TV and video is more popular among the oldest age group (Table 6.9h). More of the youngest adolescents said that they would have liked more opportunity for swimming during their free time (chi sq=6.86, p<0.05). Homework was a compulsory activity for the oldest age group and to a lesser extent to the youngest group (chi sq=2.17, p<0.05).

The youngest adolescents were more likely to be unsure of how they were going to be spending their free time in five years time. The oldest and middle age groups mentioned work and higher education while those of the youngest group who had an idea said that they would probably be still studying at school (Table 6.9i).

The oldest and youngest age groups said that leisure is relaxation more than the middle age group. The middle age group said that leisure was freedom; this also applied to a lesser extent to the younger age group.

In their free time the older teenagers tend to go out more. They also carried out more social activities during their school free time and were also more likely to do their school-work or homework during any free time at school. At home the oldest age group read more followed by the youngest age group. Music was also a favourite home activity with the oldest and middle age groups while watching TV and video was a popular home activity with the oldest age group and with the youngest age group as well (Table 6.9,j-l).

Older adolescents (16-19) said that young people should have a goal in their free time. Also older adolescents were more likely to say that adults think young people tend to do nothing in their free time and that they lack goals (Table 6.9m).

Older adolescents tended to watch TV in order to relax and watch good or favourite programs. The middle age group and to a lesser extent the youngest age group watched TV when they had nothing else to do (Table 6.9n).

The oldest adolescents said that their parents thought well of their school-work and that they were more likely to be conscientious and do well at school. The middle group were the least likely to say that. The youngest age group were more likely to say that their parents thought their friends were good and nice, therefore parents seemed to approve of the friends of their younger children. Getting on with parents and being close to them was more important to the oldest and middle age groups and also to the youngest age group to a lesser extent (Table 6.9,o-q). Also the two older groups were more likely to say that parents did not appreciate young people (chi sq=10.45, p<0.05) or some things about young people (chi sq=6.49, p<0.05). Most of the adolescents in all three age groups however, said that they got on well with their parents and that they were close to them.

Although all three age groups said that they were happy with their friends, a higher percentage of the older adolescents said that when they were with their friends they were happy together.

The oldest age group and the youngest age group were more close to their teachers and got on well with them (Table 6.9s).

The oldest age group were also more likely to say that their friends were thoughtful and the youngest group the least likely to say so. The oldest and middle groups also said that they got on well and were close to their friends.

Adolescents in their mid teens were most likely to be involved in some form of sport activities than the other two age groups while the oldest age group was the least likely to do so. Football was more popular with the youngest adolescents(Table 6.9t).

6.10.2 EFFECT OF SEX ON LEISURE BEHAVIOUR

Table 6.10. Effect of Sex on Leisure Behaviour

(a)

LEISURE MEANS	SEX		
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
SPORTS	28.1	18.8	.009
FREEDOM	19.1	29.2	.006

(b)

LIKE LEISURE	SEX		
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)

FREEDOM   23.2   37.2   .000

(c)

DISLIKE   SEX

                        MALES   FEMALES   SIG.

                       (n=267)   (n=288)   (P)

NOTHING   28.5   21.5   .059

(d)

WORK MEANS   SEX

                        MALES   FEMALES   SIG.

                       (n=267)   (n=288)   (P)

MENTAL STIMULATION   7.5   13.2   .028

(e)

LIKE WORK   SEX

                        MALES   FEMALES   SIG.

                       (n=267)   (n=288)   (P)

MENTAL STIMULATION   16.9   26.7   .005

235

(f)

DISLIKE WORK   SEX

	MALES (n=267)	FEMALES (n=288)	SIG. (P)
OBLIGATION	8.2	16.7	.003

(g)

LIKE F.T   SEX

	MALES (n=267)	FEMALES (n=288)	SIG. (P)
FREEDOM	30.0	41.0	.007

(h)

DISLIKE F.T   SEX

	MALES (n=267)	FEMALES (n=288)	SIG. (P)
NOTHING	31.1	19.4	.002

(i)

IN FREE TIME USUALLY   SEX

	MALES (n=267)	FEMALES (n=288)	SIG. (P)

WITH FRIENDS	13.9	27.4	.000
GOING OUT	7.1	12.8	.025
READING	6.0	12.5	.009

(j)

AT SCHOOL SPEND F.T		SEX	
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
WITH FRIENDS	15.7	35.8	.000

(k)

AT HOME SPEND F.T		SEX	
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
READING	11.2	20.1	.004

(l)

ADULTS THINK YOUNG SPEND F.T		SEX	
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
DO NOTHING	5.2	10.1	.034
MESS ABOUT	9.4	3.8	.008

(m)

WHY WATCH T.V	SEX		
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
RELAXATION	9.4	17.7	.004
FAVOURITE PROGRMS	9.0	18.4	.001

(n)

MY FRIENDS AND I	SEX		
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
GET ON WELL/CLOSE	27.3	38.5	.005
HAPPY TOGETHER	9.7	16.7	.016

(o)

SCHOOL LIFE IS	SEX		
	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
BORING	20.2	11.8	.007
TOO MUCH WORK	1.1	4.9	.011
BE WITH FRIENDS	.7	6.6	.000

238

| LEARN | 1.9 | 5.2 | .035 |
| GOOD RESULTS IN LIFE | 1.1 | 4.2 | .027 |

(p)

GOOD FRIENDS MEANS SEX

	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
TRUSTWORTHY	33.0	47.6	.000
THOUGHTFUL	18.7	32.3	.000
GET ON WELL/CLOSE	27.7	54.9	.000
HAPPY TOGETHER	9.4	16.0	.028

(q)

SPORTS SEX

	MALES	FEMALES	SIG.
	(n=267)	(n=288)	(P)
FOOTBALL	19.9	0.7	.000
TENNIS	5.6	12.8	.003
SWIMMING	4.5	12.5	.001

More males associated leisure with sports than females while females tended to associate leisure more with relaxation and freedom. Females in particular

liked leisure because of the freedom it offered
them. Males were less likely to dislike anything about
leisure than females (Table 6.10,a-c).

More females than males said that work to them
meant mental stimulation and that they liked this
aspect of work. However, females also said that they
disliked having an obligation and also too much work
(Table 6.10, d-f). Females liked free time because of
the freedom it offered them. More males than females
said that there was nothing they disliked about free
time (Table 6.10,g-h). Females also said that the free
time today of young people allows more freedom. Among
the compulsory activities that young people have to do
in their free time more females mentioned housework
(chi sq=5.2, p<0.05). Females were more likely to spend
their time with friends during their free time in five
years time (chi sq=5.4, p<0.05). Leisure meant freedom
to more females. In their free time females were more
likely to spend time with their friends and went out
more. Reading was also an activity that was more
popular with females. At school females again spent
their free time with their friends. Again at home, more
females spent their free time reading (Table 6.10,i-k).
Females said that young people enjoyed themselves

during their free time(chi sq=4.5, p<0.05). More females thought that young people in their free time should have freedom (chi sq=8.2, p<0.05).

Females said that adults tended to think that young people in their free time did nothing while a higher percentage of males said that adults thought young people spent their time messing about(Table 6.10l).

Being active in their free time was important to a higher percentage of females (chi sq=5.0, p<0.05). TV was more a form of relaxation to females as well as they watched it to see good or favourite programs (Tables 6.10m).

More males said that their parents thought they were good or nice (chi sq=4.0, p,0.05). However, females were more likely to say that their parents thought their friends were nice and good (chi sq=18.2, p<0.05). It was more important for females to have a good and close relationship with their parents (chi sq=6.8, p<0.05). Males on the other hand were more likely to think that parents do not appreciate young people. Females were more likely to say that they got on well with their friends and that they were close to them and that they were happy in their company (table 6.10n). More males thought that parents don't

understand young people. More females said that when they are with their friends they were happy together. However, more females disagreed to do things which were asked of them by their friends if they were irresponsible or inconvenient to do (chi sq=3.4, p<0.05).

Females said that they wished their teachers would not put so much pressure or complain so much about their work (chi sq=14.9, p=.000). Males were more likely to feel that school life was boring. Females said that there is too much work at school to cope with; they liked school because they were with their friends. Females were also more likely to like school because it gave them the opportunity to learn and to get good results in life (Table 6.10o).

To females a good friend meant someone who is trustworthy and thoughtful; someone who is close and with whom one can get on very well and can be happy with (Table 6.10p).

More males played football while females seemed to favour tennis and swimming (Table 6.10q).

6.10.3 EFFECT OF CLASS ON LEISURE BEHAVIOUR

Table 6.11. Effect of class on Leisure Behaviour

(a)

LEISURE MEANS	CLASS

	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
ENJOYMENT	50.0	36.2	.008
RELAXATION	32.1	15.9	.000
GOOD FOR SELF	5.7	12.3	.019
FREEDOM	4.3	10.9	.010

(b)

LIKE LEISURE CLASS

	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
RELAXATION	28.9	12.3	.000

(c)

DISLIKE LEISURE CLASS

	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
TOO MUCH FREE TIME	13.9	3.6	.001

(d)

WORK MEANS CLASS

	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)

OBLIGATION	15.4	7.2	.019
EARN MONEY	10.0	24.6	.000
SCHOOL	45.0	25.4	.000

(e)

LIKE WORK	CLASS		
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)
DO GOOD FOR SELF	26.8	12.3	.001
EARN MONEY	12.9	28.3	.000

(f)

DISLIKE WORK	CLASS		
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)
TIRING	15.0	7.2	.024

(g)

LIKE F.T	CLASS		
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)

244

RELAXATION   21.1   10.1   .006

(h)

ACTIVITIES		CLASS	
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)
SWIMMING	7.1	15.2	.009

(i)

PREVENTED ACTIVITY		CLASS	
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)
SWIMMING	6.8	17.4	.001

(j)

COMPULSORY ACTIVITY		CLASS	
	CLASS 1	CLASS 2	SIG.
	(n=67)	(n=33)	(P)
HOUSEWORK	11.8	18.8	.051

(k)

F.T IN 5 YEARS TIME   CLASS

| | CLASS 1 | CLASS 2 | SIG. |
	(n=67)	(n=33)	(P)
WITH FRIENDS	17.5	10.1	.048
SCHOOL/STUDIES	15.7	5.1	.002
HIGHER EDUCATION	13.2	2.2	.001

(1)

IN F.T YOUNG SHOULD   CLASS

| | CLASS 1 | CLASS 2 | SIG. |
	(n=67)	(n=33)	(P)
HAVE A GOAL	12.1	4.3	.011

(m)

BEING ACTIVE IN MY F.T   CLASS

| | CLASS 1 | CLASS 2 | SIG. |
	(n=67)	(n=33)	(P)
GREAT/IMP'TANT TO ME	19.3	11.6	.048

(n)

WHY WATCH T.V   CLASS

| | CLASS 1 | CLASS 2 | SIG. |
	(n=67)	(n=33)	(P)

| RELAXATION | 19.3 | 8.0 | .003 |
| MENTAL STIMULATION | 18.6 | 10.9 | .044 |

(o)

MY PARENTS THINK THAT I AM		CLASS	
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GOOD/NICE	11.1	5.1	.045
BRILLIANT/CLEVER	11.8	2.9	.003

(p)

MY PARENTS THINK MY FRIENDS ARE		CLASS	
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GOOD/NICE	4.3	10.1	.020

(q)

MY PARENTS AND I		CLASS	
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GET ON WELL/CLOSE	60.0	49.3	.038

(r)

IF FRIENDS WANTED
ME TO

	CLASS		
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
DISAGREE	29.6	16.7	.004

(s)

MY TEACHERS AND I

	CLASS		
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GET ON WELL	38.9	26.8	.015
	6.1	13.0	.016

(t)

I WISH MY TEACHERS
WOULD

	CLASS		
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GIVE ME FREEDOM	6.4	13.0	.023

(u)

SPORTS ARE

	CLASS		
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
GOOD	13,6	23.9	.008

FUN/ENJOYABLE	13.1	14.5	.000

(v)

SPORTS		CLASS	
	CLASS 1 (n=67)	CLASS 2 (n=33)	SIG. (P)
FOOTBALL	7.9	15.9	.011
TENNIS	13.9	3.6	.001

Leisure to class1 meant more enjoyment and relaxation. And class1 also said that relaxation was the most liked aspect of leisure although too much free time was disliked as well by them (Table 6.11,a-c).

Work to class1 was more an obligation and was associated with school and school-work while class2 tended to associate work more with earning money. While class1 liked work because it allowed them to do good for themselves and for others as well as it offered them mental stimulation class2 liked work because it offered them the opportunity to earn money. Class1 disliked work when it was too tiring (Table 6.11,d-f).

Class1 liked free time because of relaxation (Table 6.11g). They tended to think that young people lacked goals in the use of their free time (Table 6.11,h-j).

Class2 took more part in swimming and said that they would like to have the opportunity to take part in more swimming activities. They were also more likely to do housework as a compulsory activity during their free time than class1.

In five years time class1 were more likely to be spending their free time with their friends and going to school or studying. A higher percentage of them also said that they hoped to be in higher education (Table 6.11k).

Leisure to class1 is enjoyment and relaxation while class2 said that it is good for improving oneself. Class2 said that leisure is enjoyment, freedom. At school class1 spend their free time doing their school-work or homework (chi sq=4.4, p<0.05). Class1 tended more to favour the idea that in their free time young people should have a goal (Table 6.11l) and they thought that adults usually thought that young people messed around during their free time (chi sq=8.9, p<0.05). It is more important to them to be active in their free time than class2 (Table 6.11m).

The reasons for watching TV for class1 were relaxation, mental stimulation and to watch good or favourite programmes (Table 6.11n).

Class1 tended to think that their parents thought they were good and nice and brilliant or clever. Class2 thought their friends were nice and good. Class1 thought that parents did not appreciate some things about young people (chi sq=5.3, p<0.05) although they tended to get on well and were close to their parents. Class1 were more happy in the company of their friends. However, they also tended more to disagree to do anything bad or irresponsible if their friends asked them to. They got on well with their teachers while more of class2 said that they did not get on well with their teachers and wished that their teachers would give them more freedom (Table 6.11,o-t).

While class2 found sports good for oneself class1 said that they found sports to be fun and enjoyable. Class1 were more favourable to school and thought it was fun. While football was a more popular sport with class2 tennis was more popular with class1. Class2 were more likely to take part in sports (Table 6.11u).

6.10.4 EFFECT OF AGE, SEX AND CLASS ON REASONS FOR CARRYING OUT LEISURE ACTIVITIES

Multivariate analysis of variance (Manova) was carried out between age, sex and class categories and leisure behaviour. The multivariate tests of significance examined in the Manova outputs were Pillai's, Hotelling's and Wilks tests. Where these tests were significant, the univariate F tests were examined and the values of F and significance levels (p) are given here. Females look more for opportunity to be free in their free time activities. Males on the other hand tended to look for relaxation and took part in activities for which facilities were readily available (F=8.26, p<.05).

The needs to learn, achieve something and to be active in their free time activities applied more to the two younger groups of adolescents (F=4.09, p<0.05). Also convenience: a way of passing the time and having something cheap to do applied a bit more to the youngest age group (F=6.63, p<0.05) although the difference was not that great among the three groups.

6.10.5 EFFECT OF AGE, SEX AND CLASS ON ATTITUDES TO LEISURE

Males were more leisure orientated than females (F=9.47, p<0.05); they were more likely to desire to lead a carefree life and to lead a life of complete

leisure. School was seen as a hindrance in the sense that it is in the way of free time which is seen as the most enjoyable time. They also felt that they had too little free time to do the things they wanted to do.

6.10.6 EFFECT OF AGE, SEX AND CLASS ON FAMILY LIFE

The youngest age group were more likely to think that their parents were interested in their affairs ($F=4.67$, $p<0.05$); they were interested in their school-work and the way they spent their free time, they knew all or most of their friends and did not disapprove of their friends. A multivariate test on sex by class with parents' interest in their children did not show any significant difference although the means showed that females in class1 thought their parents were more interested in them while in class2 the males felt that their parents were interested in them.

Having a good relationship with siblings such as sharing same interests and importance to have a happy relationship with them was more important to males in class2 than those in class1 ($F=6.11$, $p<0.05$) while with females, on the other hand, it was more important to the females from class1 than those in class2. In class1 it applied to both males and females but in class2 it

253

applied more to males. However, the multivariate tests were not significant in this case so we have to interpret with caution.

Constraints within the family: can't go out whenever they want or a lot and spend most of their time with their parents applies most to the youngest and least to the oldest group of adolescents. The middle age group was the most likely to complain about their parents (f=17.45, p<.05): getting angry with them when they do not get their own way, their parents do not think they work hard enough at school and they often cannot do what they like because their parents worry or disapprove (F=3.64, p<0.05).

6.10.7 EFFECT OF AGE, SEX AND CLASS ON SCHOOL LIFE

Multivariate tests showed that there is a borderline significant effect on school life by age, sex and class. However, the univariate test showed that only one aspect of school life was significantly affected by age, sex and class: relationship with teachers. Having a good relationship with teachers applied more to females in the youngest age group of class2 than to the other older age groups (F=4.84, p<.05) while it applied more to males in the youngest age group of class1 (F=11.67, p<0.05). Again multivariate tests on the effects of sex by class only

on school life were not significant although univariate test showed that there was a significant effect on relationship with teachers (F=4.84, p<.05). Females in class1 were more likely to have a good relationship with their teachers than those in class2.

Class had a significant effect on school life. Class2 had more difficulties with school-work than Class1. They tended to get low marks in tests, they did not work hard and found lessons difficult. They also tended to worry about work. Class1 were more likely to have a good relationship with their teachers (F=11.67, p<.05) and their teachers thought they were intelligent and good at their work. Class2 were more inclined to be less school orientated (F=5.78, p<.05): it did not worry them if other students were better than them and they looked forward to leaving school. As a result they tended to often think about what they were going to do after leaving school. Class2 also got on well with their mates at school (F=4.97, p<.05).

Males were a bit more likely than females to want a good relationship with their teachers and to say that they were intelligent (F=6.29, p<.05). Males were more school orientated (F=3.69, p<.05).

The middle age groups were more likely to have difficulties with their school-work while the youngest age group was the least likely to do so(F=18.1, p<.001)

. The youngest age group was more likely to get on well with their classmates and to think of life after school than the two older age groups. However, the significance was marginal.

6.10.8 EFFECT OF AGE, SEX AND CLASS ON REASONS FOR PLAYING SPORTS

Adolescents in class2 were more inclined to play sports in order to seek recognition and sociability (F=5.91, p<.05) such as pleasing parents, respect from friends, making new friends, nothing else to do, meet people, gain awards. Effect of sxe on the need to seek recognition and sociability through sports were highly significant. Males were also more likely to seek recognition and sociability through playing sports than females (F=17.89, p<.001). The younger the adolescent the more one sought recognition and sociability through sports: it applied most to the youngest age group and least to the oldest age group (F=10.63, p<.05).

The need to get personal satisfaction-through exercising, improving one's sport ability and obtaining a useful skill for the future as well as enjoyment was

more applicable to males than females and it also applied most to the youngest age group and least to the oldest age group (F=8,21, p<.05).

6.11 EFFECT OF PERSONALITY VARIABLES ON LEISURE BEHAVIOUR

6.11.1 EFFECT OF PERSONALITY VARIABLES ON REASONS FOR CARRYING OUT LEISURE ACTIVITIES

Multiple Regression was carried out to find out the effect of personality, family, peers, school and attitudes on leisure behaviour. Although significant results were found, these should be intrepreted with caution, since in all cases the variance accounted for was very low. Therefore the results are statistically significant but very little of the variances explained. Hence the independent variables cannot be the main causal factors in explaining the results. The dependent and independent may correlate with each other but not necessarily explain each other.

Adolescents who felt that they achieved good marks at school due to their own hard work and effort tended to look for activity, learning and achievement during their leisure as well. Although this relation was highly significant statistically (p<.001), the variance accounted for only 1%. However, the effect was very marginal. Also those who thought that they were intelligent looked for enjoyment, freedom and

sociability during their leisure. Again this was highly significant (p<.001) but the variance accounted for was only 3.1%. Those who thought that they achieved well at school due to their own hard work and effort seem to seek relaxation during their leisure time and for readily available facilities (p<.05, variance=2,3%).

Adolescents with higher self-esteem with friends: who are not lonely and have friends around tended to be more fun-seeking during their leisure time (p,.05, variance=1.5%). Extroverts sought to learn, achieve and be active during their leisure time as well as enjoyment, freedom and sociability (p<.05, variance=1.5%). Those who sought excitement tended to be more active in their leisure (p=.000, variance=1.9%) as well as sought fun, enjoyment and social life (p<.001, variance=5%).

6.11.2 EFFECT OF PERSONALITY VARIABLES ON TV VIEWING BEHAVIOUR

Extroversion and Introversion had an effect on how often adolescents watched TV and on how long they watched it for. Introverts tended to watch more television (p<.05, variance=1.5%). Also locus of control variables dealing with school-work and school and achievement also have an effect on how long

adolescents watch TV for (p<.05, variance= 1.8%). Good performance and a feeling of achievement were associated with less need to watch TV.

6.12 EFFECT OF FAMILY, PEERS AND SCHOOL ON LEISURE BEHAVIOUR

6.12.1 EFFECT OF FAMILY ON REASON FOR ACTIVITIES

Where parents were interested in their children and their affairs adolescents were more inclined to seek to learn and achieve and be active during their leisure time (p=.001). Also where parental constraints were existing adolescents needed to learn achieve and be active (p<.05). Once again the variance accounted for was very low: only 2%. Adolescents who complained about their parents were more fun seeking and needed sociability during their leisure time (p<.001). However, where there were parental constraints there was less need for fun and sociability (p<.05). Adolescents who felt their parents were interested in them were more inclined to seek relaxation and found that facilities were readily available (p<.05, variance=1.3%). Those who complained about their parents said that they took part in leisure activities that were convenient for them (p=.001 variance=2.5%).

6.12.2 EFFECT OF PEERS ON REASONS FOR ACTIVITIES

A good relationship with friends and importance of having friends around is related to having fun and social activity (p<.001). The variance accounted for in this case was 13%. Although this is still low, this is the highest percentage of variance accounted for in the Regression analysis.

6.12.3 EFFECT OF SCHOOL ON REASONS FOR ACTIVITIES

Although the need to learn, achieve and be active during leisure time is highly significant with having good relationship with teachers (p=.000) at school and getting on well with classmates (p<.05), the variance accounted for is only 1%. Performance at school (p<.05), getting on well with classmates (p=.000) and school orientation affected need for enjoyment, fun and sociability during leisure time. Once again, the variance accounted for was only 1%.

6.13 EFFECT OF LEISURE ATTITUDES ON REASON FOR CARRYING OUT ACTIVITIES

Adolescents who thought that young people were idle during their leisure time needed to be active and to learn and achieve during their leisure time (p=.000 variance=2.9%). Those who were leisure orientated (p=.000) and thought that facilities were scarce and expensive (p<.05) were more fun seeking (however these

accounted for less than 1% of the variance). Also those who did not think that adolescents spent too much time enjoying themselves and that they were idle tended to seek fun, enjoyment and social life during their leisure (p<.05). Adolescents who thought that leisure facilities were scarce, far or expensive tended to look for convenience when carrying out their leisure activities (p=.000 variance=5%).

CHAPTER7
DISCUSSION

7.1 THE MEANINGS OF LEISURE, FREE TIME AND WORK

The rationale for this study was the acknowledgement of the fact that there was a need for the understanding of the meaning of leisure and the role it plays in the lives of adolescents and how this is, in turn, affected by various social, demographic and personal factors.

The adoption of a social representation approach, which involves the use of open-ended or qualitative techniques, was useful in eliciting the various and spontaneous meanings associated with leisure, free time and work by adolescents. Among the different meanings attributed to leisure were free time, activity, no work, time for self and freedom. The various meanings associated with leisure lend credence to different definitions which already exist in the literature on leisure. For example, freedom, enjoyment and relaxation were the primary meanings of leisure in the study: Dumazedier (1967) also spoke of leisure as relaxation and Neulinger (1981) spoke of freedom of choice in leisure. Holistic definitions given by writers such as Kaplan (1975) assumed that leisure meant different things at different times: the same respondents in the

study tended to give different meanings to leisure. Hence, leisure can mean different things at different times to the same individual.

Free time was similar to leisure but also different in certain aspects. While leisure was mostly associated with freedom, enjoyment and activity especially sport, free time was more a break from work: a recuperation.

Work was mainly associated with school and school-work which is understandable as all the adolescents were still at school. However, it was also associated to a certain extent with jobs and earning money and to a lesser extent with other types of work: housework, odd jobs. Although, work was regarded as hard, strenuous and sometimes boring, young people still held favourable views: it was good for the self, beneficial for the future and gave a sense of fulfilment and achievement. Most of the young people in the study liked the mental stimulation which work offered them. Earning money and getting an opportunity to socialize with friends and other people were also positive aspects of work. Hence, work was not entirely rejected. This supports Furnham and Gunter's (1989) finding where adolescents seemed to regard work as important for improvement and self-worth.

7.2 THE "GENERATION GAP" CONCEPT RE-EXAMINED

Young people seemed to be aware of the fact that not all teenagers are good. Some waste time, lack goals and get into trouble. However, others are regarded as sensible and involved in constructive activities. The activities carried out by adolescents were the usual ones associated with youth: discos, being with friends, sports and going out. Young people also realized that they were more privileged than their parents since they had more freedom and more leisure opportunities.

Adults were perceived to have more negative views about young people: they were critical and tended to stereotype. Nevertheless, some adolescents agreed that adults were concerned and wanted them to have a good life although they did not understand them nor their life-styles.

Adults, on the other hand, mostly thought that the free time of young people was wasted and should be more constructive. Nevertheless, some were more sympathetic and blamed this on lack of facilities and lack of parental direction. They were also aware of the fact that the adolescent was under pressure from parents, peers and the school. Adults realized that they were not regarded as sympathetic by young people and some expressed the view that teenagers should make more

effort to get closer to their parents and listen more to them. Although, adults were perceived as old-fashioned by adolescents, adults seemed to be aware of the fact that young people today have changed and are maturing fast.

Nevertheless, although adults, in general, were perceived to be negative in their attitudes towards youth, parents were perceived to have more positive views of their children and the friends their children keep. Therefore, although adults seemed to be disapproving of young people in general, they tended to think highly of their own children. This supports Fogelman's (1976) finding where adults had positive attitudes towards their children in particular.

Relationships with parents were not free of conflict and more time seemed to be spent with friends than with parents. However, the underlying relationship was not affected. The majority of adolescents in the study got on very well with their parents although they did express a wish for more freedom and more understanding from their parents. Adolescents were not against having rules in their lives: this shows that although rules may be irksome they also imply caring on

the part of the parents. Young people, in spite of their desire to assert themselves, still need support and structure in their lives.

7.3 ACTIVITIES OF YOUNG PEOPLE

The most mentioned activities were sports, going out reading watching TV./video and being with friends. The most popular sports seemed to be swimming, football and tennis. Sports were popular for keeping fit and also for socialising: meeting friends and new people.

The most popular activity at home was watching TV., followed by reading and music. This was similar to the findings of Hendry's (1993) longitudinal study, which lasted for 7 years on 10,000 young people, drawn from 30 secondary schools in Scotland. At school, most of the young people spent their free time with their friends. Most of the free time activities were carried out with friends.

The most important leisure needs were fun and enjoyment, excitement, freedom and activity. However, a sense of achievement and fulfilment during leisure appeared to be important as well. Adolescents expressed a desire for more free time, more money, more freedom and more facilities. Lack of free time, money and facilities as well as parental disapproval were the

main reasons for preventing teenagers to participate in certain activities during leisure. Housework was carried out mainly to please parents.

Young people watched TV daily. This replicated Furnham and Gunter's (1989) results on TV viewing. The fact that TV viewing remains the main activity at home also supports earlier studies by Scarlett (1975) and Fogelman (1976). However, the view that watching TV was mostly a solitary activity (Review Group on the Youth Service, 1982) was not supported. Although, most of the young people in the study claimed to have more than one set at home, TV viewing was mostly carried out with the family: parents and siblings, and with friends. Most of the adolescents also claimed to possess electronic games and computers but they did not seem to use them frequently.

7.4 RELATIONSHIP WITH FRIENDS

The results of this study confirm those of earlier research work on friendship in adolescence: adolescents tend to spend more time with their friends and do more things with them than they do with their family. Most of the young people enjoyed a good relationship with their friends just as they did with their parents. They also felt more free with them. However, although friends or the peer group seem to play a major role in

the lives of adolescents, the view that the generation gap exists in terms of values was not supported. Most of the respondents claimed that they did not allow themselves to be pressured by their friends into doing something bad.

7.5 SCHOOL LIFE

School and school-work was less appealing than leisure. This is similar to the results found in Scarlett' study (1975). Feelings were rather mixed: school was both good and boring. Nevertheless, on the whole, young people did not completely reject school; they appeared to realize that school was important for learning and developing oneself as well as for future achievement. On the whole, they were not completely leisure orientated. Most of they young people seemed to get on rather well with their teachers and even more with their classmates although they said that they would have liked their teachers to be more understanding and make lessons more interesting for them.

7.6 Personality, attitudes and future aspirations

The majority of the adolescents in the study seemed to have a healthy and stable personality and high self-esteem. This casts doubt on the "storm and stress" view of adolescence and supports empirical

research which disputed this view. Most of the young people were fairly satisfied with their lives in general and certain important domains within their lives. Although a large number said that they were lonely sometimes, the majority still claimed that they were fairly happy. This perhaps shows that adolescence may be a difficult phase of development: where teenagers have to go through a dramatic period of adjustment and may at times feel insecure and lonely. However, adolescence is not an illness and many adolescents may cope well and still be happy and satisfied with their lives in general, especially if they enjoy a good relationship with their families, friends and teachers.

Despite the fact that young people were aware of the problems of unemployment, they were still optimistic that in the future they would be working and earning. This lends support to Powell and Watson's (1987) study where young people seemed to be still striving to achieve success in school and to find a job. Socializing - being with friends and meeting new people - was regarded as an important feature in future life, even more than sport and any other activity. A

minority of young people visualized themselves as being married and starting a family. Hence, adolescents, in certain aspects remain conventional.

7.7 EFFECTS OF DEMOGRAPHIC VARIABLES ON ADOLESCENT LEISURE

The effects of demographic variables on adolescent leisure were quite significant. Differences found across age groups are consistent with leisure focal theory, hence reflecting the changing patterns across adolescent years. These findings were replicated in Hendry's study (1993).

Older adolescents tended to look more for activity, relaxation and freedom in their leisure time. This supports the view that as adolescents get older they need more independence. Also, the need for more activity may stem from the greater awareness that time is wasted. The youngest adolescent, on the other hand, looked more for enjoyment and also tended to look for convenience (something to pass the time and cheap to do) during their leisure time. This is due to the fact that there is more parental constraint on the youngest group who may not have the money nor the independence which the older adolescent has.

In addition, older adolescents tended to regard work more as an obligation and means of earning money. They were more aware that they would be working in few years time.

Sports were less popular among the oldest age group. Instead, homework was mentioned more. This is not surprising as pressure of exams increase during late adolescence. Sports were most popular with the middle age group while football was the most popular sport during early adolescence. The youngest adolescent played sport more for recognition and sociability.

The oldest group seemed to go out most as socializing activities become most important now. Reading was fairly popular with the oldest and youngest age groups while the middle age group tended to turn to other activities. The oldest age group also watched the least television and expected to make more constructive use of it (for relaxation and watching good programs) than the two younger groups who tended to watch it more when they had nothing else to do.

The middle age group was the least happy with school work and the least close to their teachers. Although all the three age groups got on well with their parents, it was most important for the older group to get on well with them. Adolescents in the

oldest age group were also most happy with their friends. This supports earlier findings on friendship behaviour by Hollingshead (1949) where stability in friendships increased with age. Parents, however, seemed to approve more of the youngest age group and their friends. This is not surprising because younger adolescents are still less independent than the older adolescents and depend more on their parents. This view that there is the least conflict between parents and the youngest adolescents was also expressed by Coleman (1974). Adolescents in the middle age group, on the other hand, expressed more complaints against their parents. This lends support to Coleman's (1979) theory that conflict with parents increase during mid-adolescence: between 13-15 years.

The study shows that sex differences existed in certain aspects of leisure behaviour. More males than females participated in sports; however, there was no evidence that adolescent girls lost interest in sports, as was discovered by Moir (1977) and Spry (1977). This result, on the other hand supports the findings of Archer and McDonald's (1990) more recent study where girls played a variety of sports. However, the present study showed that while the most popular sport with males was football, tennis and swimming were more

popular among females. In addition, males were more likely to participate in sports for recognition and sociability. The fact that girls are as active in sports, agrees with Roberts' (1994) longitudinal study of 5764 young people, aged 16 to 19. This also is in agreement with the study of Woodward, Green and Hebron (1989), on 707 women aged 18 to 60, living in Sheffield. The study showed that gender has major influences on leisure behaviour; however, the study of women's leisure show that one third of Sheffield's females regularly did physical recreation, in the fornm of yoga, keep fit, badminton, tennis and running. Females who are under 35, played more sport while the single females played more than married females, who were tied up with children and domestic work. The fact that recent studies contradict earlier findings on sport participation among adolescent girls and older females may reflect the subtle change in sex-role perception over the years.

Freedom during leisure was more important for females and this aspect of free time was more liked by females than males. Also, males expressed less dislikes about leisure than females. Males were more leisure orientated than females. This supports Douvan's (1977) findings. Also, males were more likely to say that

273

their free time was their most enjoyable time and that they had too little of it. More males than females thought that school was a hindrance to leisure. On the whole, females were more activity seeking than males and tended to watch TV more for relaxation and for the educational programs.

Sex differences also existed in relationships with parents, friends and teachers. It was more important for girls to have a good relationship with their parents. Parents seemed to like more the friends of their adolescent daughters than their sons. Perhaps this may be due to the fact that females showed less tendency to allow themselves to be pressured by their friends into doing something they bad or they were not sure of. Although the majority of males also said that their parents thought they were good, they still expressed a desire for more understanding from their parents.

Females expected to spend more time with their friends in the future and they also tended to get on better with them in their free time. This finding is similar to that of Waldrop and Halverson (1975) who suggested that females developed more intensive peer

relationship than males who, on the other hand, were engaged in activities which involved larger groups of peers.

Adolescent girls felt more pressure from their teachers than boys; this may be be explained by the fact that they tended to like school more than boys and, as a result, may be more motivated to perform better and please their teachers. More adolescent boys, on the other hand, thought school was boring.

Adolescents in class1 looked more for enjoyment and relaxation in their leisure time and they disliked having too much of it. Work was more of an obligation and was associated with school. They aspired to self-realization and achievement through their work (similar finding was reported by Chamberlain, 1980).

Future leisure behaviour for class1 adolescents consisted of socializing with friends and higher education. Most of their free time at school was taken up by doing their homework and it was more important for them to be active during their leisure time. More adolescents in class1 said that their parents thought they were good, that they were happy with their friends and that they were less pressured by their teachers and got on well with them. School was more fun for them. This supports findings of earlier studies where middle

class pupils seemed to identify more with the school than working class pupils (Start, 1966; Reid, 1972; Hendry, 1976; Lapchick, 1987-1988). This is also in agreement with Hendry's (1994) study where there was evidence of less conflict between teachers and pupils from the non-manual class. Middle class pupils were more likely to conform to and perceive education as relevant.

Siblings were more important to males in class2 and females in class1. Females in class1 also seemed to have better relationship with their teachers while the importance of having a good relationship with teachers applied more to females in the youngest group of class2 and more to males in the youngest group of class1. Young people in class2 had more difficulties at school, seemed to get lower marks, did not work hard and were more worried about their work than those in class1. On the whole they were less school orientated; however, they got on very well with their classmates.

However, the view that middle class youth participate in more sport was not supported in this study. For example, Chamberlain (1980) found that working class youth were less inclined to take part in activities such as swimming while this study showed that working class youth took more part in such sports

such as swimming and football while middle class youth played more tennis. Also, working class youth were more likely to participate in sports in order to gain recognition from others and for socializing. However, Chamberlain's finding that working class youth tended to attach importance to leisure activities which would provide them the opportunity to improve themselves was supported by the study. Adolescents in class2 also looked for more freedom and tended to do more housework during their leisure. Whereas young people in class1 sought achievement and self-fulfilment in work, adolescents in class2 tended to place more importance on money instead. In fact, this was a more liked aspect of work by class2.

7.8 EFFECT OF SOCIAL AND PERSONALITY VARIABLES ON ADOLESCENT LEISURE

Adolescents who were happy with their achievement at school were more active in their leisure time. They also tended to look more for facilities and the opportunity to learn new things in leisure. However, this effect was only marginally significant. Those who felt they were intelligent tended to seek enjoyment, freedom and more social activities.

Young people with high self-esteem tended to have more friends, feel less lonely and seek more fun in leisure. Extroverts looked more for learning, activity, enjoyment, freedom and social activities. Similarly, those who sought excitement tended to be more active and looked for fun, enjoyment and social activities. Extroverts also watched less TV. Also good performance at school was associated with less TV viewing. This lends support to earlier studies (for example, Himmelweit, 1958) which showed that brighter pupils tended to watch less TV.

The more interest parents showed in their children's affairs, the greater was the need for activity and learning during leisure. The presence of parental constraints was also associated with the need to be active and to learn as well as the needs for having fun and for socializing. Where adolescents complained more about their parents, there was more tendency to seek fun and social activities as well as convenient activities.

Good relationship with friends and importance of having a good relationship with friends were also associated with the need to learn, achieve and be active during leisure. These needs were also affected by good relationships with teachers and classmates. In

addition, good performance at school and good relationships with both teachers and classmates were related to the need to seek fun, enjoyment and social activities during leisure. On the other hand, bad relationship with teachers and classmates were related to a need for more relaxation rather than activity.

Adolescents who believed that young people today are idle were more active and wanted to learn and achieve during leisure. Those who were leisure orientated sought more fun while others who felt that facilities were scarce and expensive also looked for convenience. Young people who did not think that teenagers today spend too much time enjoying themselves tended to seek fun, enjoyment and social activities.

7.9 Summary

The results of the study support most of the hypotheses formulated as specified in chapter 3.

All the major hypotheses were supported. Even though leisure is important for young people school is not rejected. Friends are important; however family life is also crucial. Nevertheless it becomes more important to get on well with parents as adolescents get older and it is more important for females to have a good relationship with their parents than for males.

The more one felt in control of one's life and environment, the more confident and the higher the self-esteem, the more one sought to be active and sociable. Most adolescents seemed to have a stable personality, high self-esteem and were sociable. They were also fairly satisfied and happy with their lives.

The main things adolescents looked for in their leisure time were fun, enjoyment and excitement. However, they also wanted to strive for achievement and self-fulfilment.

The minor hypotheses were all supported except for one: more activities are carried out with family due to constraints in early adolescence. Although parental constraints are present more in early adolescence, there is no evidence to suggest that most activities are carried out with the family. All age groups showed a tendency to carry out most of their leisure activities with their friends. The hypothesis that girls spend more time at home was also not supported. This is similar to Hendry's (1994) finding which suggested that with primary children, adult led and organized leisure is popular. However, changes emerge around the ages of 11-12. Since respondents in the present study were 11 years old or over, parental influence was already decreasing.

7.10 CONCLUSIONS AND IMPLICATIONS

The main aim of the study was to explore the meaning and role of leisure in the lives of adolescents. When the present study was embarked on, there were hardly any qualitative studies on adolescent leisure. Hence, rather than depending on researchers' or policy makers views or definitions, the present study has attempted to advance academic understanding of the meaning and role of leisure in the life of the adolescent through the use of a more recent methodological approach: the qualitative approach. This direct method of asking subjects what leisure means to them allows the respondents to use their own definitions and concepts. Moreover, the results of the study have shown the value of using a combination of qualitative and the traditional quantitative approaches.

The theoretical model adopted for the purpose of the study is innovative in the sense that it is an extension of the existing focal theories; hence, it offers a broad framework within which vital issues relating to leisure could be understood. The study focuses on the influences of vital and equally

important factors: social, demographic and personal as well as the interaction between the influencing variables.

Apart from the study having methodoligical and theoretical implications, it also has some implications for leisure policy. It is important to realize that any future research on leisure must take into consideration that one cannot rely entirely on one definition of leisure. The meaning of leisure varies from individual to individual and from group to group. This is interesting for future research work in leisure: where the meaning of leisure in different groups of people may be studied. For the purpose of this study, only adolescents who were still at school were studied because it was felt that they were still at home and more likely, therefore, to be influenced by parental constraints as well as by the school and peer environment. Hence, it is important to look more closely at what leisure means and what role it plays in the lives of other groups of adolescents: the delinquents for example.

The present study has got its limitations nevertheless. The fact that the study was cross-sectional must be taken into consideration. More research, adopting a longitudinal approach is needed,

(such as those by Hendry (1993) and Roberts (1994) for a more effective study of age effect on leisure and leisure behaviour of adolescents.

The small scale survey carried out in this study on adults and their perception of adolescents and their leisure behaviour needs to be replicated on a larger scale in order to get a better picture of the way adults perceive adolescent leisure behaviour. Also, more research is needed on the attitudes of teachers towards young people and their leisure.

The results point out that differences exist within groups, that the generation gap is not as wide as it is made out to be and that social and personal factors can influence leisure needs and behaviour. However, the effects of social and personal factors in this study were only marginal as the regression analysis showed. The effects of these factors on leisure behaviour are worth investigating further.

In addition, the study points out, that although the average adolescent may not be completely leisure orientated, leisure is still very important in the life of the adolescent. This as well as the identification of different influences on adolescent leisure may have important implications for future leisure policy and leisure research.

Finally, the researcher hopes that this study has succeeded in presenting a viable theoretical framework which does not only embody the results of empirical work but also acknowledges the fact that, in spite of some difficulties of adjustment, adolescence is a period of relative stability.

APPENDIX A
CONSTRUCTION OF NEW VARIABLES

Factor structure of reasons for carrying out free time
activities

Table A1: (loadings above 0.4 are displayed)

Fac 1 Learn/achieve/active		Fac 2 Enjoy/free/social	
8. Achieve	.757	12. Fun	.704
10. Skills	.739	2. Excitement	.680
14. Satisfaction	.675	11.Friends	.643
16. Learn	.642	9. Meet people	.616
5. Mental active	.622	15. Freedom	.596
13. Fitness	.516		
4. Interest	.506		

Fac 3 Relax/facilities		Fac 4 Convenience	
1. Relax	-.74	3. Pass time	.717
7. Facility	.588	6. Cheap	.649

Factor structure of reasons for carrying out free time
activities

Factor 1 (learn/achieve/active) consisted of items
dealing with activity, both pyhsical and mental
activity and a sense of achievement.

Factor 2 deals with enjoyment, fun and excitement
and social life (meeting new people and developing
close friendships.

Factor 3 deals with relaxation and the availability
of leisure facilities. These two items are negatively
correlated which suggests that where relaxation is
important in leisure time the availability of
facilities is not and vice versa.

Factor 4 deals with convenience, that is
participating in certain activities either for the
simple sake of passing the time and avoiding boredom or
because they are cheap to carry out.

New variables:
Activity
Fun and social
Relax and facilities
Convenience

285

Factor structure of leisure attitudes of young people

Table A2: (loadings above 0.4 are displayed)

Fac 1		Fac 2	
Leisure oriented		Facilities	
4. Carefree	.731	7. Few	.799
2. All leisure	.696	9. Far	.765
5. No school	.633	8. Expensive	.738
1. Enjoyable	.518		
6. Too little	.493		

Fac 3	
Youth leisure	
3. Enjoyment	.809
10. Do nothing	.807

Factor structure of leisure attitudes of young people

Factor 1 (leisure oriented) consists of items which are leisure oriented such as a desire to lead a carefree life and to lead a life of complete leisure. School is seen as a hindrance in the sense that it is in the way of free time which is seen as the most enjoyable time. Facto 1 also included having too little free time to do the things one wants to do.

Factor 2 deals with leisure facilities for young people and these include lack or scarcity of facilities, facilities that are far away from where one lives and expensive facilities.

Factor 3 concerns the general attitude towards youth leisure nowadays, which is that young people spend too much time enjoying themselves and that they spend too much time sitting around doing nothing.

New variables:
Leisure oriented
Leisure facilities
Youth leisure

Factor structure of Locus of Control

Table A3: (loadings above 0.4 are displayed)

Fac 1		Fac 2	
School/achievement		Schoolwork	
8. Famous	.697	1. Well in test	.684
7. Bad at subject	.693	9. Parents	.640
10. Remember work	.522	6. Hard maths	.624
4. Learn quickly	.403		

Fac 3	
Intelligence	
2. not bright	.717
3. Puzzle	.678
5. Fine work	.519

Factor structure of Locus of Control

Factor 1 consists of locus of control items which deal with school and achievement such as being famous, doing badly in a subject at school, remembering something heard in class and learning something quickly at school. Items 8 and 4 are external locus of control items (that is, events that take place are said to be due to external influences) while items 7 and 10 are internal (that is, they are due to internal or individual influences).

Factor 2 deals with items on schoolwork, that is, doing well on a test at school, parents say that one is not doing well at school and one finds it hard to do arithmetic or maths problems at school. All three items are external items.

Factor 3 deals with brightness and intelligence such as a person thinks one is not bright or clever, one solves a puzzle quickly and teacher says that one's work is fine. All three items loading on this factor are internal items.

New variables:
School and achievement
Schoolwork
Intelligence

Factor structure of Self-esteem

Table A4: (loadings above 0.4 are displayed)

Fac 1 Teachers/class		Fac 2 Friends	
5. Foolish/class	.845	4. no friends	.858
6. Foolish/teacher	.843	2. Lonely	.857
3. Shy/teacher	.789	7. New friends	.710
8. Foolish/parent	.408		

Fac 3 Parents	
1. hear ideas	-.867
8. Foolish	.619

Factor structure of Self-Esteem

Factor 1 comprises of items dealing with teachers and classmates at school, such as feeling foolish to say something in front of the class, feeling foolish to tell a teacher something and feeling shy when having to say something in front of the teacher. Item 8, feeling foolish when having to talk with parent loads on fac 1 as well as on fac 3 which deals with parents. This is explained by the fact that fac 1 can also be treated as dealing with the individual's confidence when dealing with other people.

Fac 2 deals with friends, that is having nobody to spend free time with at school, feeling lonely at school and having to find new friends because one's old friends are spending their time with somebody else.

Fac 3 deals with items concerning parents such as parents like to hear one's ideas and feeling foolish when having to talk with parents. The latter item has a higher loading on fac 3 than that on fac 1.

New variables
Teacher/class
Friends
Parents

Factor structure of Extroversion/Introversion (Personality)

Table A5: (loadings above 0.4 are displayed)

Fac 1		Fac 2	
Extrovert		Introvert	
2. Like excitement	.797	4. Quiet	.734
6. Like going out	.720	3. Like to be on own	.662
1. Lively	.673	8. Sit at parties	.558
7. Happy-go-lucky	.595		
5. Make first move	.447		

Factor structure of Extroversion/Introversion (Personality)

Factor 1 comprises of all the extroversion items: like plenty of excitement, like going out a lot, people think one is lively, happy-go-lucky and making the first move with new friends.

Factor 2, on the other hand deals with the introversion item such as being quiet with people one doesn't know very well, like to spend a lot of time on one's own and would rather sit and watch than join in at parties.

New variables
Extrovert
Introvert

Factor structure of Experience Seeking and Boredom Susceptibility

Table A6: (loadings above 0.4 are displayed)

Fac 1
Excitement seeking

3. Dress how one likes	.715
6. Don't like dull company	.686
5. Get restless at home	.638
2. Try new foods	.389

Fac 2
Novelty seeking

4. Can't watch film again	.790
1. Wander in strange city	.699

Factor structure of Family life

Table A7: (loadings above 0.4 are displayed)
    Fac 1
Parents interest
9. Interested in work   .745
10. Interested in F.T   .699
6. Know friends   .627
8. Disapprove/friends   -.406
7. Can go out a lot   .504
    Fac 3
Constraints
4. Can't go out   .640
7. Can go out a lot   -.613
3. Mostly with parents   .598
2. Can't do what I like .535

    Fac 2
 Siblings
12. Same interests   .908
11. Important to be happy .901
    with them

    Fac 4
Complaints
1. Get angry with parents .754
5. Don't like my work   .554
2. Can't do what I like   .535

Factor structure of family life
     Factor 1 comprises of items dealing with
parents'interest in their child, that is showing
interest in their schoolwork, in the way they spend
their free time and in their friends, that is knowing
who their friends are and whether they disapprove of
them.
     Factor 2 is quite clearly concerned with sibling
relationship such as sharing the same interests with
them and if it is important to have a happy
relationship with them.
     Factor 3 is concerned with constraints from
parentssuch as stopping them from going out before they
finish their homework and spending most of their free
time with their parents. Item 7 which is parents allow
them to go out a lot with their friends loads
negatively on this factor. As shown on the table above,
this item also loads on factor 1. This is so because
apart from factor 1 being about parents interest in

their child, it can also be said to be concerned with positive relationship between child and parent and item 7 is a positive item.

Factor 4 deals with negative aspects or complaints against parents such as getting angry with parents when they do not get their own way, parents do not think they work hard enough at school and they often can't do what they like because their parents worry or disapprove. Once again, item 2, can't do what they like, also loads on factor 3. This can be explained by the fact that item 2 can also be classified as a constraint item.

New variables:

Parents' interest

Siblings

Constraints

Complaints

Factor structure of Friends

Table A8: (loadings above 0.4 are displayed)
<pre>
                          Fac 1
                  Importance of friends
                  1. Most time with friends   .823
                  2. Close friends important .823
</pre>

Factor structure of Friends
     As shown, one factor was extracted. The two items that load on this factor deal with importance of friends in the sense that most of the free time is spent with them and it is important to have close friends with whom one can share interests.

New variable:
Importance of friends

<u>Factor structure of School life</u>

Table A9: (loadings above 0.4 are)
    <u>Fac 1</u>
Schoolwork
4. High marks on test	-.678
11. Don't work hard	.671
2. Teachers think don't work hard	.607
5. Find lessons difficult	.598
7. Worry about work	.559

    <u>Fac 3</u>
Not school oriented
| 8. Don't worry when others do better | .747 |
| 9. Look forward to leaving | .661 |

  <u>Fac 2</u>
Teachers
| 1. Have to get on | .771 |
| 6. Think I'm clever | .657 |

  <u>Fac 4</u>
Other aspects
| 3. Get on with mates | .751 |
| 10. Think of future | .745 |

<u>Factor structure of School Life</u>

Factor 1 deals with schoolwork mainly and includes items such as getting high marks in tests which loads negatively, don't work hard, teachers don't think they work hard, find lessons difficult and worry about work.

Factor 2 concerns relationship with teachers and consists of items 1 and 6: it is important to have a good relationship with teachers and teachers think that one is intelligent.

Factor 3 suggested non school orientation: does not worry if other students are better in their studies and look forward to leaving school.

Factor 4 is not as clear as the other factors as it comprises of items 3 and 10 which are not similar: get on well with classmates and often think of what will do after leaving school. Nevertheless, they suggest aspects other than schoolwork or teachers, that is the social aspect and of life after school.

<u>New variables</u>:
Schoolwork
Teachers
Non school orientation

Factor structure of Reason for Sports

Table A10:

Fac 1
Recognition/social

2. Please parents	.823
1. Respect from friends	.790
10. Make new friends	.548
6. Nothing else to do	.539
7. Meet people	.533
4. Gain awards	.510
8. Useful skill	.468

Fac 2
Personal satisfaction

9. Improve ability	.705
5. Exercise	.649
3. Enjoyment	.643
8. Useful skill	.576
7. Meet people	.525
10. Make new friends	.517
4. Gain awards	.441

Factor structure of Reason for Sports

Factor 1 included items dealing with seeking recognition and sociability such as pleasing parents, respect from friends, making new friends, nothing else to do, meet people, gain awards and get a useful skill for the future. Nothing else to do may not be similar to the other items but it nevertheless suggests need to avoid boredom and participate in something which may be said to be somewhat similar to the need to socialise and meet other people.

Items 10, 7, and 4 (make new friends, meet people and gain awards) also load on factor 2 which consists of personal satisfaction items such as need to improve ability to play certain sports, to exercise, enjoyment and obtaining a useful skill for the future.

New variables:
Regognition and sociability
Personal satisfaction

Factor structure of Satisfaction

Table A11: (loadings above 0.4 are displayed)

Fac 1		Fac 2	
Freedom		Personal life	
5. Freedom	.793	4. School	.749
6. Time available	.792	12. Learning	.690
7. Making decisions	.782	10. Facilities	.640
		11. Enjoyment	.562
		3. Family	.557

Fac 3	
Social/free time	
9. New friends	.784
8. Friends	.763
2. Way spend free time	.655

Factor structure of Satisfaction

Factor 1 deals with freedom, that is, the amount of freedom one has to do the things one likes to do, the time available to do what one likes to do and the opportunity one is given to make one's own decisions.

Factor 2 is personal in the sense that it consists of different aspects or domains of personal life such as satisfaction with school and family life, opportunity to learn new things, leisure facilities available for one's own age group and amount of enjoyment one gets out of life.

Factor 3 suggests satisfaction with the way one spends free time, with one's friends and the opportunity given to make new friends.

New variables
Satisfaction with one's freedom
Satisfaction with one's personal life
Satisfaction with one's free time and social life

Factor structure of Importance of satisfaction

Table A12: (loadings above 0.4 are displayed)

Fac 1		Fac 2	
Self contentment		Opportunities	
5. Time available	.737	11. To learn	.700
1. Free time	.728	8. Make new friends	.699
4. Freedom	.649	9. Facilities	.650
7. Friends	.588	6. Make decisions	.509
6. Making decisions	.503		
10. Enjoyment	.499		

Fac 3	
School/family	
3. School	.806
2. Family	.801

Factor structure of Importance of Satisfaction

Factor 1 consists of items dealing with self contentment in the sense of amount of time available to do the things one likes to do, the way one spends free time, amount of freedom one has, the friends one keeps, opportunity to make decisions and enjoyment one gets out of life.

Item 6, opportunity to make decisions, however loads higher on factor 2 which deals mainly with the opportunities one gets to do various things such as to learn new things, to make new friends and availability of leisure facilities for one's own age group.

Factor 3 is concerned with the two domains of youth life, school and family.

New variables:
Importance of satisfaction with contentment of self
Importance of satisfaction with the opportunities one gets
Importance of satisfaction with school and family life

APPENDIX B
FREQUENCY OCCURRENCE FOR CONCEPT CATEGORIES OF QUALITATIVE DATA: PART 1 OF QUESTIONNAIRE

Table B1

	(1) Leisure means 526 subjects 1552 responses			(2) Like leisure 519 subjects 1044 responses			(3) Dislike leisure 458 subjects 629 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
3.1 (Nothing)							138	30.13	21.94
3.2 (Nothing except/ because)							22	4.80	3.50
4.1 (Free time)	96	18.25	6.19						
4.2 (Things to do in free time)	28	5.32	1.80						
4.6 (Too much free time)							46	10.04	7.31
5.1 (No work)	45	8.56	2.90	35	6.74	3.35			
5.2 (No school)	32	6.08	2.06						
6.1 (Sports)	129	25.52	8.31	26	5.01	2.49			
6.2 (Sports centres)	21	3.99	1.35						
7.3 (swimming)	34	6.46	2.19	20	3.85	1.92			
8.5 (Tennis)	20	3.80	1.29						

	N	%N	%R	N	%N	%R	N	%N	%R
10.2 (Keep fit)	16	3.04	1.03						
11.1 (Activity)	76	14.45	4.90						
12.1 (Enjoyment)	247	46.96	15.91	186	35.84	17.82			
13.1 (Relaxation)	136	25.86	8.76	113	21.77	10.82			
13.7 (Break from work/homework)				26	5.01	2.49			
14.1 (Doing nothing)	19	3.61	1.22				16	3.49	2.54
14.2 (Rest)	27	5.13	1.74	18	3.47	1.72			
15.1 (Nothing to do)							27	5.90	4.29
17.2 (Time for self)	38	7.22	2.45	20	3.85	1.92			
19.2 (Be with friends)	40	7.60	2.58	19	3.66	1.82			
20.1 (Going out)	19	3.61	1.22						
21.1 (Freedom)	135	25.67	8.70	169	32.56	16.19			
22.1 (No obligation)				21	4.05	2.01			
22.2 (No restrictions)	19	3.61	1.22	46	8.86	4.41			
26.2 (Don't dislike)							32	6.99	5.09
28.1							42	9.17	6.68

(Boredom)

				44 ___ 9.61	7.0

28.4
(Sometimes boredom)

31.2   17   3.71   2.70
(Controlled behaviour)

32.3   42   9.17   6.68
(Not enough)

33.2   20   4.37   3.18
(Expensive)

56.1   22   4.18   1.42
(Reading)

59.1   27   5.13   1.74
(T.V)

                67.1   23   4.37   1.48
(Hobbies)

67.13   20   3.80   1.29
(Games)

Table B2

	(4) Work means 526 subjects 1187 responses			(5) Like work 525 subjects 857 responses			(6) Dislike work 508 subjects 790 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
2.1 (Everything)							21	4.13	2.66
3.1 (Nothing)				31	5.90	3.62	21	4.13	2.66
11.1 (Activity)	21	3.99	1.77						
12.1 (Enjoyment)				45	8.57	5.25			
12.3 (Sometimes enjoyment)				25	4.76	2.92			
16.1 (Avoid boredom)				40	7.62	4.67			
	N	%N	%R	N	%N	%R	N	%N	%R
19.1 (Social Activities)				22	4.19	2.57			
24.3 (Good for self)	33	6.27	2.78	34	6.48	3.97			
24.6 (Doing good for self/others)	19	3.61	1.60	111	21.14	12.95			
24.9 (Being a failure)							17	3.35	2.15
27.2 (Mental stimulation)	58	11.03	4.89	122	23.24	14.24			
28.1 (Boredom)	40	7.60	3.37				57	11.22	7.22
	N	%N	%R	N	%N	%R	N	%N	%R

	N	%N	%R	N	%N	%R	N	%N	%R
28.2 (Dislike)	19	3.61	1.60						
28.4 (Sometimes boredom)							35	6.89	4.43
29.1 (Tiring)	28	5.32	2.36				63	12.40	7.97
30.2 (Hard)	16	3.04	1.35				19	3.74	2.41
30.34 (Sometimes hard)							17	3.35	2.15
31.1 (Obligation)	73	13.88	6.15				70	13.78	8.86
31.2 (Controlled behaviour)	18	3.42	1.52				28	5.51	3.54
	N	%N	%R	N	%N	%R	N	%N	%R
32.1 (Restriction on time)							39	7.68	4.94
	N	%N	%R	N	%N	%R	N	%N	%R
32.5 (Amount of time involved)							29	5.71	3.67
34.1 (Earn money)	86	16.35	7.25	103	19.62	12.02			
35.1 (Work/job)	111	21.10	9.35						
35.5 (Mental work)	57	10.84	4.80						
35.6 (Effort/strain)	34	6.46	2.86						
35.10 (Good work)				32	6.10	3.73			
	N	%N	%R	N	%N	%R	N	%N	%R
35.13							71	13.98	8.99

(Too much work)

35.14   33 6.50 4.18
(Bad work)

35.15   36 6.84 3.03   35 6.89 4.43
(Hard work)

37.1   197 37.45 16.60
(school)

37.8   16 3.15 2.03
(Too much
schoolwork)

60.1   21 3.99 1.77
(Housework)

Table B3

	(7) Free time means 518 subjects 1104 responses			(8) Like free time 508 subjects 888 responses			(9) Dislike F.T 477 subjects 667 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
3.1 (Nothing)							139	29.14	20.84
3.2 (Nothing except/because)							22	4.61	3.30
4.1 (Free/spare time)	35	6.76	3.17						
4.4 (Leisure)	24	4.63	2.17						
4.6 (Too much)							41	8.60	6.15

	N	%N	%R	N	%N	%R	N	%N	%R
5.1 (No work)	73	14.09	6.61	33	6.50	3.72			
5.2 (No school)	31	5.98	2.81						
11.1 (Activity)	16	3.09	1.45						
12.1 (Enjoyment)	89	17.18	8.06	99	19.49	11.15			
13.1 (Relaxation)	35	6.76	3.17	81	15.94	9.12			
13.2 (A break)	19	3.67	1.72						
13.7 (Break from work/homework)				19	3.74	2.14			

304

	N	%N	%R		N	%N	%R		N	%N	%R
14.1 (Doing nothing)	25	4.83	2.26								
14.2 (Rest)	19	3.67	1.72								
15.1 (Nothing to do)	22	4.25	1.99						59	12.37	8.85
15.5 (Sometimes nothing to do)									23	4.82	3.45
17.2 (Time for self)	46	8.88	4.17		25	4.92	2.82				
19.1 (Social Activities)					16	3.15	1.80				
19.2 (Be with friends)	29	5.60	2.63		31	6.10	3.49				
20.1 (Going out)	35	6.76	3.17		21	4.13	2.36				
21.1 (Freedom)	237	45.75	21.47		198	38.98	22.30				
22.2 (No restrictions)	21	4.05	1.90		38	7.48	4.28				
24.8 (Lack of goals)									17	3.56	2.55
26.2 (Don't dislike)									31	6.50	4.65
28.1 (Boredom)									69	14.47	10.34
28.4 (Sometimes boredom)									63	13.21	9.45
32.3 (Not enough)									34	7.13	5.10
32.4 (Odd jobs)					20	3.94	2.25				
37.1	16	3.09	1.45								

(School/schoolwork)

44.4 16 3.09 1.45
(Same as leisure)

56.1 20 3.86 1.81
(Reading)

59.1 22 4.25 1.99
(T.V)

Table B4

	(10) Young free time 493 subjects 1299 responses			(11) Adults think of young free time 486 subjects 1017 responses		
	N	%N	%R	N	%N	%R
1.3 (Don't know)	38	7.71	2.93	23	4.73	2.26
1.4 (Depends)	26	5.27	2.00			
12.1 (Enjoyment)	53	10.75	4.08			
14.1 (Doing nothing)	20	4.06	1.54	42	8.64	4.13
19.2 (With friends)	15	3.04	1.15			
20.1 (Going out)	26	5.27	2.00			
	N	%N	%R	N	%N	%R
21.1 (Freedom)	51	10.34	3.93			
23.1 (Variety)	18	3.65	1.39			
24.4 (Have a goal)	19	3.85	1.46			
24.8 (Lack of goals)	71	14.40	5.47	107	22.02	10.52
25.3 (Good)	40	8.11	3.08			
25.17 (Sensible)	17	3.45	1.31			
26.3 (O.K/alright)	31	6.29	2.39			
28.2 (Dislike)	15	3.04	1.15	38	7.82	3.74
	N	%N	%R	N	%N	%R

	N	%N	%R		N	%N	%R
29.4 (Get into trouble)	41	_8.32_	3.16		56	_11.52_	5.51
29.5 (Crime)	33	_6.69_	2.54		26	_5.35_	2.56
30.8 (A nuisance)	36	_7.30_	2.77		33	_6.79_	3.24
30.9 (Irresponsible)	26	_5.27_	2.00		18	_3.70_	1.77
30.20 (Not sensible)	23	_4.67_	1.77		28	_5.76_	2.75
47.1 (Some)	84	17.04	6.47				
47.2 (Others)	33	6.69	2.54				
47.3 (Majority)	47	9.53	3.62				

	N	%N	%R		N	%N	%R
49.1 (Adults/parents/teachers)					21	4.32	2.06
49.2 (Some adults)					22	4.53	2.16
49.4 (Most adults)					24	4.94	2.36
50.1 (Adults don't understand)					18	3.70	1.77
50.2 (Adults criticize)					31	6.38	3.05
50.3 (Adults stereotype)					20	4.12	1.97
50.5 (Old fashioned)					41	8.44	4.03
51.1 (Concerned)					20	4.12	1.97

	N	%N	%R		N	%N	%R
59.1	26	5.27	2.00				

(T.V/video)

62.4   18   3.65 1.39
(Smoking)

72.1   26   <u>5.27</u> 2.00   65 <u>13.37</u> 6.39
(Should make
better use of
free time)

Table B5

	(12) Activity 1 533 subjects 533 responses			(13) Activity 2 522 subjects 522 responses			(14) Activity 3 490 subjects 490 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
6.1 (Sports)	30	5.63	5.63	18	3.45	3.45	17	3.47	3.47
7.3 (Swimming)	58	10.88	10.88	30	5.75	5.75	29	5.92	5.92
8.5 (Tennis)	23	4.32	4.32	16	3.07	3.07			
9.3 (Football)	39	7.32	7.32	19	3.64	3.64	17	3.47	3.47
10.6 (Skating)	16	3.00	3.00						
20.1 (Going out)	34	6.38	6.38	37	7.09	7.09	30	6.12	6.12
	N	%N	%R	N	%N	%R	N	%N	%R
56.1 (Reading)	36	6.75	6.75	44	8.43	8.43	35	7.14	7.14
57.1 (Music)	25	4.69	4.69	30	5.75	5.75	18	3.67	3.67
58.1 (Shopping)	28	5.25	5.25	30	5.75	5.75	33	6.73	6.73
59.1 (T.V/video)	30	5.63	5.63	38	7.28	7.28	51	10.41	10.41
61.1 (Cinema)				19	3.64	3.64	17	3.47	3.47
67.2 (Computer)	16	3.00	3.00						

Table B6

	(15) Prevented Act1 373 subjects 373 responses			(16) Prevented Act2 265 subjects 265 responses			(17) Prevented Act3 164 subjects 164 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
6.1 (Sports)	14	3.75	3.75	8	3.02	3.02	5	3.05	3.05
7.3 (Swimming)	49	13.14	13.14	9	3.40	3.40	10	6.10	6.10
8.5 (Tennis)				11	4.15	4.15			
8.7 (Horse-riding)	13	3.49	3.49				5	3.05	3.05
9.3 (Football)				9	3.40	3.40	5	3.05	3.05
10.2 (Keep fit)							6	3.66	3.66
	N	%N	%R	N	%N	%R	N	%N	%R
10.6 (Skating)	12	3.22	3.22	8	3.02	3.02			
19.2 (Be with friends)	14	3.75	3.75						
20.1 (Going out)				9	3.40	3.40	8	4.88	4.88
55.1 (Discos)	12	3.22	3.22						
55.4 (Clubs)	15	4.02	4.02	11	4.15	4.15			
61.1 (Cinema)				11	4.15	4.15	5	3.05	3.05

Table B7

	(18) Compulsory Act1 469 subjects 469 responses			(19) Compulsory Act2 381 subjects 381 responses			(20) Compulsory Act3 287 subjects 287 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
7.3 (Swimming)	27	5.76	5.76	18	4.72	4.72	12	4.18	4.18
18.2 (Be with family/relatives)				12	3.15	3.15	12	4.18	4.18
37.1 (Homework)	126	26.87	26.87	71	18.64	18.64	23	8.01	8.01
56.1 (Reading)				14	3.67	3.67			
57.1 (Music)	29	6.18	6.18	17	4.46	4.46			
58.1 (Shopping)				13	3.41	3.41	13	4.53	4.53
	N	%N	%R	N	%N	%R	N	%N	%R
60.1 (Housework)	77	16.42	16.42	61	16.01	16.01	43	14.98	14.98

table B8

Free time in five years time
434 subjects
1113 responses

	N	%R	%R
1.3 (Don't know)	52	<u>11.98</u>	4.67
4.7 (Less free time)	17	3.92	1.53
6.1 (Sports)	29	6.68	2.61
7.3 (Swimming)	15	3.46	1.35
12.1 (Enjoyment)	29	6.68	2.61
18.2 (Be with family)	19	4.38	1.71
	N	**%N**	**%R**
19.1 (Social Activities)	23	5.30	2.07
19.2 (Be with friends)	73	<u>16.82</u>	6.56
19.3 (Be with boyfriend/ girlfriend)	51	<u>11.75</u>	4.58
20.1 (Going out)	24	5.53	2.16
35.1 (Work)	49	<u>11.29</u>	4.40
35.7 (Look for work)	22	5.07	1.98
37.1 (School/studies)	56	<u>12.90</u>	5.03

	N	%N	%R
37.2 (Higher education)	48	<u>11.06</u>	4.31
46.3 (Same as now)	19	4.38	1.71
55.1 (Discos)	37	8.53	3.32
55.2 (Parties)	37	8.53	3.32
55.3 (Nightclubs)	14	3.23	1.26
55.4 (Clubs)	22	5.07	1.98
56.1 (Reading)	13	3.00	1.17
57.1 (Music)	18	4.15	1.62
	N	%N	%R
58.1 (Shopping)	13	3.00	1.17
59.1 (T.V/video)	13	3.00	1.17
61.1 (Cinema)	18	4.15	1.62
62.3 (Drinking/pubs)	29	6.68	2.61
66.1 (Driving)	18	4.15	1.62
69.1 (Holidays)	13	3.00	1.17

Table B9

	(22) Leisure is 410 subjects 558 responses			(23) Because 200 subjects 222 responses		
	N	%N	%R	N	%N	%R
4.1 (Free/spare time)	42	10.24	7.53	7	3.50	3.15
5.1 (No work)				7	3.50	3.15
10.2 (Keep fit)				14	7.00	6.31
11.1 (Activity)	28	6.83	5.02	6	3.00	2.70
12.1 (Enjoyment)	188	45.85	33.69	54	27.00	24.32
13.1 (Relaxation)	65	15.85	11.65	25	12.50	11.26
	N	%N	%R	N	%N	%R
13.7 (Break from work/homework)				6	3.00	2.70
17.2 (Time for self)				7	3.50	3.15
21.1 (Freedom)	41	10.00	7.35	42	21.00	18.92
22.2 (No restrictions)				6	3.00	2.70
24.3 (Good for self)	49	11.95	8.78			
26.1 (Great/important)	27	6.59	4.84			

Table B10

	(24) Free time 441 subjects 834 responses			(25) School free time 424 subjects 605 responses			(26) Home free time 432 subjects 779 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
6.1 (Sports)	36	8.16	4.32	20	4.72	3.31			
7.3 (Swimming)	28	6.35	3.36						
8.5 (Tennis)	17	3.85	2.04	18	4.25	2.98			
9.3 (Football)	18	4.08	2.16	20	4.72	3.31			
12.1 (Enjoyment)	39	8.84	4.68	17	4.01	2.81			
13.1 (Relaxation)	19	4.31	2.28				21	4.86	2.70
	N	%N	%R	N	%N	%R	N	%N	%R
14.2 (Rest)							18	4.17	2.31
17.3 (Being by oneself)							14	3.24	1.80
18.2 (Be with family)							32	7.41	4.11
19.1 (Social Activities)				60	14.15	9.92			
19.2 (Be with friends)	116	26.30	13.91	145	34.20	23.97	43	9.95	5.52
20.1 (Going out)	56	12.70	6.71				19	4.40	2.44
21.1 (Freedom)	14	3.17	1.68						
37.1 (schoolwork/homework)	25	5.67	3.00	61	14.39	10.08	16	3.70	2.05
	N	%N	%R	N	%N	%R	N	%N	%R

	N	%N	%R	N	%N	%R	N	%N	%R
56.1 (Reading)	52	11.79	6.24	29	6.84	4.79	88	20.37	11.30
57.1 (Music)	31	7.03	3.72				66	15.28	8.47
58.1 (Shopping)	19	4.31	2.28						
59.1 (T.V/Video)	66	14.97	7.91				170	39.35	21.82
60.1 (Housework)							17	3.94	2.18
60.2 (Pets)							16	3.70	2.05
67.2 (Computer)	15	3.40	1.80				18	4.17	2.31
67.5 (Art/painting)				16	3.77	2.64	26	6.02	3.34
	N	%N	%R	N	%N	%R	N	%N	%R
67.13 (Games)				14	3.30	2.31			
67.14 (Play)	22	4.99	2.64	25	5.90	4.13	16	3.70	2.05

Table B11

	N	%N	%R
4.5 (More free time/ leisure)	30	8.65	6.30
5.2 (No school)	12	3.46	2.52
19.3 (Be with boyfriend/ girlfriend)	12	3.46	2.52
20.14 (Go out more)	23	6.63	4.83
21.1 (Freedom)	23	6.63	4.83
	N	%N	%R
34.3 (Be rich)	26	7.49	5.46
35.1 (Work)	12	3.46	2.52
54.1 (Live away from home)	13	3.75	2.73
66.1 (Drive)	13	3.75	2.73

Table B12

	(28) Young people today are 366 subjects 537 responses			(30) Adults think that teenagers 372 subjects 539 responses		
	N	%N	%R	N	%N	%R
12.1 (Enjoyment)	28	7.65	5.21			
12.2 (Excitement)	13	3.55	2.42			
14.1 (Doing nothing)	20	5.46	3.72	38	10.22	7.05
23.1 (Variety)	12	3.28	2.23			
24.8 (Lack of goals)				28	7.53	5.19
25.3 (Good)	16	4.37	2.98			
	N	%N	%R	N	%N	%R
25.5 (Independent)				13	3.49	2.41
25.7 (Carefree)	11	3.01	2.05			
26.3 (O.K/alright)	14	3.83	2.61			
29.4 (Get into trouble)	13	3.55	2.42	46	12.37	8.53
29.5 (Crime)	15	4.10	2.79	17	4.57	3.15
30.8 (A nuisance)				13	3.49	2.41
30.9 (Irresponsible)				28	7.53	5.19
30.12 (Difficult)				20	5.38	3.71
	N	%N	%R	N	%N	%R

30.13 (Disobedient)				17	4.57	3.15
30.20 (Not sensible)	32	<u>8.74</u>	5.96	61	<u>16.40</u>	11.32
30.24 (Ill-mannered)				19	5.11	3.53
30.25 (Uncaring)	16	4.37	2.98			
46.1 (Different)	11	3.01	2.05			
48.1 (Better/lucky)	11	3.01	2.05			
52.4 (Young teenagers)	15	4.10	2.79			
72.1 (Should make better use of free time)				14	3.76	2.60

Table B13

	(29) Things young do in F.T 357 subjects 540 responses			(32) Adults think young spend F.T 357 subjects 515 responses		
	N	%N	%R	N	%N	%R
1.3 (Don't know)				15	4.20	2.91
6.1 (Sports)	13	3.64	2.41			
9.3 (Football)	11	3.08	2.04			
12.1 (Enjoyment)	49	13.73	9.07			
14.1 (Do nothing)				43	12.04	8.35
19.1 (Social Activities)	12	3.36	2.22			
	N	%N	%R	N	%N	%R
19.2 (With friends)	31	8.68	5.74	11	3.08	2.14
20.1 (Going out)	32	8.96	5.93			
21.1 (Freedom)	14	3.92	2.59			
24.8 (Lack of goals)	14	3.92	2.59	51	14.29	9.90
29.4 (Get into trouble)				45	12.61	8.74
29.5 (Crime)				36	10.08	6.99
29.7 (Mess about)	14	3.92	2.59	36	10.08	6.99
30.8 (A nuisance)	17	4.76	3.15	14	3.92	2.72
	N	%N	%R	N	%N	%R

321

30.9 (Irresponsible)				29	8.12	5.63
30.11 (Promiscuous)				14	3.92	2.72
30.20 (Not sensible)				16	4.48	3.11
55.1 (Discos)	20	5.60	3.70			
59.1 (T.V/Video)	31	8.68	5.74	14	3.92	2.72
61.1 (Cinema)	12	3.36	2.22			
62.3 (Drinking)				18	5.04	3.50
62.4 (Smoking)	14	3.92	2.59	25	7.00	4.85

Table B14

In their free time young people should
366 subjects
490 responses

	N	%N	%R
12.1 (Enjoyment)	93	25.41	18.98
13.1 (Relaxation)	15	4.10	3.06
19.1 (Social Activities)	11	3.01	2.24
20.1 (Going out)	12	3.28	2.45
21.1 (Freedom)	70	19.13	14.29
21.5 (Freedom within a limit)	14	3.83	2.86
	N	%N	%R
24.4 (Have a goal)	52	14.21	10.61
27.2 (Mental stimulation)	18	4.92	3.67
35.1 (Work)	12	3.28	2.45
37.1 (Studies/homework)	20	5.46	4.08
56.1 (Reading)	11	3.01	2.24

Table B15

Being active in my free time
300 subjects
373 responses

	N	%N	%R
6.1 (Sports)	10	3.33	2.68
10.2 (Keep fit)	21	7.00	5.63
12.1 (Enjoyment)	59	19.67	15.82
16.1 (Avoid boredom)	17	5.67	4.56
24.3 (Useful and beneficial)	35	11.67	9.38
24.6 (Doing good for self)	10	3.33	2.68
	N	%N	%R
24.7 (Not important)	24	8.00	6.43
26.1 (Great/important to me)	83	27.67	22.25
27.3 (Physical stimulation/active)	13	4.33	3.49

Table B16

It is very important for me
336 subjects
473 responses

	N	%N	%R
4.1 (Free time)	31	9.23	6.55
10.2 (Keep fit)	31	9.23	6.55
12.1 (Enjoyment)	54	<u>16.07</u>	11.42
13.1 (Relaxation)	21	6.25	4.44
18.2 (Be with family)	12	3.57	2.54
19.2 (Be with friends)	28	8.33	5.92
	N	%N	%R
20.1 (Going out)	11	3.27	2.33
21.1 (Freedom)	11	3.27	2.33
24.6 (Doing good for self)	33	9.82	6.98
27.2 (Mental stimulation)	13	3.87	2.75
27.3 (Physical stimulation)	21	6.25	4.44
37.1 (School/schoolwork)	22	6.55	4.65

Table B17

	N	%N	%R
12.1 (Enjoyment)	253	<u>54.06</u>	29.76
13.1 (Relaxation)	76	<u>16.24</u>	8.94
15.1 (Nothing to do)	52	<u>11.11</u>	6.12
16.1 (Avoid boredom)	81	<u>17.31</u>	9.53
27.2 (Mental stimulation)	78	<u>16.67</u>	9.18
71.1 (To see what's on/programs)	15	3.21	1.76
	N	%N	%R
71.2 (Series/soap operas)	24	5.13	2.82
71.6 (News)	33	7.05	3.88
71.20 (Good/favourite programs)	77	<u>16.45</u>	9.06

APPENDIX C
FREQUENCY OCCURRENCE FOR CONCEPT CATEGORIES OF QUALITATIVE DATA: PART 2 OF QUESTIONNAIRE

Table C1

	(1) My parents think that I			(2) Because		
	354 subjects 426 responses			181 subjects 194 responses		
	N	%N	%R	N	%N	%R
1.2 (Don't know)				6	3.31	3.09
2.2 (Sensible)	15	4.24	3.52	6	3.31	3.09
2.3 (Good/nice)	44	12.43	10.33			
2.7 (Brilliant/clever)	41	11.58	9.62			
2.15 (Fun)				6	3.31	3.09
4.3 (Lazy)	20	5.65	4.69			
	N	%N	%R	N	%N	%R
4.7 (Chatterbox, noisy)	12	3.39	2.82	6	3.31	3.09
4.12 (Silly/careless)	18	5.08	4.23			
20.1 (Good at home)				6	3.31	3.09
20.2 (Helpful at home)				8	4.42	4.12
21.2 (Not helpful at home)				9	4.97	4.64
22.2 (Conscientious/do well at school)	39	11.02	9.15	24	13.26	12.37
23.2 (Not hardworking/ bad reports)	27	7.63	6.34	16	8.84	8.25

	N	%N	%R		N	%N	%R
36.2 (Achieve)					8	4.42	4.12
44.1 (Should work hard/learn)	19	5.37	4.46				

Table C2

		(3) My parents think my friends 380 subjects 433 responses				(4) Because 184 subjects 215 responses	
	N	%N	%R		N	%N	%R
1.2 (Don't know)					6	3.26	2.79
2.3 (Good/nice)	203	<u>53.42</u>	46.88		37	<u>20.11</u>	17.21
2.8 (O.k/alright)	64	<u>16.84</u>	14.78				
2.14 (Sociable/friendly)					7	3.80	3.26
2.17 (Kind/thoughtful)					13	7.07	6.05
4.9 (Bad/naughty)	12	3.16	2.77		6	3.26	2.79
	N	%N	%R		N	%N	%R
11.1 (Friendly to parents)					24	<u>13.04</u>	11.16
11.2 (Know each other)					18	9.78	8.37
11.3 (Parents like friends)					16	8.70	7.44
13.1 (Right/good for me)	12	3.16	2.77		10	5.43	4.65

Parents and children should
365 subjects
394 responses

	N	%N	%R
8.1 (Get on/be close)	272	<u>74.52</u>	69.04
8.2 (Love/respect each other)	33	9.04	8.38
8.4 (Be together)	19	5.21	4.82
8.5 (Co-operate)	31	8.49	7.87

Table C3

	(6) Parents don't appreciate 325 subjects 370 responses			(9) Parents don't understand 296 subjects 320 responses		
	N	%N	%R	N	%N	%R
2.11 (Fashion)	12	3.69	3.24			
4.9 (Being bad)	23	7.08	6.22			
4.11 (Bad company/bad manners)	20	6.15	5.41			
7.5 (Young people)	98	30.15	26.49	151	51.01	47.19
7.6 (Some things about young people)	33	10.15	8.92	56	18.92	17.50
20.2 (Our help at home)	21	6.46	5.68			
	N	%N	%R	N	%N	%R
22.2 (Hard work at school)	29	8.92	7.84			
33.1 (Pop music)	10	3.08	2.70			

Table C4

	(7) My parents and I 372 subjects 406 responses			(10) My friends and I 340 subjects 418 responses			(15) My teachers and I 292 subjects 316 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
8.1 (Get on well/close)	293	78.76	72.17	184	54.12	44.02	182	62.33	57.59
8.2 (Love/respect each other)	21	5.65	5.17						
8.3 (Happy together)				74	21.76	17.70			
8.4 (Spend time together)				26	7.65	6.22			
8.5 (Co-operate)							11	3.77	3.48
9.2 (Don't get on well)	21	5.65	5.17				45	15.41	14.24
	N	%N	%R	N	%N	%R	N	%N	%R
9.3 (Sometimes don't get on well)	26	6.99	6.40				20	6.85	6.33
9.4 (Not close/neutral)							18	6.16	5.70
25.1 (Go out)				15	4.41	3.59			

Table C5

	(8) _If only my parents would_ 311 subjects 329 responses			(16) _I wish my teachers would_ 295 subjects 323 responses		
	N	%N	%R	N	%N	%R
2.17 (Understanding/listen)	62	<u>19.94</u>	18.84	126	<u>42.71</u>	39.01
6.1 (Don't pressure/complain)	12	3.86	3.65	54	<u>18.31</u>	16.72
6.3 (Appreciate/understand)	31	9.97	9.42	10	3.39	3.10
8.5 (Co-operate)				38	<u>12.88</u>	11.76
8.6 (Give me freedom)	144	<u>46.30</u>	43.77	48	<u>16.27</u>	14.86
41.3 (Be different)	17	5.47	5.17			
	N	%N	%R	N	%N	%R
42.1 (Be rich)	12	3.86	3.65			

Table C6

	(11) Friends are 356 subjects 513 responses			(20) Good friend means 439 subjects 890 responses		
	N	%N	%R	N	%N	%R
2.1 (Trustworthy)	53	14.89	10.33	225	51.25	25.28
2.3 (Good/nice)	97	27.25	18.91	24	5.47	2.70
2.5 (Special)	18	5.06	3.51			
2.6 (Important)	104	29.21	20.27			
2.15 (Fun)	14	3.93	2.73	23	5.24	2.58
2.17 (Thoughtful)	52	14.61	10.14	143	32.57	16.07
	N	%N	%R	N	%N	%R
2.18 (Respectable)				14	3.19	1.57
8.1 (Get on well/close)	39	10.96	7.60	232	52.85	26.07
8.2 (Love and respect each other)	15	4.21	2.92	23	5.24	2.58
8.3 (Happy together)	29	8.15	5.65	71	16.17	7.98
8.4 (Spend time together)				85	19.36	9.55

Table C7

		(12)		
		When I am with my friends		
		349 subjects		
		418 responses		
	N	%N	%R	
4.7 (Chatterbox/noisy)	11	3.15	2.63	
4.8 (Mess about)	12	3.44	2.87	
8.1 (Get on/close)	32	9.17	7.66	
8.3 (Happy together)	239	68.48	57.18	
15.1 (Act differently)	14	4.01	3.35	

Table C8

	(13) If friends wanted me to 290 subjects 312 responses			(14) I would 289 subjects 295 responses		
	N	%N	%R	N	%N	%R
1.3 (Depends)				24	8.30	8.14
2.13 (Daring)	13	4.48	4.17			
2.17 (Helpful)	52	17.93	16.67			
3.2 (Agree)				122	42.21	41.36
4.9 (Be bad)	15	5.17	4.81			
4.12 (Silly/stupid)	15	5.17	4.81			
	N	%N	%R	N	%N	%R
4.24 (Irresponsibe)	45	15.52	14.42			
5.1 (Disagree)				128	44.29	43.39
24.1 (Do something)	11	3.79	3.53			
24.8 (Smoke)	15	5.17	4.81			
25.1 (Go out)	29	10.00	9.29			
34.1 (Spend time with them)	12	4.14	3.85			
37.2 (Do something against my wishes/inconvenient)	38	13.10	12.18			

Table C9

<div align="center">

(17)
Sports are
372 subjects
485 responses

</div>

	N	%N	%R
2.3 (Good)	92	<u>24.73</u>	18.97
2.5 (Special)	23	6.18	4.74
2.6 (Important)	25	6.72	5.15
2.7 (Brilliant)	32	8.60	6.60
2.8 (O.K/alright)	24	6.45	4.95
2.13 (Exciting)	12	3.23	2.47
	N	%N	%R
2.15 (Fun/enjoyable)	121	<u>32.53</u>	24.95
5.3 (Boring)	17	4.57	3.51
30.1 (Keep fit)	38	<u>10.22</u>	7.84

Table C10

	(18) School life is 373 subjects 451 responses			(19) Because 144 subjects 165 responses		
	N	%N	%R	N	%N	%R
2.3 (Good)	46	12.33	10.20			
2.6 (Important)	14	3.75	3.10			
2.8 (O.K/alright)	79	21.18	17.52			
2.15 (Fun)	70	18.77	15.52	10	6.94	6.06
4.29 (Terrible/horrible)	12	3.22	2.66			
4.30 (Hard)	18	4.83	3.99			
	N	%N	%R	N	%N	%R
5.3 (Boring)	88	23.59	19.51	17	11.81	10.30
5.4 (Sometimes boring)	33	8.85	7.32			
19.2 (Too much work)				17	11.81	10.30
34.1 (Be with friends)				21	14.58	12.73
34.7 (Socialize)				8	5.56	4.85
36.1 (Learn)				20	13.89	12.12
36.2 (Good results in life)				15	10.42	9.09
46.1 (Avoid boredom)				5	3.47	3.03

Table C11

	(21) Sport1			(22) Sport2			(23) Sport3		
	398 subjects			398 subjects			398 subjects		
	398 responses			398 responses			398 responses		
	N	%N	%R	N	%N	%R	N	%N	%R
1.4 (Not applicable)	67	16.83	16.83	118	29.65	29.65	170	42.71	42.71
29.1 (Netball)	23	5.78	5.78	17	4.27	4.27			
29.2 (Hockey)	13	3.27	3.27	16	4.02	4.02	18	4.52	4.52
29.5 (Football)	55	13.82	13.82	26	6.53	6.53	17	4.27	4.27
29.6 (Cricket)	18	4.52	4.52	20	5.03	5.03			
29.7 (Rugby)	23	5.78	5.78	12	3.02	3.02	17	4.27	4.27
	N	%N	%R	N	%N	%R	N	%N	%R
30.2 (Table tennis/badminton)	12	3.02	3.02						
31.1 (Swimming)	37	9.30	9.30	48	12.06	12.06	31	7.79	7.79
32.1 (Tennis)	52	13.07	13.07	41	10.30	10.30	24	6.03	6.03

Table C12

Why don't take part in sports
403 subjects
412 responses

	N	%N	%R
1.4 (Not applicable)	345	<u>85.61</u>	83.74
5.2 (Don't like it)	35	8.68	8.50

BIBLIOGRAPHY

Abrams, M. Child Audiences for T.V. in Great Britain. *Journalism Quarterly*, 1956, 33(1) 35-41.

Archer, J. & McDonald, M. Gender roles and sports in adolescent girls. *Leisure Studies*, 1990, 3, 25-240.

Ashton, D.N. & Maguire, M.J. The functions of academic and non academic criteria in employers' selection strategies. *British Journal of Guidance and Counselling*, 1980, 8, 146-57.

Bailyn, L. Mass media and children: A study of exposure habits and cognitive effects. *Psychology Monographs*, 1959, 73(1), 1-48.

Bandura, A. The stormy decade: fact or fiction? In Rogers, D (Ed.), *Issues in adolescent psychology*. New York: Appleton-Century-Crofts, 1972.

Bandura. A. & Walters, R.H. *Adolescent Agression: A Study of the Influence of Child Training Practices and Family Interrelations*. New York: Ronald Press, 1959.

Banks, M. & Jackson, P. Unemployment and risk of minor psychiatric disorder in young people: cross-sectional and longitudinal evidence. *Psychology Medicine*, 1982, 12, 789-798.

Beard, J.G. & Ragheb, M.G. Measuring leisure satisfaction. *Journal of Leisure Research*, 1980, 12(1), 20-33.

Beard, J.G. & Ragheb, M.G. Measuring leisure motivation. *Journal of Leisure Research*, 1983, 15(3), 219-228.

Berger, E.M. The relation between expressed acceptance of self and expressed acceptance of others. *Journal of Abnormal Social Psychology*, 1952, 47, 778-782.

Berscheid, E. & Walster, E. Beauty and the Beast. *Psychol. Today*, 1972, 5, 42-46.

Bloomfield, J. *The Role, Scope and Development of Recreation in Australia*, Canberra: Department of Tourism and Recreation, 1974.

Blos, P. *On Adolescence: A Psychoanalytic Interpretation*. Glencoe, Illinois: Free Press, 1962.

Bowerman, C.E. & Kinch, J.W. Changes in family and peer orientation of children between the 4th and 10th grades. *Social Forces*, 1959, 37, 206-211.

Brightbill, C.K. *The Challenge of Leisure*. Englewood Cliffs, NJ: Prentice-Hall, 1963.

British Market Research Bureau. *Youth Lifestyles*. London: Mintel Publication Ltd, 1990.

Brittain, C.V. Adolescent choices and parent-peer cross-pressures. *American Sociological Review*, 1963, 28, 385-391.

Bronfenbrenner, U. Reactions to social pressures from adults versus peers among Soviet day school and boarding school pupils in the perspective of an American sample. *Journal of Personality and Social Psychology*, 1970, 15, 179-189.

Brown, W. In Milton Keynes "Young people and leisure". Unpublished report for Milton Keynes Youth Council, 1985.

Buchholz, R.A. The work ethic reconsidered. *Industrial and Labour Relations Review*, 1978, 31(4), 450-459.

Burch, W. The social circles of leisure:competing explanations. *Journal of Leisure Research*, 1969, 1(2), 123-147.

Byrne, D. & Nelson, D. Attraction as a linear function of proportion of positive reinforcements. *Journal of Personality and Social Psychology*, 1965, 1, 659-663.

Chamberlain, J. A study of the perceptions of work and leisure of a sample of Dublin city and county leaving certificate students. Unpublished PhD thesis, University College, Dublin, 1980.

Chamberlain, J. Adolescent perceptions of work and leisure. *Leisure Studies*, 1983, 2, 127-138.

Christensen, J. & Yoesting, D. Social and attitudinal variants in high and low use of outdoor recreational facilities. *Journal of Leisure Research*, 1973, 5(2), 6-15.

Clarke, A.C. The use of leisure and its relation to occupational prestige. *American Sociological Review*, 1956, 21, 301-311.

Cohen, A.K. *Delinquent Boys*. London: Collier Macmillan, 1955.

Cole, L. & Hall, I.N. *Psychology of Adolescence*. New York: Holt, Rinehart and Winston, 1970.

Coleman, J.C. *Relationships in Adolescence*. London: Routledge and Kegan Paul, 1974.

Coleman, J.C. *The School Years*. London: Methuen,1979.

Coleman, J.C. *The Nature of Adolescence*. London: Methuen, 1980.

Coleman, J.C., George, R. & Holt, G. Adolescents and their parents: A study of attitudes. *Journal of Genetic Psychology*, 1977, 130, 239-245.

Coleman, J.C. & Hendry, L. *The Nature of Adolescence*. London: Routledge, 1990.

Coleman, J.S. *The Adolescent Society*. New York: Free Press, 1961.

Council of Europe Seminar. Sport for young school leavers in Stockholm. Sweden: 1978, 5, 11-20.

Craig, R. *The Youth Training Scheme*: A study of non-participants and early leavers. Sheffield: Manpower Services Commission, 1986.

Crandall, R. Attitudes toward leisure. In H. Ibrahim & R. Crandall (Eds.), *Leisure: A Psychological Approach*. California: Los Alamitos, 1979.

Crandall, V.C., Katovsky, W. & Crandall, V.J. Children's beliefs in their own control of reinforcements in intellectual-academic achievement situations. *Child Development*, 1965, 36, 91-109.

Czechowicz, D. Adolescent alcohol and drug abuse and its consequences-an overview. *American Journal of Drug and Alcohol Abuse*, 1988, 14, 189-197.

Damon, W. *The Social World of the Child*. California: Jossey-Bass, 1977.

343

Darcy, J. Education about unemployment: a reflective element. *Oxford Review of Education*, 1978, 4, 289-294.

Dittes, J.E. Attractiveness of group as function of self esteem and acceptance by group. *Journal of Abnormal Social Psychology,* 1959, 59, 77-82.

Douvan, E. Sex differences in adolescent character processes. In J.Cottle (Ed.), *Readings in Adolescent Psychology, Contemporary Perspectives.* New York: Harper and Row, 1977.

Douvan, E. & Adelson, J. *The Adolescent Experience.* New York: Wiley, 1966.

Dower, M. *The Challenge of Leisure.* London: Civic Trust, 1965.

Duck, S. Personality, similarity and friendship choices by adolescents. *European Journal of Social Psychology,* 1975, 5, 351-365.

Duck, S. *Friends for Life.* U.K: Harvester Press, 1983.

DeGrazia, S. *Of Time, Work and Leisure.* New York: Twentieth Century Fund, 1962.

Dumazedier, J. Current problems of the sociology of leisure. *International Social Science Journal,* 1960, 4, 522-31.

Dumazedier, J. *Toward a Society of Leisure.* New York: Free Press, 1967.

Dunphy, D.C. The social structure of urban adolescent peer groups. *Sociometry,* 1963,230-246.

Emmett, I. *Youth and Leisure in an Urban Sprawl.* Manchester: Manchester University Press, 1971.

Engstrom, L. Physical activity during leisure,a strategy for research. *Scandinavin Journal Sports Sci,* 1979, 1(1), 32-39.

Epperson, D.C. A reassessment of indices of parental influence in the adolescent society. *American Sociological Review,* 1964, 29(February), 93-96.

Eppel, E.M. & Eppel, M. *Adolescents and Morality.* London: Routledge and Kegan Paul, 1966.

Erikson, E.H. *Childhood and Society*. New York: Norton, 1950.

Erikson, E.H. *Identity, Youth and Crisis*. New York: Norton, 1968.

Eysenck, S.B.G. Personality dimensions in children. In H.J. Eysenck & S.B.G. Eysenck. (Eds.), *Personality Structure and Measurement*. UK: Routledge & Kegan Paul, 1969.

Eysenck, S.B.G. & Eysenck, H.J. In H.J. Eysenck & S.B.G. Eysenck. *Personality Structure and Management*. UK: Routledge & Kegan Paul, 1969.

Fairchild, H.P. *Dictionary of Sociology*. New York: Philosophical Library, 1944.

Faunce, W.A. Automation and leisure. In J.S. Jacobsen & J.S. Roucek (Eds.), *Automation and Society*. New York: Philosophic Library, 1959.

Feldman, M.J. & Gaier, E.L. Correlates of adolescent life satisfaction. *Youth and Society*, 1980, 12(2), 131-144.

Festinger, L., Schachter, S, & Back, K. *Social Pressures in Informal Groups*. Stanford, CA: Stanford University Press, 1950.

Feuer, L.S. *The Conflict of Generations*. London: Heinemann, 1969.

Fisher, S. & Holder, S. *Too Much, Too Young*. London: Pan, 1981.

Fogelman, K. *Britain's Sixteen Year Olds*. London: National Children's Bureau, 1976.

Fox, M; Gibbs, M & Auerbach, D. Age and gender dimensions of friendship. *Psychology of Women Quarterly*, 1985, 9, 489-501.

Freud. A. Adolescence. *Psychoanalyst Study Child*, 1958, 13, 255-278.

Friedenberg, E.Z. *The Vanishing Adolescent*. U.S.A: Dell Publishing Co., 1959.

Furlong, A, Campbell R & Roberts K. The effects of post-16 experiences and social class on the leisure patterns of young adults. *Leisure Studies*, 1990, 9, 213-224.

Furnham, A. & Gunter, B. *The Anatomy of Adolescence: Young People's Social Attitudes in Britain.* London: Rotledge, 1989.

General Mills American Family Report. *Families at Work.* Minneapolis: General Mills, Inc., 1981.

Gist, N.P. & Fava, S.F. *Urban Society.* New York: Crowell, 1964.
Glueck, S. Theory and fact in criminology. In *Problem of Deliquency*, 1959, 241-252.

Glyptis, S.A. & Chambers, D.A. No place like home. *Leisure Studies*, 1982, 1, 247-262.

Glyptis, S. *Leisure and Unemployment.* Milton Keynes: Open University Press, 1989.

Goodale, T. & Godbey, G. *The Evolution of Leisure: Historical & Philosophical Perspectives.* P.A: Venture Publishing, Inc., 1988.

Graef, R. Csikszentmihalyi, M. & Gianinno, S.M. Measuring intrinsic motivation in everyday life. *Leisure Studies*, 1983, 2, 155-168.

Grassin, W. The relationship between work time and free time and the meaning of retirement. *Leisure Studies*, 1986, 5, 91-101.

Hall, G.S. *Adolescence.* New York: Appelton, 1916.

Harper, W. Freedon in the experience of leisure. *Leisure Sciences*, 1986, 8(2).

Hargreaves, D.H. *The Challenge for the Comprehensive School.* London: Routledge and Kegan Paul, 1982.

Havighurst, R.J. The nature and values of meaningful free-time activity. In R.W. Kleemeier (Ed.), *Aging and Leisure.* New York: Oxford University Press, 1961.

Hawes, D.K. Satisfactions derived from leisure-time pursuits: An exploratory nationwide survey. *Journal of Leisure Research*, 1978, 10(4), 247-264.

Hazel, N. *A Bridge to Independence*. Oxford: Basil Blackwell, 1981.

Hendry, L.B. Early school leavers, sport and leisure. *Scottish Educational Studies*, 1976, 8(1) 48-51.

Hendry, L.B. *Adolescence and Leisure*. London: Social Science Research Council/Sports Council, 1979.

Hendry, L.B. *Growing Up and Going Out*. Aberdeen: Aberdeen University Press, 1983.

Hendry, L.B. & Jamie, D. Pupil's self concepts and perceptions of popular qualities. *Scottish Educational Review*, 1978, 10(2), 44-52.

Hendry, L.B. & Marr, D. Leisure education in Grampian Region schools, Unpublished Memorandum. University of Aberdeen, 1982.

Hendry, L.B., Raymond, M. & Stewart, C. Unemployment,school and leisure: an adolescent study. *Leisure Studies*, 1984, 3, 175-187.

Hendry, L.B., Shucksmith, J. & Love, J.G. Young people's leisure and life style. Report of phase 1. Edinburgh: Scottish Sports Council, 1989.

Hendry, L.B., Shucksmith, J. , Love, J.G. & Glendinning, A. *Young People's Leisure & Lifestyles*. London: Routledge, 1993.

Himmelweit, H.T., Oppenheim, A.N. & Vince, P. *Television and the Child*. U.K: Oxford University Press, 1958.

Hollin, C.R. Sex roles in adolescence. In D.J. Hargreaves & A.M. Colley (Eds.), *The Psychology of Sex Roles*. London: Harper & Row, 1986.

Hollingshead, A.B. *Elmstown's Youth*. New York: Wiley, 1949.

Howe, C.Z. The importance of definitions of selected concepts for leisure inquiry. *Leisure Sciences*, 12, 395-406.

Howitt, D. *Mass Media and Social Problems*. U.K: Pergamon Press, 1982.

Huizinga, J. *Homo Ludens: A Study of the Play Element in Culture*. London: Routledge and Kegan Paul Ltd., 1949.

Hunbleby, J., Carpenter, R.A., Ross, R.A., and Mercer, G.W. Adolescent drug use and other behaviors. *Journal of Child Psychology and Psychiatry*, 1982, 23(1), 61-68.

Hunter, F.T. Adolescent's perceptions of discussions with parents and friends. *Developmental Psychology*, 1985, 21, 433-440.

Hunter, G. *Work and Leisure*. London: Central Committee of Study Groups, 1961.

Iso-Ahola, S.E. Basic dimensions of definitions of leisure. *Journal of Leisure Research*, 1979, 11(1), 28-39.

Jackson, P., Stafford, E., Banks, M., and Warr, P. Unemployment and psychological distress in young people: the moderating role of employment commitment. *Journal of Applied Psychology*, 1983, 68, 525-535.

Jahoda, M. Toward a Social Psychology of Mental Health. In M.J.E. Senn (Ed.), *Symposium on the Healthy Personality, Supplement 2: Problems of Infancy and Childhood, Transactions of 4th Conference*. New York; Josiah Macy Jr. Foundation, 1950.

Jahoda, M. Work, employment and unemployemnt: values, theories and approaches in social research. *American Psychologist*, 1981, 36, 184-91

Jenkins, C. & Sherman, B. *The Collapse of Work*. London: Eyre Methuen, 1979.

Jenkins, C. & Sherman, B. *The Leisure Shock*. London: Eyre Methuen, 1981.

Josselyn, I.M. *The Adolescent and his World*. U.S.A.: Family Service Association of America, 1952.

Kaplan, M. *Leisure: Theory and Policy*. New York: Wiley, 1975.

Kelly, J.R. Work and leisure: A simplified paradigm. *Journal of Leisure Research*, 1972, 4(1), 50-62.

Kelly, J.R. Socialization toward leisure: A developmental approach. *Journal of Leisure Research*, 1974, 6, 181-193.

Kelly, J.R. Life styles and leisure choices. *The Family coordinator*, 1975, 24, 185-190.

Kelly, J.R. Two orientations of leisure choices. A paper presented at the Amecican Sociological Association. New York, 1976.

Kelly, J.R. A revised paradigm of leisure choices. *Leisure Sciences*, 1978, 1(4), 354-363.

Kelvin, P. & Jarrett, J.E. "Unemployment" its social psychological effects. *European Monograph in Social Psychology*. Cambridge: Cambridge University Press, 1985.

Kleiber, D.A. & Kelly, J.R. Leisure, socialization, and the life cycle. In S. Iso-Ahola (Ed.), *Social Psychological Perspectives on Leisure and Recreation*. Springfield, Illinois: Charles C. Thomas, 1980.

Kleiber, D.A., Larson, R. and Cskszentmihalyi, M. The experience of leissure in adolescence. *Journal of Leisure Research*, 1986, 18(3), 169-176.

Kleiber, D.A. & Rickards, W.H. Leisure and recreation in adolescence: Limitation and potential. In M. Wade (Ed.), *Constraints on leisure*. Springfield, Illinois: Charles C. Thomas, 1985.

Lapchick, R.E. the high school athlete as the future college student-athlete. *Journal of Sport and Social Issues*, 1987-1988, 11(1&2), 104-121.

Lawrence, D. The development of a self-esteem questionaire. *British Journal of Educational Psychology,* 1981, 51, 245-251.

Lesser, G.S. & Kandel, D.B. Parental and peer influences on educational plans of adolescents. *American Sociological Review*, 1969, 34, 213-223.

McRobbie, A. Working class girls and the culture of femininity. In Women's Studies Group. *Women Take Issue*. London: Hutchinson, 1978.

Maizels, J. *Adolescent Needs and the Transition from School to Work*. London: Athlone Press, 1970.

Mannell, R.C. & Bradley, W. Does greater freedom always
lead to greater leisure? testing a person x
environmental model of freedom and leisure.
Journal of Leisure Research, 1986, 18(4), 215-230.

Marcoen, A. & Brumagne, M. Loneliness among children
and adolescents. *Developmental Psychology*, 1985,
21, 1025-1031.

Marcuse, H. *One Dimensional Man*. London: Routledge and
Kegan Paul Ltd., 1964.

Marsland, D. It's my life: Young people and leisure.
Leisure Studies, 1982, 1(3), 305-322.

Maslow, S.E. Dominance feeling and sexuality in women.
Journal of Social Psychology, 1942, 16, 259-294.

Maslow, A.H. *Motivation and Personality*. New York:
Harper & Bros, 1954.

McCabe, A. *Leisure Attitudes among Late Adolescents*.
BSc Sociology Dissertation, Brunel University,
London, 1978.

McCandless, B.R. *Adolescents: Behaviour and
Development*. U.S.A.: Dryden Press Inc., 1970.

McRobbie, A. & McCabe, T. *Feminism for Girls*. Routledge
& Kegan Paul, 1981.

McRobbie, A. & Nava, M. *Gender and Generation*.
Macmillan, 1984.

Mead, M. *Coming of Age in Samoa*. New York: Morrow,
1928.

Mead, M. *Sex and Temprament in Three Primitive
Societies*. London: Routledge & Kegan Paul, 1935.

Meeks, C.B. Children's time in structured and
unstructured leisure activities. *Lifestyles*, 1990,
11(3), 257-281.

Meyersohn, R. Television and the rest of leisure.
Public Opinion Quarterly, 1968, 32, 102-112.

Miller, W.B. Lower class culture as a generating milieu
of gang delinquency. *Journal of Social Issues*,
1958, 14, 5-19.

Mobily, K.E. Meanings of recreation and leisure among adolescents. *Leisure Studies*, 1989, 8, 11-23.

Moir, E. *Female Participation in Physical Activities: A Scottish Study*. Edinburgh: Dunfermline College of PE, 1977.

Montemayor, R. The relationship between parent-adolescent conflict and the amount of time adolescents spend alon and with parents nd peers. *Child Development*, 1982, 53, 1512-1519.

Montemayor, R. Parents and adolescents in conflict: all families some of the time and some families most of the time. In P. Noller & V. Callan (Eds.), *The Adolescent in The Family*. London: Routledge,1991.

Morgan, M. & Rothschild, N. Impact of the new television technology. *Youth and Society*, 1983, 15(1), 33-50.

Murdock, G. & Phelps, G. *Mass Media and the Secondary School*. London: Macmillan, 1973.

Murray, H.A. *Explorations in Personality*. New York: Oxford University Press, 1938.

Musgrove, F. *Youth and the Social Order*. London: Routledge and Kegan Paul, 1964.

Muuss, R.E. *Theories of Adolescence*. New York: Random House Inc., 1962.

Neulinger, J. *The Psychology of Leisure*. Springfield, Illinois: Charles C. Thomas, 1974.

Neulinger, J. The need for and the implications of a psychological conception of leisure. *The Ontario Psychologist*, 1976, 8(2), 13-20.

Neulinger, J. *The Psychology of Leisure*. (Second Edition). Springfield, Illinois: Charles C. Thomas, 1981.

Newcomb, T.M. *The Acquaintance Process*. New York: Holt Rinehart and Winston, 1961.

O'Donnell, W.J. Affectional patterns of adolescents. *Adolescence*, 1979, 14, 680-686.

Office of Population Censuses and Surveys. *General Household Survey: 1977*, 1978, pp 103-139.

Orlick, T.D. A socio-psychological analysis of early sports participation. PhD thesis: University of Alberta, 1972.

Orthner, D.K. & Mancini, J.A. leisure impacts on family interaction and cohesion. *Journal of Leisure Research*, 1990, 22(2), 125-137.

Parker, S. *The Future of Work and Leisure*. London: MacGibbon and Kee Ltd., 1971.

Parker, S. *The Sociology of Leisure*. London: Allen and Unwin Ltd., 1976.

Parker. S. *Leisure and Work*. London: Allen and Unwin Ltd., 1983.

Pearson, P.H. relationship between global and specified measures of novelty seeking. *Journal of Consulting and Clinical Psychology*, 1970, 34, 199-204.

Peaves, B.H. & Secords, P.F. Development changes in attribution of descriptive concepts to persons. *Journal of Personality & Social Psychology*, 1973, 27, 120-128.

Peterson, A.D.C. Education for work or for leisure? In J.T Howarth and M.A. Smith (eds.). *Work and Leisure*. London: Lepus, 1975.

Pieper, J. *Leisure, the Basis of Culture*. London: Faber, 1952.

Pilot National Recreation Survey, Report No1. University of Keele: British Travel Association, July 1967.

Powell, M. & Watson, R.J. Twenty five years of adolescent problems. *International Journal of Adolescence and Youth*, 1987, 1, 1-5.

Raffe, D. & Smith, P. Scottish surveys: Young people's attitudes to YTS: The first two years. *British Educational Research Journal*, 1987, 13(3), 241-260.

Rapoport, R. & Rapoport, R.N. *Leisure and the Family Life Cycle*. London: Routledge and Kegan Paul, 1975.

Reid, M. Comprehensive integration outside the classroom. *Educational Research*, 1972, 14(2), 128-134.

Reissman, L. Class, leisure and social participation. *American Sociological Review*, 1954, 19, 76-83.

Riley, M.W. & Riley, J. A social approach to communications research. *Public Opinion Quarterly*, 1951, 15, 445-60.

Roberts, K. *Leisure*. London: Longman, 1970.

Roberts, K. *Contemporary Society and the Growth of Leisure*. London: Longman Group Ltd., 1978.

Roberts, K. *Youth and Leisure*. London: Allen and Unwin Ltd., 1983.

Roberts, K. & Parsell G., *Youth Cultures in Britain: The Middle Class Takeover*. Journal of leisure Studies, 1994, 13, (1), 33-48.

Rogers, C.R. *Client-Centred Therapy*. Boston: Houghton Mifflin, 1951.

Rothschild, N. *Peer Group Mediation in the Cultivation Process*. Presented at the Conference on Culture and Communication, Temple University, Philadelphia, 1981.

Rotschild, N. *Small Group Affiliation as a Mediating Factor in the Cultivation Process*. Presented at the Symposium on Cultural Indicators for the Comparative Study of Culture, Vienna, Austria, 1982.

Rowntree, J. & Rowntree, M. The political economy of youth. *International Socialist Journal*. February 1968.

Rutter, M., Graham, P., Chadwick, O & Yule, W. Adolescent turmoil: Fact or fiction? *Journal of Child Psychology and Psychiatry*, 1976, 17, 35-56.

Samdahl, D.M. Issues in the measurement of leisure: a comparison of theoretical and connotative meanings. *Leisure Sciences*, 1991, 13, 33-49.

Saunders, E.D. Sport and culture: elitism or pluralism? *Leisure Studies*, 1982, 1,123-137.

Scarlett, C.L. *Euroscot: The New European Generation*. Edinburgh: Conference of Voluntary Youth Organizations, 1975.

Scott, D. & Willits, F.K. Adolescent and adult leisure patterns: a 37-year follow-up study. *Leisure Sciences*. 1989, 11, 323-335.

Scraton, S. Images of feminity and the teaching of girls' physical education. In J. Evans (Ed.), *Physical Education, Sport and Schooling*, 1986.

Sessoms, H.D. Of time, work, and leisure revisited. *Leisure Sciences*, 1986, 8(2), 107-113.

Shafer, W.E. & Armer, J.M. On scholarship and interscholastic athletics. In E. Dunning (Ed.), *The Sociology of Sport*, 1971.

Shamir, B. Unemployment and "free time" - the role of Protestant work ethic and work involvement. *Leisure Studies,* 1985, 4(3), 333-345.

Shaw, S.M. The meaning of leisure in everyday life. *Leisure Sciences*, 1985, 7(1), 1-24.

Sherman, B. *Working at Leisure*. London: Methuen London Ltd., 1986.

Shivers. J.S. *Leisure and Recreation Concepts: A Critical Analysis*. Boston: Allyn and Bacon Inc., 1981.

Siddique, C.M. & D'arcy, C. Adolescence, stress and psychological well being. *Journal of Youth & Adolescence*, 1984, 13, 459-474.

Sillitoe, K.K. *Planning for Leisure*. London: HMSO, 1969.

Smith, C.S. Adolescence. In M.A. Smith, S. Parker & C.S. Smith (Eds.), *Leisure and Society in Britain*. London: Allen Lane, 1973.

Smith, D.M. Perceived peer and parental influences on youth's social world. *Youth & Society,* 1985, 17(2), 131-156.

Social and Community Planning Research Project. *Joint Provision, the school leaver, and the community*. London: Sports Council, 1977.

Sofranko, A.J. & Nolan, M.F. Early life experiences and adult sports participation. *Journal of Leisure Research*, 1972, 4, 6-18.

Soule, G. The economics of leisure. *Annals of the American Academy of Political and Social science*, 1957, September, 16-24.

Spreitzer, E.A. & Eldon, E.S. work orientation,meaning of leisure and mental health. *Journal of Leisure Research*, 1974, 6, 207-219.

Spry, R. Leisure and school leavers in Stoke-on-Trent. In Fox, W.M. (ed.). *Leisure and the Quality of Life*. London: HMSO, 1977.

Start, K.B. Substitution of games performance for academic achievement as a means of achieving status among secondary school children. *British Journal of Sociology*, 1966, 17(3), 300-305.

Stockdale, J.E. *What is Leisure? An Empirical Analysis of The Concept of Leisure and The Role of Leisure in People's Lives*. The Sports Council and Economics & Social Research Council, September 1985.

Sugarman, B. Involvement in youth culture: Academic achievement and conformity in school. *British Journal of Sociology*, 1967, 18, 157-164.

Sugarman, A.A. and Haronian, R. Body-type and sophistication of body concept. *Journal of Personality*, 1964, 32, 380-394.

Sullivan, H.S. *The Interpersonal Theory of Psychiatry*. New York: Norton, 1953.

Tajfel, H. *The Psychology of Minorities*. London: Minority Rights Group, 1978.

Tajfel, H. *Human groups and Social Categories*. Cambridge University Press, 1981.

Television Research Committee. *Television & Delinquency*. Humanities Press, 1970.

Tinsley, H.E.A. & Kass, R.A. Leisure activities and need satisfaction: A replication and extension. *Journal of Leisure Research*, 1978, 10(3), 191-202.

Torkildsen, G. *Leisure and Recreation Management.* Cambridge: University Press, 1983.

Veal, A.J. *Leisure and the Future.* London: Allen and Unwin Ltd., 1987.

Veblen, T. *The Theory of the Leisure Class.* New York: Mentor, 1953.

Waldrop, M.F. & Halverson, C.F. intensive and extensive peer behaviour: longitudinal and cross sectional analyses. *Child Development,* 1975, 12, 19-26.

Wartella, E. & Mozzarella, S. A historical comparison of children's use of leisure time. In R. Butsch (Ed.), *For Fun and Profit.* Philadelphia: Temple University press, 1990.

West, P.C. & Merriam, L.C. Outdoor recreation and family cohesiveness. *Journal of Leisure Research,* Autumn 1970.

Willits, W.L. & Willits, F.K. Adolescent participation in leisure activities: "the less,the more" or "the more,the more"? *Leisure Sciences,* 1986, 8(2), 189-206.

Winick, M.P. & Winick, C. *The Television Experience.* U.S.A.: Sage Publications, Inc., 1979.

Woodward, D., Green, E. & Hebron, S. *The Sociology of Women's Leisure and Physical Recreation: Constraints and Opportunities.* International Review for the Sociology of Sport, 1989, 24(2), 121-136.

Young, M. & Willmott, P. *The Symmetrical Family.* London: Routledge and Kegan Paul Ltd., 1973.

Youth Survey. *You don't know me!* A survey of youth in Britain. London: McCann Erikson Advert. Ltd., 1977.

Zuckerman, M.P. *Sensation Seeking: Beyond the optimal level of arousal.* Hillsdale, N.J: Lawrence Erlbaum Associates, 1979.

**LEISURE: ITS MEANING AND ROLE IN THE LIFE OF A SAMPLE
OF LONDON ADOLESCENTS DURING THE SCHOOL YEARS**

Thesis submitted to the University of London for the
degree of Doctor of Philosophy in Social Psychology.

REBECCA ROSE ROUBEN

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

1993

Questionnaire

This questionnaire is about <u>adults's views</u> on young people and what they do in their free time, that is the time when they are not at school or when they are not doing any school work or studies.

We are particularly interested in what <u>you</u> think and feel about young people who are of school attending age, that is, from ages 11 to 18.

Please write down what you <u>really</u> feel in answer to the questions. The questionnaire is <u>completely confidential</u> and we do not want you to write down your name.

(If you are unable to answer any of the questions in this questionnaire, please feel free to say so. You may write down any comments you have on the last page of the questionnaire.)

1. What do you think <u>leisure</u> means to young people nowadays?

   ....

   ....

   ....

   ....

2. What do you think <u>work</u> means to young people nowadays?

   ....

   ....

   ....

   ....

3. What do you think <u>free time</u> means to young people nowadays?

   ....

   ....

   ....

   ....

4. What do you think of the way young people spend their free time
   nowadays?

   ....

   ....

   ....

   ....

5. Teenagers usually have their own views and ideas about what adults
   think of them and of the way they spend their free time.
   What do <u>you</u> think young people usually say on this matter?

   ....

   ....

   ....

   ....

6. What type of activities do you think young people <u>usually</u> carry out in their free time nowadays?

   ....

   ....

   ....

   ....

7. <u>With whom</u> do you think young people <u>usually</u> carry out their free time activities?

   ....

   ....

   ....

   ....

8. Below is a list of things which most people may look for when carrying out their free time activities. Please indicate how much you think <u>each</u> of these applies to <u>young people</u> by ticking <u>one</u> of the columns.

	It applies				
	A great deal	Quite a lot	Moderate amount	A little	Not at all
(a) To get relaxation.					
(b) To get some excitement.					
(c) Just a way of passing the time.					
(d) To do something that interests them.					
(e) To keep themselves mentally active.					
(f) To have something that is cheap to do.					
(g) Facilities, e.g., swimming pools, clubs etc., are easily available.					
(h) To feel that they are achieving something.					
(i) To be able to meet other people.					
(j) To feel that they are using their skills and talents.					

	A great deal	Quite a lot	Moderate amount	A little	Not at all
(k) To be able to develop close friendships.					
(l) To get fun and enjoyment.					
(m) To be able to keep themselves physically fit.					
(n) To feel satisfied with themselves and with what they do.					
(o) To feel free to do whatever they want.					
(p) To learn new things.					
(q) Other (state which)					

9. What are the <u>reasons</u>, do you think, that may prevent young people from carrying out certain free time activities which they would have liked to do?

   ....
   ....
   ....
   ....

10. What activities, do you think, young people <u>should</u> carry out in their free time?

    ....
    ....
    ....
    ....

11. How do you imagine young people will be spending their free time in five years from now?

    ....
    ....
    ....

12. Below are a number of incomplete sentences which you are expected to fill in with the first thought or idea that occurs to you. Please write down your ideas in the spaces provided for you and try not to spend a long time on each sentence.

(1) Young people today are ....

....

(2) Most things young people do in their free time ....

....

(3) In their free time young people should ....

....

(4) I think that teenagers ....

....

(5) I think that young people spend their free time ....

....

(6) Parents and children should ....

....

(7) Young people don't appreciate ....

....

(8) Young people don't understand ....

....

(9) If only young people would ....

....

13. Adults usually have different views or attitudes about young people. In the statements that follow, we would like you to tell us what you think, by indicating how much you agree or disagree with each statement. Circle the number that is closest to what you feel or think, making use of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

(1) Young people like to lead a life of complete leisure.

    1   2   3   4   5   6   7

(2) Most young people spend too much time enjoying themselves today.

    1   2   3   4   5   6   7

(3) Leading a carefree and enjoyable life is more important to young people than working hard at school and achieving something in life.

    1   2   3   4   5   6   7

	Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
(4) Young people have too little free time to do the things they would like to do.	1	2	3	4	5	6	7
(5) There are too few leisure facilities for young people.	1	2	3	4	5	6	7
(6) Most leisure facilities that are provided for young people are too expensive.	1	2	3	4	5	6	7
(7) Most leisure facilities that are provided for young people are **far** from where they live.	1	2	3	4	5	6	7
(8) Young people spend too much time sitting around doing nothing.	1	2	3	4	5	6	7

14. Some parents have rules for their children about certain things. Please indicate, for each item given below, how much you agree or disagree that there should be such a rule for young people, by ticking one of the columns below:

Rules	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Definite time for being in at night.					
2. Against smoking.					
3. Against drinking.					
4. Against watching a lot of television.					
5. About doing a certain amount of housework.					
6. About saving pocket money.					
7. Against going to certain films or concerts.					
8. Against going to discos.					

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
9. Against going to pubs.					
10. Against going out on week-nights.					
11. About the way they dress up.					
12. Others (state which)					

15. Do you think that young people today tend to spend <u>most</u> of their free time with friends rather than with parents or family?

Yes _____   No _____

(Please tick one)

16. If yes, do you think that they <u>should</u> spend some more time with the family?

Yes _____   No _____

(Please tick one)

17. Underline the age at **which** <u>you</u> think young people should leave school?

Under 16, 16 years, 17 years, 18 years

18. At around what age do you think young people should become more independent and take responsibility for their own decisions?

....

In order that we will be able to interpret your answers to previous questions, we would like you to give us some basic personal details about yourself.

19. Age: (Please tick one)

☐ 21-25   ☐ 26-30   ☐ 31-35   ☐ 36-40   ☐ 41-45

☐ 46-50   ☐ 51-55   ☐ 56-60   ☐ 61-65   ☐ over 65

20. Male _____   Female _____
           (Please tick one)

21. Marital status: (Please tick one)

Single _____

Married _____

Divorced _____

Widowed _____

Separated _____

22. Do you have any children? Yes _____   No _____

23. If yes, how many daughters do you have?   _____

How many sons do you have?   _____

How old are your daughters? _____

How old are your sons? _____

24. Occupation: OR   Please tick one:

....   Retired   _____

....   Unemployed   _____

....   Housewife   _____

25. If you are married please state your spouse's occupation?

....

26. If you are retired, unemployed or a housewife, please state your previous occupation:

....

Thank you very much for your time and co-operation. If you have any comments that you would like to mention please write them below:

....

....

....

....

....

....

Subject Number: ___104___

Section 6

Below are a number of incomplete sentences which you are expected to fill in with the first thought or idea that occurs to you. Please write down your ideas in the spaces provided for you and try not to spend a long time on each sentence.

1. My parents think that I ....because

....

2. My parents think my friends ....because

....

3. Parents and children should ....

....

4. Parents don't appreciate ....

....

5. My parents and I ....

....

6. If only my parents would ....

....

7. Parents don't understand ....

....

8. My friends and I ....

....

9. Friends are ....

....

10. When I am with my friends ....

....

11. If my friends wanted me to ....

..........................1 would ....

12. My teachers and I ....

....

13. I wish my teachers would ....

....

14. Sports are ....

15. School life is ....because

....

Section 7

Below are a number of statements concerning you and your family, that is, you and your parent(s) or guardians, brother(s) and/or sister(s). Please indicate how much you agree or disagree with each statement by circling the number which is closest to what you feel, making use of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

1. I sometimes get angry with my
   parents for not getting my own way.   1   2   3   4   5   6   7

2. I often can't do the things I like
   to do because my parents worry or
   disapprove.   1   2   3   4   5   6   7

3. Most of my free time activities are
   carried out with my parents.   1   2   3   4   5   6   7

4. My parents stop me from going out
   until I have finished my homework.   1   2   3   4   5   6   7

5. My parents think I do not work hard
   enough at school.   1   2   3   4   5   6   7

6. My parents know all or most of my
   friends.   1   2   3   4   5   6   7

7. My parents allow me to go out a lot
   with my friends.   1   2   3   4   5   6   7

8. My parents disapprove of my friends.   1   2   3   4   5   6   7

9. My parents express interest in my
   school work.   1   2   3   4   5   6   7

10. My parents express interest in my
    free time activities.   1   2   3   4   5   6   7

(If you are the only child in the family and do not have any brothers or sisters, please leave out statements 11 and 12 and go on to the next section).

11. It is important for me to have a
    happy relationship with my brother(s)
    and/or sister(s)   1   2   3   4   5   6   7

12. I am interested in the same free time
    activities as my brother(s) and/or
    sister(s).   1   2   3   4   5   6   7

Some parents have rules for their children about certain things. Please indicate, for <u>each</u> item given below, whether or not your parent(s) or guardian(s) have rules for you by ticking <u>either</u> the 'yes' or 'no' columns. We would also like you to say how much <u>you agree</u> that there should be such a rule for someone of your age, (even for those items that you answer with a 'no'), by ticking <u>one</u> of the columns below:

Rules	Yes	No	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1 Definite time for being in at night.							
2. Against smoking.							
3. Against drinking.							
4. Against watching a lot of television.							
5. About doing a certain amount of housework.							
6. About saving pocket money.							
7. Against going to certain films or concerts.							
8. Against going to discos.							
9. Against going to pubs.							
10. Against going out on week-nights.							
11. About the way I dress up.							
12. Others (state which)							

Section 8

1. Below are a number of statements concerning you and your friends. Please indicate how much you agree or disagree with each statement by circling the number which is <u>closest to what you feel</u>, using the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

(1) I spend most of my free time with my friends.

    1   2   3   4   5   6   7

(2) It is important for me to have close friends with whom I can share my interests.

    1   2   3   4   5   6   7

2. Would you say that most of your friends are from:
   (Please tick one)

    (a) school   _____

    (b) your neighbourhood   _____

    (c) friends of the family   _____

    (d) a club or similar group   _____

    (e) a mixture of all these   _____

3. How many <u>good</u> friends do you have? Please tick <u>one</u> of the boxes below:

    ☐ One

    ☐ Two

    ☐ Three

    ☐ More than three

4. What do the words 'good friend' mean to you?

....

....

....

....

Section 9

This section is concerned with your life at school and sporting activities.

1. Below are a number of statements concerning your school life. We would like you to indicate how much you agree or disagree with each statement by circling the number which is <u>closest to what you feel</u>, making use of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

(1) It is important for me to have a good relationship with my teachers.   1   2   3   4   5   6   7

(2) My teachers think I do not work hard enough.   1   2   3   4   5   6   7

(3) I get on well with all or most of my classmates.   1   2   3   4   5   6   7

(4) I usually get very high marks in tests and exams.   1   2   3   4   5   6   7

(5) I find my lessons difficult to understand.   1   2   3   4   5   6   7

(6) My teachers think I'm intelligent.   1   2   3   4   5   6   7

(7) I usually worry about my schoolwork.   1   2   3   4   5   6   7

(8) It does not worry me if most of the other students in my class are better than me in their studies.   1   2   3   4   5   6   7

(9) I look forward to leaving school.   1   2   3   4   5   6   7

(10) I often think about what I am going to do after leaving school.   1   2   3   4   5   6   7

(11) I think I don't work hard enough at school.   1   2   3   4   5   6   7

2. If you were free to do as you please, at what age would you like to leave school? Please underline the age <u>you</u> would choose:

        Under 16, 16 years, 17 years, 18 years

3. Now underline the age you think <u>your parents</u> would choose for you:

        16 years, 17 years, 18 years

4. Now underline the age when <u>you expect</u> to leave school:

        16 years, 17 years, 18 years

5. What do you intend to do when you leave school? Please tick <u>one</u> of the following:

        (a) Go to Polytechnic or Technical College   _____

        (b) Go to Teacher Training College   _____

        (c) Go to University   _____

        (d) Any other training
           (Please describe)   _____

        ....

        (e) Get a job
           (Please state what)   _____

        ....

        (f) I have no idea   _____

        (g) Other
           (Please state what)   _____

        ....

6. Do you take part in any sports either at school or outside school? Please tick one of the boxes below:

    [   ] Yes   No [   ]

If yes, please go on to question 7.
If no, please go on to question 9.

7. Write down below the name of the sport(s) that you take part in and for each one indicate, by ticking one of the columns below, whether you play it at school, outside school or <u>both</u> at school and outside school. We would also like you to write down beside each sport you mention, the most important thing that you get out of this sport e.g. fun, excitement, physical fitness etc.,

Sport	At school	Outside school	Both	Most important thing I get out of this sport
(1)				
				....
(2)				
				....
(3)				
				....

8. Below is a list of <u>reasons</u> why some people want to take part in sports. For each reason given, indicate how much it applies to you by ticking one of the columns provided below:

Reason	It applies to me				
	A great deal	Quite a lot	Moderate amount	A little	Not at all
(a) To gain respect from my friends.					
(b) To please my parents.					
(c) Mainly for enjoyment.					
(d) To gain awards.					
(e) To get regular exercise.					
(f) Because I have nothing else to do in my free time at school and/or outside school.					
(g) To meet people who have the same interests as I do.					
(h) So that I will have a useful skill for the future.					
(i) To improve my ability to play certain sports.					
(j) To make new friends.					
(k) Other reasons (state which)					

9. If you do not take part in any sports, either at school or outside school, please explain why:

....

....

....

....

Section 10

In this section we would like to know how satisfied or dissatisfied you
feel about certain aspects of your life. Please circle the number that is
closest to what you feel, making use of the following scale:

Couldn't be more   Very   Fairly   Slightly   Neither satisfied
   satisfied   satisfied   satisfied   satisfied   nor dissatisfied
       1   2   3   4   5

   Slightly   Fairly   Very   Couldn't be more
 dissatisfied   dissatisfied   dissatisfied   dissatisfied
      6   7   8   9

1. All things considered, how satisfied or dissatisfied are you overall
   with your life?

   1   2   3   4   5   6   7   8   9

2. Thinking about the last six months or so, how satisfied or dissatisfied
   are you with the following:

(a) the way you spend your free time?   1   2   3   4   5   6   7   8   9

(b) your family life?   1   2   3   4   5   6   7   8   9

(c) your school life?   1   2   3   4   5   6   7   8   9

(d) the amount of freedom you have
    to do the things you like to do?   1   2   3   4   5   6   7   8   9

(e) the time available to do the
    things you like to do?   1   2   3   4   5   6   7   8   9

(f) the opportunity you are given
    to make your own decisions?   1   2   3   4   5   6   7   8   9

(g) your friends?   1   2   3   4   5   6   7   8   9

(h) the opportunity you are given
    to make new friends?   1   2   3   4   5   6   7   8   9

(i) the leisure facilities provided
    for people of your own age?   1   2   3   4   5   6   7   8   9

(j) the amount of enjoyment you get
    out of life?   1   2   3   4   5   6   7   8   9

(k) the opportunity you are given
    to learn new things?   1   2   3   4   5   6   7   8   9

3. All things considered, how satisfied or dissatisfied are you overall
   with your life?

   1   2   3   4   5   6   7   8   9

4. How important is each of the following aspect of your life in determining your general satisfaction with life? Please circle the number that is <u>closest to what you feel</u>, making use of the following scale:

Extremely important	Very important	Moderately important	Slightly important	Not at all important
1	2	3	4	5

(a) the way you spend your free time?   1   2   3   4   5

(b) your family life?   1   2   3   4   5

(c) your school life?   1   2   3   4   5

(d) the amount of freedom you have to do the things you like to do?   1   2   3   4   5

(e) the time available to do the things you like to do?   1   2   3   4   5

(f) the opportunity you are given to make your own decisions?   1   2   3   4   5

(g) your friends?   1   2   3   4   5

(h) the opportunity you are given to make new friends?   1   2   3   4   5

(i) the leisure facilities available for people of your own age?   1   2   3   4   5

(j) the amount of enjoyment you get out of life?   1   2   3   4   5

(k) the opportunity you are given to learn new things?   1   2   3   4   5

5. Taking your life as a whole, how <u>happy</u> would you say you are these days? Please tick one of the following boxes:

☐ Very happy   ☐ Moderately happy   ☐ Slightly happy   ☐ Neither happy nor unhappy

☐ Slightly unhappy   ☐ Moderately unhappy   ☐ Very unhappy

6. Most people feel lonely at some time in their lives. How often do you feel <u>lonely</u> these days? Please tick one of the following boxes:

☐ Very often   ☐ Often   ☐ Sometimes   ☐ Rarely   ☐ Never

Section 11

In this section we would like you to give us some basic personal details about yourself, in order that we will be able to interpret your answers in previous sections.

1. How old are you? _____ Years _____ Months

2. Male _____ Female _____

   (Please tick one)

3. Have you any brothers or sisters? Yes _____ No _____

   (Please tick one)

4. If yes, how many <u>older</u> brothers do you have? _____

   How many <u>younger</u> brothers do you have? _____

   How many <u>older</u> sisters do you have? _____

   How many <u>younger</u> sisters do you have? _____

5. What is your father's job?   OR   <u>Please tick one:</u>

   ....   Retired   _____

   ....   Unemployed   _____

   ....   Not applicable _____

   ....

6. What is your mother's job?   OR   <u>Please tick one:</u>

   ....   Housewife   _____

   ....   Not applicable _____

   ....

   ....

7. In which class or form are you at school? _____

8. How many of the following exams have you <u>already obtained</u>? Please tick in the appropriate columns:

	None	One	Two	Three	More than three
C.S.E.					
'O' levels					
'A' levels					
Other (state which)					

. . . .

9. How many of the following exams do <u>you expect</u> to take? Please tick in the appropriate columns:

	None	One	Two	Three	More than three
C.S.E.					
'O' levels					
'A' levels					
Other (state which)					

. . . .

Thank you very much for your time and co-operation. If you have any comments or feel that you would like to mention anything else that we had not included in this questionnaire, please write them below:

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

**LEISURE: ITS MEANING AND ROLE IN THE LIFE OF A SAMPLE
OF LONDON ADOLESCENTS DURING THE SCHOOL YEARS**

Thesis submitted to the University of London for the
degree of Doctor of Philosophy in Social Psychology.

REBECCA ROSE ROUBEN

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

1993

Questionnaire

Part 1

Subject Number: _____ 104 _____

This questionnaire is about young people, what they feel and what they do. We are particularly interested in the things you do in the time when you are not at school or when you are not doing any school work or studies.

This questionnaire is in two parts. Please write down what you really feel in answer to the questions. The questionnaire is completely confidential and we do not want you to write down your name. So please say what you think yourself, and not what you think you ought to say. We want your honest opinions.

(If you are unable to answer any of the questions in this questionnaire, either because they are difficult to understand or because you are not sure and cannot decide, please feel free to say so. You may write down any comments you may have on the last page of the questionnaire.)

Section 1(a)

1. What does <u>leisure</u> mean to you? What do you think of when you see or hear the word 'leisure'?

....

....

....

....

2. What do you <u>like</u> about 'leisure'?

....

....

....

....

3. What do you <u>dislike</u> about 'leisure'?

....

....

....

....

4. What does <u>work</u> mean to you? What do you think of when you see or hear the word 'work'?

....

....

....

....

5. What do you <u>like</u> about 'work'?

....

....

....

....

6. What do you <u>dislike</u> about 'work'?

....

....

....

....

7. What does <u>free time</u> mean to you? What do you think of when you see or hear the words 'free time'?

....

....

....

....

8. What do you <u>like</u> about having 'free time'?

....

....

....

....

9. What do you <u>dislike</u> about having 'free time'?

....

....

....

....

10. What do you think of the way young people spend their free time nowadays?

....

....

....

....

11. What do you think adults, for example parents and teachers, usually say about the way young people spend their free time nowadays?

....

....

....

....

12. Write down below the **three** main activities that you usually carry out in your free time. For __each__ activity that you mention, indicate __with whom__ you carry it out, by ticking __one or more__ of the columns provided below:

Activity	Alone	With friends	With parents	With sister and/or brother	Other (state who)
(1)					
(2)					
(3)					

13. Below is a list of things which most people may look for when carrying out their free time activities. Please indicate how much __each__ of these apply to you by ticking __one__ of the columns provided.

	It applies to me				
	A great deal	Quite a lot	Moderate amount	A little	Not at all
(a) To get relaxation.					
(b) To get some excitement.					
(c) Just a way of passing the time.					
(d) To do something that interests me.					
(e) To keep myself mentally active.					
(f) To have something that is cheap to do.					
(g) Facilities, e.g., swimming pools, clubs etc., are easily available.					
(h) To feel that I am achieving something.					
(i) To be able to meet other people.					
(j) To feel that I am using my skills and talents.					
(k) To be able to develop close friendships.					

	A great deal	Quite a lot	Moderate amount	A little	Not at all
(l) To get fun and enjoyment.					
(m) To be able to keep myself physically fit.					
(n) To feel satisfied with myself and with what I do.					
(o) To feel free to do whatever I want.					
(p) To learn new things.					
(q) Other (state which)					

14. Below are a number of possible <u>reasons</u> that may prevent you from carrying out certain activities in your free time:

(1) Lack of facilities, e.g., swimming pools, clubs, etc.,

(2) Too expensive

(3) No friends to do it with

(4) Lack of free time

(5) Poor physical fitness

(6) My friends would think me odd

(7) My parents disapprove

(8) Other (state which)

Write down below the activities, if any, which you <u>would have liked to</u> <u>carry out</u> in your free time but you do not have the chance to do so, and indicate, in the <u>right</u> hand column below, the <u>reason or reasons</u> that prevent you from carrying out <u>each</u> of these activities by writing down the relevant number e.g., if 'lack of facilities' is your reason for Activity 1, write down number '1' in the column provided. If you have <u>other</u> reasons which are not mentioned above, write down number '8' as <u>well</u> as the reason itself.

Activity	Reason(s) for not doing it
(1)	
(2)	
(3)	

15. Mention below the activities, if any, which you do in your free time because you <u>have to</u> and indicate, by ticking <u>one</u> of the columns provided, how much you <u>enjoy</u> each activity.

Activity	I enjoy this				
	A great deal	Quite a lot	Moderately	Slightly	Very little
(1)					
(2)					
(3)					

16. Below are a number of possible <u>reasons</u> that may make you carry out these activities which you stated you <u>have</u> to do in your free time:

(1) As a duty (e.g. homework, housework)

(2) To please my parents

(3) To please my friends

(4) To gain respect from my friends

(5) To be admired by my friends

(6) Other (state which)

For <u>each</u> of the activities you mentioned, indicate, in the <u>right</u> hand column below, the <u>reason or reasons</u> which make you carry out that activity. Indicate your reasons by writing down the relevant number of each reason given e.g., if 'to please my parents' is your reason for Activity 1, write down number '2' in the column provided. If you have other reasons which are not mentioned above, write down mumber '6' as well as the reason itself.

Activity	Reason(s) for having to do it
(1)	
(2)	
(3)	

17. Write down, in the space provided below, how you imagine you would be spending your free time in five years from now?

....

....

....

....

18. Below are a number of incomplete sentences which you are expected to fill in with the first thought or idea that occurs to you. Please write down your ideas in the spaces provided for you and try not to spend a long time on each sentence.

(1) Leisure is ....because........

....

(2) In my free time I usually ....

....

(3) At school I like to spend most of my free time ....

....

(4) At home I like to spend most of my free time ....

....

(5) If only I could ....

....

(6) Young people today are ....

....

(7) Most things young people do in their free time ....

....

(8) Adults think that teenagers ....

....

(9) In their free time young people should ....

....

(10) Adults usually think that young people spend their free time ....

....

(11) Being active in my free time ....

....

(12) It is very important for me ....

....

Section 1(b)

1. How many T.V. sets do you have at home? Please tick <u>one</u> of the following boxes:

    ☐ None

    ☐ One

    ☐ Two

    ☐ More than two

2. Thinking of a typical week, how <u>often</u> do you usually watch television? Please tick <u>one</u> of the following boxes:

    ☐ Everyday

    ☐ 4-5 days a week

    ☐ A couple of days a week

    ☐ Once a week

    ☐ Less than once a week

3. When you do watch T.V. <u>how long</u> do you watch it for? Please tick <u>one</u> of the following boxes:

    ☐ Less than one hour

    ☐ About one hour

    ☐ About two hours

    ☐ About three hours

    ☐ More than three hours

4. With <u>whom</u> do you usually watch T.V? Please tick <u>one or more</u> of the following:

    ☐ Alone

    ☐ Parents

    ☐ Brother(s)/Sister(s)

    ☐ Friends

    ☐ Others (specify)

    ....

5. Why do you watch T.V?

    ....

    ....

    ....

6. What sort of programmes do you like to watch?

☐ (a) News	☐ (g) Situation comedy
☐ (b) Documentary and information	☐ (h) Family serial
☐ (c) Variety shows	☐ (i) Quiz shows
☐ (d) Horrors or thrillers	☐ (j) Sports
☐ (e) Adventure or detective	☐ (k) Others (state which)
☐ (f) Cowboy or western	

....

....

7. Are you allowed to watch whatever you want?

☐ Yes   No ☐

8. Do you have a video at home?

☐ Yes   No ☐

If yes, what is it used for at home?

☐ Recording

☐ Films (clubs)

☐ Both equally

9. Do you have any electronic games at home?

☐ Yes   No ☐

If yes, how often do you play with them?

☐ Everyday

☐ 4-5 days a week

☐ A couple of days a week

☐ Once a week

☐ Less than once a week

10. Do you have a home computer?

☐ Yes   No ☐

If yes, how often do you play with it?

☐ Everyday

☐ 4-5 days a week

☐ A couple of days a week

☐ Once a week

☐ Less than once a week

Section 2

People usually have different views or attitudes about a lot of things.
In the statements that follow, we would like you to tell us what you
think, by indicating how much you agree or disagree with each statement.
Circle the number that is closest to what you feel or think, making use
of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

1. My free time is my most enjoyable time. 1 2 3 4 5 6 7

2. I would like to lead a life of complete
   leisure. 1 2 3 4 5 6 7

3. Most young people spend too much time
   enjoying themselves today. 1 2 3 4 5 6 7

4. Leading a carefree and enjoyable life
   is more important to me than working
   hard at school and achieving something
   in life. 1 2 3 4 5 6 7

5. School work gets in the way of my free
   time. 1 2 3 4 5 6 7

6. I usually find that I have too little
   free time to do all the things I would
   like to do. 1 2 3 4 5 6 7

7. There are too few leisure facilities
   for people of my own age. 1 2 3 4 5 6 7

8. Most leisure facilities that are
   provided for people of my age are
   too expensive. 1 2 3 4 5 6 7

9. Most leisure facilities that are
   provided for people of my age are
   far away from where I live. 1 2 3 4 5 6 7

10. Young people spend too much time
    sitting around doing nothing. 1 2 3 4 5 6 7

Section 3

Below are a number of statements which describe what may happen to you at some point in your life. Please indicate how much you agree or disagree with each statement by circling the number that is <u>closest to what you feel</u>, making use of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

1. When I do well on a test at school, it is more likely to be because the test was especially easy.　　1　2　3　4　5　6　7

2. If a person doesn't think I am bright or clever, I can usually make that person change his or her mind if I try to.　　1　2　3　4　5　6　7

3. If I solve a puzzle quickly, it is because I worked on it carefully.　　1　2　3　4　5　6　7

4. When I learn something quickly in school, it is usually because the teacher explained it to me.　　1　2　3　4　5　6　7

5. If a teacher says to me 'your work is fine' it is because I tried hard.　　1　2　3　4　5　6　7

6. When I find it hard to do arithmetic or maths problems at school, it is because the teacher gave problems that were too hard.　　1　2　3　4　5　6　7

7. If I don't do as well as usual in a subject at school, this probably happens because I wasn't as careful as I usually am.　　1　2　3　4　5　6　7

8. If I were to become a famous teacher, scientist, or doctor, this would happen because other people had helped me when I needed it.　　1　2　3　4　5　6　7

9. If my parents say I am not doing well in my school work, this is likely to happen more because they are in a bad mood.　　1　2　3　4　5　6　7

10. When I remember something I heard in class, it is usually because I tried hard to remember.　　1　2　3　4　5　6　7

Section 4

Below are a number of statements which state how people might describe themselves. Please indicate how much you agree or disagree with each statement by circling the number that is <u>closest to what you feel</u>, making use of the following scale:

Very strongly agree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Very strongly disagree
1	2	3	4	5	6	7

(There are no right or wrong answers; so please tell us how you <u>really</u> feel about yourself.)

1. My parents usually like to hear about my ideas.   1   2   3   4   5   6   7

2. I often feel lonely at school.   1   2   3   4   5   6   7

3. I usually feel shy when I have to say things in front of teachers.   1   2   3   4   5   6   7

4. I often feel sad because I have nobody to spend my free time with at school.   1   2   3   4   5   6   7

5. I usually feel foolish when I have to say things in front of other people in my class.   1   2   3   4   5   6   7

6. I usually feel foolish when I want to tell a teacher something.   1   2   3   4   5   6   7

7. I often have to find new friends because my old friends are spending their time with somebody else.   1   2   3   4   5   6   7

8. I usually feel foolish when I talk to my parents.   1   2   3   4   5   6   7

9. Other people often think of me as being very lively.   1   2   3   4   5   6   7

10. I like plenty of excitement going on around me.   1   2   3   4   5   6   7

11. I like to spend a lot of time on my own.   1   2   3   4   5   6   7

12. I am mostly quiet when I am with people I don't know very well.   1   2   3   4   5   6   7

13. When I make new friends, I usually make the first move.   1   2   3   4   5   6   7

14. I like going out a lot.   1   2   3   4   5   6   7

15. I call myself happy-go-lucky.   1   2   3   4   5   6   7

16. I would rather sit and watch than join in at parties.   1   2   3   4   5   6   7

Section 5

The following items consist of two opposite statements. Please indicate your feelings or attitudes by circling the number between the statements that best describes your feelings. For example, if you completely agree with the statement on the <u>left</u>, you would circle 1; if you almost agree with it, circle 2; if you slightly agree with it, circle 3. Similarly, if if you slightly agree with the statement on the <u>right</u>, circle 5; if you almost agree with it, circle 6; if you completely agree with it, circle 7; if you are not sure and cannot decide, circle 4.

(a) I like to wander about in a strange city or section of a town by myself even if it means getting lost.   1   2   3   4   5   6   7   I prefer to be with someone I know when I am in a place I don't know very well.

(b) I like to try new foods that I have never tasted before.   1   2   3   4   5   6   7   I like to have dishes with which I am familiar to avoid unpleasantness and disappointment.

(c) People should dress the way they like even if they may appear odd or strange.   1   2   3   4   5   6   7   People should dress according to some standard of taste, neatness and style.

(d) I can't stand watching a film that I've seen before.   1   2   3   4   5   6   7   There are some films I enjoy seeing a second time or even a third time.

(e) I get very restless if I have to stay around home for any length of time.   1   2   3   4   5   6   7   I enjoy spending time in the familiar surroundings of my home.

(f) I do not like the company of dull or boring people.   1   2   3   4   5   6   7   I find something interesting in almost every person I talk with.

Write down a short paragraph describing how you had spent your last weekend. Please mention if this was any different from the way you usually spend your weekends and, if so, how different it was.