A Comparison Study Of Leisure Activities Between the Arts And Sciences Students In University Malaya

CHIN KEK WAY
Matric No. 42295

Latihan Ilmiah
Bagi Memenuhi Sebahagian
Daripada Syarat-syarat Untuk
IJAZAH SARJANA MUDA SASTERA

Jabatan Antropologi Dan Sosiologi
Universiti Malaya
KUALA LUMPUR
Sesi 1984/85

TABLE OF CONTENTS

ACKNOWLEDGEMENT

First and foremost, I wish to extend my deepest gratitude to my supervisor, Dr. Kahar Bador for his invaluable advice and guidance, kind supervision and constructive criticism without which, this graduation exercise would not be possible.

My heartfelt thanks to the Arts and Science students of University Malaya who have kindly responded to my questionaires and to all those who have one way or another assisted me during my fieldwork.

I am also indebted to my sisters for having so obligingly consented to assist me in the typing of this grad-ex.

Lastly, I wish to express my deepest appreciation to my parents, brothers and sisters who have seen me through my formal education.

Thank-you.

22nd December, 1984 Matric No. 42295

SYNOPSIS

This case study is a comparison of the leisure activities between the Arts and Science students in University Malaya. The aim of the study is to find out the differences in the type of leisure activity pursued by the Arts and Science students. In order to provide a clear and systematic picture, the writer has arranged this study into various chapters.

Chapter One gives a general introduction of the objective and significance of this study. It also discusses the research methodology used and the problems encountered during the fieldwork.

Chapter Two presents the meaning and use of leisure as well as its concepts, functions and types of leisure activity.

Chapter Three deals with the factors to be considered in determining the type of leisure activity pursued. It also touches on various aspects of education which affect the students' leisure.

Chapter Four gives a deeper understanding on the various types of leisure activities pursued by the Arts and Science students.

Chapter Five attempts to describe the views and satisfaction of leisure from the students' point of view.

Finally the conclusion analyses the findings and implication of the study. The writer concludes by putting forward suggestions and recommendations.

LIST OF TABLES

Chapter I

Introduction

1.1 Background of Study

The background of research rose from the curiosity to find out how the Arts and Science students differ in their leisure activities. In order to enquire about the differences in the amount of time spent and type of leisure activity pursued, an indepth study need to be carried out.

The streaming of students into the Arts and Science classes began at an early age in Form Four. This takes place after the students had sat for the Sijil Rendah Pelajaran or Lower Certificate of Examination. Of these students who managed to to get into Form Four, they will be further streamed into the Arts and Science in Form Six. The Form Five science students will be further streamed either into the Arts or Science streams, while the Arts students will remain as they are. Those who are lucky enough to secure places in university would be further segregated from their Arts or Science peers

in studies for a further number of years.

This means that if two boys enter the Arts and Science streams respectively and both of them managed to secure places in university, both of them would be academically different by the time they are in their early twenties. If this occurs, can one safely say that their leisure activities would be different also? As for the Sciences students, the courses available to them in university are Medicine, Dentistry, Engineering and Science whereas for the Arts students, the courses available are Law, Economics, Accountancy and Arts.

By comparing the two fields, it is obvious that there would be differences in views, opinions and ability in their respective field. The Science students deal in ' hard science ' such as the inorganic and technical while the Arts students deal in ' soft science ' such as humanities and social science. The present study therefore intends to find out whether there are any major differences in how the two groups of students spend their leisure time.

1.2 Purpose of Study

The aim of the study seeks to throw some light on the leisure activities of the Arts and Science students in University Malaya. The purpose is also to compare the type of leisure

activity pursued by the two groups of students. This study will not only attempt to show the differences in leisure activities of the two groups but also the frequency and type of leisure activity.

Except among the very young, active participation in sports and out-door games seldom occupies more than a very small proportion of people's leisure time; the writer has therfore attempted to show not only the frequency with which the students take part in these pursuits but also the proportion of their leisure time which was devoted to them. The author hopes that when the analysis of the data are done, this will give a better insight on the leisure activities of the students.

The saying ' All work and no play makes Jack a dull boy ' is applicable because work results in fatigue and often in boredom. Therefore a student should not spend most of his/her time studying but should also pursue leisure activities which are vitally important in the mental, spiritual, intellectual, social, practical and physical development of an individual. Moreover, students are encouraged to take part in extra curricular activities in order to make them a better person. Leisure may also contribute to the integration of students by promoting integration during lectures and tutorials, the students may behave in leisure-like ways such as ' horsing

around ' which helps them to feel a sense of belonging together.

Most people would agree with the writer, that a student has more leisure time than a person who is working. This is because a student does not study the whole year or spends most of his/her time in tutorial rooms or lecture halls. On the average, an Arts or Science student spends about three to six hours of classes each day except on Saturdays (half-day) and Sundays. A person who is employed, on the average spends about eight hours of work daily on weekdays. In addition, a student has term holidays compared to an employee who has only Saturdays (half-day), Sundays, Public holidays and annual leave.

Besides showing the differences in leisure activities, the purpose of the study was also indirectly related to the social life of the students. The type and amount of leisure activity pursued by an individual or a group of students would reflect their social behaviour.

1.3 Scope of Study

The scope of study covers only a sample of the Arts and Science students who are in the First, Second and Third year. A comparison for the Fourth year Science students could not

be done since the Arts course is only for a duration of three years. Thus this group of students were left out in the study.

Since the focus of the study is on students and leisure activities, a particular emphasis on sex and racial ratios were also noted. The sex ratio was taken according to the total number of boys and girls in each year. While for the race ratio, this was taken to be 5:4:1 that is Malays:Chinese: Indian and others. A balanced sex and race ratio in the sample was obtained from the ' Bahagian Kemasukan dan Rekod, University Malaya.' In order to get an accurate analysis, a balanced sex and race ratio was kept in the sample. This ratio was kept throughout the fieldwork in order to show the representativeness of the data. However due to the constraints of time, the number in the students' sample could not be increased.

1.4 Research Design

In this study, the method used in tool research was questionaires. This method was chosen because the study was based on students and thus they will not face any difficulties in supplying the answers on paper. Furthermore simple and straight-forward questions were given in order to get an accurate data. In the questionaire, the type of questions given were open-ended and close-ended questions. According to Pelto in

his book, ' Anthropological Research - The Structure of Inquiry ' he said ' where statistical analysis of materials is secondary to the gathering of general discriptive information, questionaires can be quite useful and once the schedules have been prepared, very little time is sacrificed in administration.'

In order to get an accurate response on the leisure activities of students, stratified sampling collection was used. The sample was stratified according to the number of students in each faculty, race and sex. The number of students chosen from each year was 10% of the total population for that year. As for the first year, this number was taken to be 12%. A 10% sample could not be taken because if selected, the number of male Indians in Science first year would only be one. This does not show the representativeness of the sample. Thus a sample of 12% was taken and the number of students was increased to two. A 15% sample was not viable because this will increase the number of students to be interviewed. This was not considered to be manageable since the total number of students involved was already 362. As for the race ratio, this was taken to be 5:4:1 that is Malays : Chinese : Indian and others. For a better picture of the sample chosen see Table 1.1

Year	Faculty	Sex	12% of population	Malay	Chinese	Indian/ Others
I	Arts	Male	36	18	14	4
		Female	48	24	19	5
	Science	Male	18	9	7	2
		Female	20	11	9	2
			10% of population			
II	Arts	Male	32	16	13	3
		Female	40	20	16	4
	Science	Male	20	10	8	2
		Female	22	11	9	2
III	Arts	Male	30	15	12	3
		Female	40	20	16	4
	Science	Male	26	13	10	3
		Female	28	14	11	3
TOTAL			362	181	144	37

Table : 1.1 Sample selection by race, sex and faculty.

In the sample selection, respondents for the questionaire were randomly picked. This was to ensure biasness on the part of the writer does not occur. The interviews were conducted in places where the students were ususlly found. The places are the Arts and Sciences concourse, residential colleges, General and Red-spot library, Siswarama and

Baktisiswa. Due to the constraints of time, the interviews were conducted intensively for about six weeks beginning from the 1st August to 8th September 1984. Besides the questionaires, other tools of research such as literature review will also be used. The literature reviews are graduation exercises, books on leisure, journals and magazines. These literature reviews would the writer a better insight of the type and meaning of leisure.

This study would not be complete without referring to past graduation exercises done by former students of the Anthropology and Sociology Department. A complete analysis should be done in order that this grad-ex could be up-graded. Thus the three grad-ex gave the writer a clearer picture on leisure activities as well as the concepts and definitions of leisure. However the three grad-ex did not live up to the expectations of the writer. Thus the writer hopes that this grad-ex would give readers a better insight on the use and meaning of leisure The three grad-ex done by former students were :-

1. Chen Ka Foo ' A Study of Leisure Activities of Young People '
   J.A.S., U.M. (1980/81)

2. Liew Eng Kuang ' The Leisure Activities of

School Youth in Kelang '
J.A.S., U.M. (1980/81)

3. Lim Heap ' Leisure Activities of the 6th Form Students in One of the Schools in Alor Setar '
J.A.S., U.M. (1981/82)

1.5 Limitations of Study

In this study, the writer faces a number of problems before a complete analysis on leisure activities of students could be done. It must be noted that this study is limited to only a selected group of students from the Arts and Science faculty. The writer intended to widen the scope of study covering also the Economics and Engineering faculty, but this was not manageable due to the constraints of time and the large number of students involved in the study. In addition, the number of respondents chosen was only about 10% of the total population of the students. The writer intended to increase the number but this was not possible due to the time factor.

The writer also faces problems in preparing suitable questions to be used in the questionaires. Much time and energy was

utilised in preparing the questions. The questions to be used should be done properly in order to ensure a detail analysis on leisure activities to be done easily and accurately.

In the questionaires given out, there were a number of questions which were not answered by the respondents. This in a affected the compilation of the data. As such a very detail and accurate analysis was not possible. Furthermore there were cases in which the respondents did not answer fully. For example, such a question is question 10. A number of the respondents answered yes but did not give the number of hours spent each week and the type of part-time job which was also required by the question. As such the data collected could not be used.

In the questionaires, open-ended and close-ended questions were given. In the close-ended questions, the respondents were tied down by the answers given. This in a way affected their ' freedom ' to answer. In other words, their choice of answers were limited. The questionaires like all methods, is not perfect. It is however cheap and time-saving compared to other methods. It also achieves a certain degree of standardization.

One of the major problems encountered by the writer during fieldwork, is the distribution and collection of the answered

scripts. This is simple enough if the required number was fifty or a hundred. The problem here is that the writer had to collect three hundred and sixty-two answered scripts. The writer had to collect this number because the amount contributed to about 10% of the total population of the Arts and Science students (excluding 4th year Science students.) Thus the writer set a time duration of more than six weeks to obtain the required data.

Much time and energy was spent because the writer had to go to the residential colleges, Arts and Sciences concours, General and Red-spot library, Sinwarama and Baktisiswa. In addition, while doing fieldwork, the writer had diffultiea in getting respondents. A number of them refused to take part in the questionaires stating that they were too busy or doing something else or do not want to get involved even after the writer had explain to them that this was a graduation exercise. Furthermore, a number of them reluctantly agree after the writer had told them that their name would not be required. On the average, a student taken about twenty minutes to answer fully.

Chapter II

Literature Review

Relaxation and enjoyment - however momentary, however fleeting are known to all humans during their lives. Where such experiences occur, with whom they occur and how long they persist are not the same for all people. A great variety of factors may influence the variation of these and related aspects of relaxation and enjoyment. Those events, experiences and places where relaxation and enjoyment transpire differ historically for one people as well as differing among cultural groups. While these differences are intriguing in and of themselves, equally intriguing is the occurence of relaxation and enjoyment regardless of the differences. There are many words and concepts used to identify these events - having fun, playing, letting go, easing off and so forth, yet all are subsumed under the concept of leisure.

2.1 What is Leisure?

' The meaning of leisure in a given civilisation depends on

the meaning given to work. What the individual demands of leisure depends on what he has and has not found in his work, and on what the education he has received has made him.' (Raymond Aron, 1962 : 157).[1] The proposition by Aron clearly shows that this is one definition which associate leisure with work. We should in the first place, distinguished leisure from free time, that is, time left free not only from regular employment but also from overtime and from time spent in travel to and from the work place. Free time includes leisure, as well as all the other activities that take place outside the context of gainful employment. The personal needs of eating, sleeping and caring for one's health and appearance as well as familiar, social, civic and religious obligation must all be attended to in one's free time.

Leisure is not motivated basically by gain, like a job; it has no utilitanian purpose, as do domestic obligations; unlike political or spiritual duties, it does not aim at any ideological or missionary purpose. True leisure precludes the use of any physical, practical, intellectual or social activity - in short, of any form of play - to serve any material or social end whatsoever, eventhough leisure, like any other activity, is subject to the laws of physical and social necessity. [2]

In order to find what leisure is, it is necessary to state

its relationship to the needs of the individual, even when the individual fulfills these needs as a willing member of a group. In nearly all the empirical studies done by researches, leisure appears to be distinguished by a search for a state of satisfaction - a state that is sought as an end in itself. This activity is of a pleasure-seeking nature. To be sure, happiness is not simply a matter of leisure since one can be happy while carrying out basic social obligations. But the search of contentment, pleasure and delight is one of the fundamental characteristics of leisure in modern society.[3]

Max Kaplan in his book on ' Leisure in America ' has classify views on leisure as :[4]

Leisure as a bulk of time, qualitatively distinct from other time, such as the evening.

Leisure as freedom from those activities that have to be done, such as work or household chores.

Leisure as an end, distinct from work as a means.

Leisure as a minimum of obligations to others, to routine, even to oneself.

Leisure as self-improvement, whether in study, seeking new friends or new experiences.

Leisure as social control, using the time of others to win them over or influence them example chess.

Leisure as a social symbol of class position, age or success.

Leisure as sets of attitudes or motivations, not a content.

Leisure as physiological or emotional necessity, such as therapy or physical rest.

2.2 Work and Leisure

A study on leisure would not be complete without first an understanding of the meaning of work. This is because leisure and work are competitors for time. If one increases, the other decreases. Thus the amount of time one puts into work will mean less or more leisure time. In contemporary times, the people have no stipulated time period for work, they work until there is enough food to eat. However in modern times, the people work for only about eight hours per day and the rest of the time is spent on one's own free will.

In every culture, most persons are engaged, a good part of their lives, in activities that may be considered as work.

But such activities may or may not qualify them for inclusion in what may be regarded technically as part of the working force. For example in the United States the services performed by housewives, although highly desirable from a societal point of view are not regarded as economic. Housewives are therefore excluded from what is measured as the working force because such work is outside the characteristic system of work organisation or production. Moreover their inclusion in the working force, for purposes of economic analysis, would not help policy makers to solve the significant problems of society.[5]

This statement from Jaffe shows that work is something which a person does for a living. It is not something which is done under obligation. A person gets paid for the work which may be in the form of goods or money. Thus work can be defined in economic terms because it has value attached to it.

According to the discretionary-time conception of leisure, generated during the Industrial Revolution, work is the dominant rhythm of society and leisure is valued as reward for people who are gainfully employed. One cannot claim virtuous leisure if he has not earned it; therefore the central focus is a steady pattern of productive work. All other aspects of social life, including family relationships, existence requirements, engagement in community and civic activity, and political, educational, religious participation,

gain significance in their relation to the work requirements of the culture.' [6]

The problem of leisure and the problem of work are seen as a dual dilemma. On the one hand, the quantity of work, application of automation in industry, reduction of physically arduous work requirements and job compartmentalization have led to increase boredom among workers. According to Parker,[7] ' worker dissatisfaction is increasing; given more time off the job, workers tend to choose more income, a second job and overtime instead of leisure.' On the future relationship of work and leisure, Parker suggested that there should be complementary rather than one sphere of life having more value than another. Parker stressed that experts in the various social sciences agree that both work and leisure are necessary to a healthy life and a healthy society. Maximum human development in both work and leisure spheres requires that they be complementary rather than one be regarded as ' good ' and the other ' bad.' [8]

According to Leo Perlis,[9] we are faced not only with more leisure time off the job, but with a duller time on the job and both problems require our attention. ' Assembly-line or push-button work in modern times is no great joy in itself. There is no diversity. There is no craftmanship. There is opportunity for advancement. There is no choice for excel-

lence. There is only the time clock everyday and the pay-check every week.'

The inter-relationship between work and leisure in modern society are extremely complex and defining them can no longer be integrated as a problem of simply determining the effects of occupational status upon the uses to which people put their free time. [10] Whether it is the status accorded to a job or some other characteristic that an occupation possess which has the most significant influence upon the leisure activities that people adopt is still uncertain; the extent to which leisure is compartmentalized off from the influence of work has still to be accurately determined; and the ways in which leisure may be influencing the working lives of the members of society have yet to be explored. The complexity of this problem of the relationship between work and leisure is matched only by its importance, for it is this relationship that sets the rhythm and style of contemporary life.

Lastly, the writer wished to stress that work does not only involve any physical activity or mental ability, it can also be in the form of play. For example, professional players such as Jahangir Khan (squash), Morten Frost (badminton), Jimmy Connors (tennis), Kevin Keegan (football) and a host of others, who do not work but merely depend on their professional status for a living. In this aspect, playing

games is in itself work because it is a means to an end. Thus the writer wished to stress that the definition of work encompasses a wider context.

2.3 Concepts of Leisure

The traditional or classical view of leisure in ancient Greece emphasizes contemplation, enjoyment of self in search of knowledge, debate, politics and cultural development. In this sense, leisure is seen as freedom from the necessity of being occupied. Sebastion de Grazia [11] advocate this qualitative concept which identifies leisure as a condition or state of being, a condition of the soul, which is divorced from time.

There are six views on concepts of leisure by different schools of thought. According to Kraus, it is diffcult to classify leisure to any of the foregoing concepts or dimension. Kraus [12] states :

> ' A more realistic approach (in classifying leisure) would be to suggest that leisure represents all free time and that it provides the potential for freedom of choice. Within leisure one may engage in a wide range of activities - including those which are negative, passive and destructive or those

which are positive, active, self-enhancing and constructive for the community as a whole.'

The dominant concept of leisure, the discretionary time view or quantitative perpective, holds that leisure is the portion of time which remains when work and the basic requirements for existence have been satisfied. Leisure is discretionary or non-obligatory time, a concept which parallels the economic concept of discretionary money. Time falls into three classes: time for existence, sleeping, eating (meeting biological requirements); time for subsistence (working at one's job); and leisure (time remaining after the basic necessities of life and work requirements have been accomplished). Don Fabun [13] suggest that at present we have only one view of how time should be spent, as emulated by the industrial worker : hours to be gotten through in order to receive sustenance. We have constructed a society in which participation in work has almost become the goal of life. According to Fabun, the challenge of our economic system is to recognize and then implement the consequences of the changed energy flow of production, to find new ways of looking at work and leisure and the role of each in society.

The second view on the concept of leisure as related to social class structure is largely the result of the writing of

Thorstein Veblen,[14] an American sociologist. Veblen demonstrates how through various periods of history, the wealthy elite have been identified through their possession of leisure. Veblen's book profoundly affected social scientist, leading to a conceptualization of leisure as representing free time and social class in economics. The concept of social class views leisure as a way of life for the rich elite.

Additional research has attempted to classify and conceptualize leisure according to social class, race and occupational determinants. Reuel White,[15] Alfred Clarke [16] and many others have explored the influence of leisure behaviour on different occupations and of social status on leisure behaviour. A number of leisure activities are very closely related to social class level, particularly those in which participation requires a certain level of education. While class, racial, occupational and other social determinants play an important role in determining one's leisure pattern, they have become less significant elements in advanced industrial and technological societies.

The kind of work one engages in also constitutes a significant variable in leisure expression. The diffusion of culture, the spreading of mass media and growing affluence have brought diverse forms of leisure within the reach of the masses, diminishing the socio-economic dimension of leisure; however

the notion of lifestyle (material and non-material attributes of one's cultural orientation) has emerged as an important factor in determining leisure interest.[17] Work is the dominant rhythm of society and leisure is valued as reward for people who are gainfully employed. According to Kenneth Roberts,[18] he notes that enjoying leisure in contemporary times depends on having a job because without employment " a person's normal rhythm of life and his approach to the daily routine is undermined and participation in normal forms of recreation and social relationships becomes impossible."

Another concept of leisure, the anti-utilitarian view, is articulated by Walter Kerr in the ' Decline of Pleasure.' Kerr suggest that leisure is a state of mind that is a worthy end in itself. As noted by Gray, this concept rejects " the position that every investment of human energy must produce a useful result. It rejects the work ethic as the only source of value and permits the investment of self in pursuits that promise no more than the expression of self." [19]

According to the anti-utilitarian concept of leisure, the Protestant work ethic (the philosophy of utility) has blinded us to the art of being open to joy and engaging in activities that have no useful end. " Doing your own thing " has merit according to this view of leisure, which the industrial and technological revolution as antagonistic influences.

Leisure is also viewed as a form of nonwork activity in which people engage during their free time - apart from the obligations of work, family and society. Leisure experience, in a behavioural context, includes all the potential nonwork opportunities available to people and " stresses that leisure is voluntary activity carried on in free time, in sharp contrast with work, which is required, is utilitarian, and is rewarded in economic terms." According to Dumazedier,[20] leisure is 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.

Finally a sixth view of leisure, the holistic perspective, sees leisure as a construct, " with such elements as an antithesis to the work of the participant, a perception of the activity as voluntary or free, a pleasant expectation or recollection, a full range of possibilities from withdrawal in sleep or drink to highly creative tasks."[21]

According to the holistic view, elements of leisure are to be found in work, family, education, religion and so on. The holistic view of leisure changes the whole perspective of organized recreation and leisure service, eliminating the dichotomy between work and leisure which has been a formidable

barrier to many people's enjoyment of leisure opportunities. According to the holistic concept of leisure, the meaning of work and leisure are related. Conceivably we can no longer view leisure as solely discretionary time and work as action. Leisure must be viewed as action too. This view suggest a need for a value reorientation, to confer honour on leisure as honour was conferred on work during the nineteenth century.

The above six concepts on leisure, clearly shows that there is no definite concept of leisure. These concepts rose from the respective author's view on Western, Third world countries or only a selected few. These views suggest that the meaning of leisure given to a certain country differs that from another country.

2.4 Functions of Leisure

According to Joffre Dumazidier,[22] leisure fulfills three functions : relaxation, entertainment and personal development. These functions can be classified on the basis of observed behaviour.

Relaxation offers the individual a chance to shake off the fatigue of work or study that, because it is imposed, interferes with his natural biological rhythms. It is a recuperative force, or at least an opportunity to do nothing. Leisure

repairs the physical and nervous damage wrought by the tension of daily pressures and particularly pressures of the job. As for the students, this tension occurs more when their examinations are just around the corner. Concern with the recuperative function of leisure, ought to lead to broadening the proneness of fatigue among workers and students. That is why sports, games or extra- curricular activities are encouraged in schools and universities to relieve the students the boredom and fatigue of study. By doing so, the students will be more prepared to tackle important and harder workload.

Entertainment - if relaxation gives recovery from fatigue, entertainment spells deliverence from boredom. Through entertainment, whether of a sort permitted or forbidden by society, leisure opens up new worlds, both real and imaginary, in which the individual can escape from the daily boredom of performing a set of limited and routine tasks. It has a strong element of escape, realistic in the form of a change of place or style (trips, sports) and involving fantasy in the form of identification and projection (cinema, the novel etc).

Finally, we come to the development of the personality. Here leisure serves to liberate the individual from the daily automatism of thought and action. It permits a broader, social participation on the one hand and on the other, a

willing cultivation of the physical and mental self over and above utilitarian consideration of job or practical advancement. It opens up fresh possibilities for joining willingly with other people in recreational, cultural and social group activities. It gives time for the pursuit of voluntary development of skills acquired at school and university but always in danger of being outdistanced by the continuous and complex growth of society. This use of leisure for the cultivation of personality, not so common as simple entertainment, is of prime importance to the popular culture generally. Finally, leisure makes it possible for the individual to leave behind the routines and stereotypes forced on him by the workings of basic social institutions and to enter into a realm of self-transcendence where his creative powers are set free to oppose or to reinforce the dominant values of his civilisation.[23]

Leisure in the truest sense of the word fulfills all three of these basic functions and satisfies the human need that correspond to each. The three functions are interdependent, closely linked even when in opposition. They exist in varying degrees in everyone's life, no matter what his situation.

2.5 Types of Leisure Activities

In this study, the writer will use the four major subsystem

of leisure by Joffre Dumazidier.[24] The four major subsystems are social, intellectual, physical and practical leisure.

2.5.1 Social

The purest example of sociable communication is that of two persons in face-to-face conversation ; the use of the telephone to master distance is already one step removed, but nevertheless more direct than a written relationship. It is possible to engage in sociable conversation even during work or study. Leisure is not a limited self-defined activity.

The writer in this study has limited his scope to cover only social entertainment. The writer had decided to use the cinema, television and music as the basis of comparison of leisure activities between the Arts and Sciences students. The cinema, television and radio are the most common forms of social entertainment today.

Indirectly related to this aspect of entertainment, is with whom the two groups of students spend their leisure time. A majority of the Arts and Science students stated that they spend most of their leisure time with one or two friends or with a group. 85.4% of the Arts and 83.1% of the Science students spend their leisure time together with friends. (see Table 2.1) Approximately about 10.0% of the students

spend most of their leisure time alone. This leisure may be in the form of reading, hobbies, listening to music or other forms of leisure activity. The data suggest that there is no notable difference in how the Arts and Science students spend their leisure alone, with a group or with family.

	First year		Second year		Third year		Total	
	A*(%)	S*(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) alone	8.3	2.5	6.9	0.0	17.1	29.6	10.6	12.5
ii) with one or two friends	48.8	60.0	47.2	21.4	55.7	50.0	50.4	44.1
iii) with a group	38.1	32.5	40.3	69.0	25.7	20.4	35.0	39.0
iv) with family	4.8	5.0	5.6	9.6	1.5	0.0	4.0	4.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.1 : With whom do the students spend most of their leisure time?

*A - Arts, *S - Sciences.

2.5.2 Intellectual

Intellectual activities mainly consisit of reading. Reading is a leisure activity which develops with age. According to the INCEE survey (National Institute for Statistics and Economic Studies) done in the United States, the reading of books and magazines tends to decrease with age, between 15

and 59, but rises from 60 onwards.

In this study, the time spent by the student on studies is not leisure but work. The studies done by the students may include self-study and attending lectures, tutorials and practicals. The daily newspaper and books (not related to studies) are used as the basis of comparison in intellectual leisure between the two groups of students.

2.5.3 Physical

According to Dumazidier, he had divided physical leisure into sports, games and sex. The physical type of leisure, sex, is not included in this study. Sports and games that involve a certain degree of sweat, are the most common form of physical activity. These may include dancing, jogging, aerobic exercise and other out-door or in-door games. As a form of leisure, one need not participate in sports and games. There are many people who spent most of their leisure time watching sports and games whether in television or in the fields.

In one article in a local newspaper, Encik Abu Bakar Sidek, one of the two coordinators of physical education workshops in the Culture Ministry, said that 'physical fitness is not only meant for sportsman but for everyone irrespective of age. Physical fitness is a prerequisite for sound health, for

increased work productivity and general well being. It does not only include aerobics but also encompasses cardiac vascular exercise and biomechanics which is the art and science of human movement.'[25]

2.5.4 Pracical

Dumazidier had divided practical leisure into two types, that is practical collection and practical transformation. In practical collection, the term ' practical ' refers to that which is useful, workable and immediate as distinct from ' theoretical.' At the end of leisure that is practical we have something to show for it. This is one motivation for the hobby of collecting. Indeed a significant effort, time and expense goes into the collection of stamps, coins, keychains, badges, dolls, match-boxes, buttons and others. Collecting dolls and buttons appeal more to the girls.

Besides the above type of hobbies there are also other types which are included in this study. They are designing, photography, cooking, letter writing, knitting/crocheting and drawing. All these hobbies are practical because at the end of it, we have something to show.

The second type of practical leisure is practical transformation. In this type of leisure, there are those who seek to

change the world or a small bit of it. The ' practical transformer ' is someone who, in his leisure, directly undertakes to change a thing, a person, a social institution or some familiar pattern of organization. The transformation of a thing ranges from adding a bedroom, making a piece of furniture or gardening. The transformation of persons is one of the most common of all leisure forms ; it is found in gossiping, advising friends what to do and what not to do.

Due to the wide scope of study and constraints of time, the writer had decided to limit the scope to cover only practical collection, that is hobbies.

Footnotes

1. Aron, Raymond. ' On Leisure in Industrial Societies,' in Brooks, J ' The One and the Many: the Individuals in the Modern World,' New York, 1962, p.157.

2. Dumazidier, Joffre. ' International Encyclopedia of the Social Sciences, ' Vol. 9, p. 250.

3. Ibid., p. 251.

4. Kaplan, Max. ' Leisure in America: a social inquiry ' New York, 1960, p. 21

5. Jaffe, A.J. ' People, Jobs and Economic Development ' Illinois, 1959.

6. Murphy, James. ' Concepts of Leisure ' New Jersey, 1974, p. 177.

7. Parker, S. ' The Future of Work and Leisure ' New York, 1971, p. 11.

8. Ibid., p. 12.

9. Perlis, Leo. ' Implications for Labour unionism ' in ' Technology, Human Values and Leisure ' by Max Kaplan and Phillip Bosserman (eds) Tennessee, 1971,

p. 99-100.

10. Roberts, Kenneth. ' The Influence of Leisure Upon Work ' in ' Concepts of Leisure ' by James Murphy (ed) New Jersey, 1974, p. 192.

11. Grazia Sebastion. ' Of Time, Work and Leisure ' New York, 1964.

12. Kraus, Richard. ' Recreation and Leisure in Modern Society ' New York, 1971, p. 259.

13. Fabun, Don. ' The Dynamics of Change ' New Jersey, 1967.

14. Veblen, Thorstein. ' The Theory of the Leisure Class ' New York, 1953.

15. White, Reuel. Social Class Differences in the Uses of Leisure ' in ' American Journal of Sociology ' 61, 1955, p.145-150.

16. Clarke, Alfred. ' The Use of Leisure and its Relations to Levels pf Occupational Prestige ' in ' American Sociologist Review ' 21, 1956, p 301-307.

17. Krauß, R. ' Recreation and Leisure in Modern Society ' p. 295.

18. Roberts, Kenneth. ' Leisure ' p. 12.

19. Gray, David. ' This Alien Thing Called Leisure ' 1971.

20. Dumazidier, J. ' Toward a Society off Leisure ' New York, 1967, p. 16.

21. Kaplan, Max. ' Aging and Leisure ' Washington, 1971.

22. Dumazidier, J. ' Toward a Society of Leisure ' p. 14

23. Dumazidier, J. ' International Encyclopedia of the Social Sciences ' Vol. 9, p. 251.

24. Dumazidier, J. ' Sociology of Leisure ' Netherlands, 1974, p. 99.

25. New Straits Times 17th October, 1984. p. 12.

Chapter III

Biodata, Studies and Leisure

3.1 Biodata of Students

3.2 Studies and Leisure

3.1 Biodata of Students

In determining the type of leisure activity pursued, a number of factors need to be considered. Factors such as sex, amount of allowance, time spent on studies, place of residence, mode of transport and any part-time job can affect the type and amount of time spent on leisure.

3.1.1 Sex

In the case of sex, the male or female element is easily observed as a factor that influenced, or explains, a considerable range of leisure behaviour. In some cases - football, wrestling - the difference in biology may be the clue or participation with the other sex in games and sports take us into customs and attitides. In a majority of the games held, there are seperate competitions for the men and women. This is due to the difference in biology where most of the games such as hockey, badminton and squash need a considerable amount of physical strenght. Nowadays the sex influence is becoming less and less conspicuous as women have become more

involved in wrestling, boxing and football. These games were traditionally for men.

In former times, there was wide spread belief that the marathon is too streneous for women and thus the marathon was open only to men. However due to criticism from the women, the marathon for women today is even included in the Olympic games. This goes to show how far the women of today have progressed in sports as well as in other fields.

3.1.2 Amount of Allowance Received

Leisure activities range in cost from nothing to many thousands of ringgit for the purchase and maintenance of a leisure object or activity. Thus the leisure phenomenon is no more the simple matter of what costs what, or who can afford what, but the matter of one's style of life.

In the case of students, since they do not earn any money therefore they have to depend on others for their leisure activities (which need money). In Table 3.1, the data suggest that there isn't any notable difference in the amount of allowance received by the two groups of students.

In the first year, the data showed that a majority of the students received an allowance of $201-$300. There was also

7.1% of the Arts students who received an allowance which is greater than $400 compared to none for the Science students.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) $ 0 - $100	7.1	10.0	11.1	11.9	11.4	7.4	9.7	9.6
ii) 101 - 200	32.2	25.0	29.2	45.2	8.6	20.4	23.9	29.4
iii) 201 - 300	35.7	47.5	41.7	26.2	44.3	42.6	40.3	39.0
iv) 301 - 400	17.9	10.0	6.9	11.9	24.3	18.5	16.4	13.9
v) greater than $400	7.1	0.0	9.7	0.0	11.4	11.1	9.3	4.4
vi) No data	0.0	7.5	1.4	4.8	0.0	0.0	0.4	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.1 : Sample selection of allowance received per month.

As for the second year, there was a notable difference whereby most of the Science students were in the $101-$201 bracket while most of the Arts students were in the $201-$300 range. This does not imply that the Arts students have more to spend but rather how and what they spend on. The allowance they received may come from scholarship, loan, bursury or from family.

Finally for the third year, there wasn't any notable difference. Most of the Arts and Science students received a monthly

allowance of between $201 - $300. The data for the three years suggest that there isn't any notable difference in the amount of allowance received by the two groups.

3.1.3 Amount of Allowance Left.

In Table 3.2, the Table shows the amount of allowance left each month after the students had spent money on obligatory expenditure such as rent, food and fees. The purpose of this table is to show how much the students have have left because the rest of the amount would be spent on leisure or kept as savings.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) $ 0 - $ 50	75.0	67.5	61.1	59.6	57.1	68.5	65.0	65.4
ii) 51 - 100	16.7	17.5	18.1	19.0	18.6	18.5	17.7	18.4
iii) 101 - 150	4.8	7.5	8.3	9.5	8.6	13.0	7.1	10.3
iv) 151 - 200	3.5	0.0	2.8	4.8	9.9	0.0	5.3	1.5
v) greater than $200	0.0	0.0	6.9	0.0	2.9	0.0	3.1	0.0
vi) No data	0.0	7.5	2.8	7.1	2.9	0.0	1.8	4.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.2 : Sample selection of allowance left per month.

In the first year, 91.7% of the Arts students and 85.0% of the Science students had an allowance left of $100 and below per month. Thus this shows that the amount is common among the two groups of students. The amount of money one spends on leisure depends on one's attitude towards leisure. The leisure time or leisure activity spent may or may not involve money. Listening to the radio is one example of passing one's leisure time cheaply.

As for the second year, 79.2% of the Arts and 78.6% of the Science students had an allowance left of $100 and below each month. Thus this shows that there is no notable difference in the amount of allowance left .

In the column for the total three years, the data showed that there wasn't any notable difference in the amount of allowance left between the two groups. One of the reasons that contribute to this similar data is that most of the students stay within the vicinity of the university. The amount of money spent on food, transport and lodging is about the same because they stay in the same area. Moreover a number of them that is about five thousand students stay in colleges.

3.1.4 Place of Residence

Place of residence may be a major condition in affecting types,

uses and meaning og leisure. The residential colleges in University Malaya can accomodate about five thousand students of which the rest that is about three thousand students have to stay outside. (The total population of students in university Malaya was taken to be approximately eight thousand students.) Those staying in colleges obviously have more leisure activities because of the facilities. As for the Puspita members (those students staying out of the vicinity of the university), they can enjoy the facilities provided by the university easily if they have a convenient transport such as a motorcycle.

3.1.5 Mode of Transport

Walking, motorcycle and bus form the three major mode of transport. Table 3.3 shows that about 90.0% and above of the Arts and Sciences students in the three years used these three major forms of transport. In the first year, walking is the major form of transport for both the Arts and Science students while for the second year, walking and motorcycle forms the two major mode of transport for the students. As for the third year, bus is more common among the Arts students (50.0%) while travelling by motorcycle is more common among the Sciences students (53.7%). Travelling by bicycle is the least popular whereby less than 1.0% of the students do so.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) walk	51.2	45.0	36.1	33.3	8.6	7.4	33.2	26.5
ii) bicycle	0.0	0.0	0.0	0.0	1.4	0.0	0.4	0.0
iii) motorcycle	25.0	25.0	38.9	35.7	37.1	53.7	33.2	39.7
iv) car	8.3	2.5	2.8	7.2	2.9	3.7	4.9	4.4
v) bus	15.5	27.5	22.2	23.8	50.0	35.2	28.3	29.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.3 : Mode of transport to and from faculty.

Regarding the average time taken to travel to and from faculty (see Table 3.4), a majority of the Arts (83.3%) and Science (83.8%) students took less than an hour. This shows that most of the students stay near the vicinity of University Malaya.

Presently there are seven residential colleges in the university which can accomodate about five thousand students. These colleges are situated in the university itself and thus the time taken to travel to and from the Arts and Science faculty should be less than an hour. There is also another residential college being built that will accomodate more students by next year.

As for those staying outside, most of them come to classes by bus, motorcycles and car. The university provides bus

services to enable those students staying out, to come to classes conveniently.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 0 - 1 hour	86.9	80.0	70.8	76.2	92.9	92.6	83.3	83.8
ii) 1 - 2	10.7	20.0	23.6	16.7	7.1	7.4	13.7	14.0
iii) 2 - 3	2.4	0.0	0.0	7.1	0.0	0.0	0.9	2.2
iv) greater than 3	0.0	0.0	4.2	0.0	0.0	0.0	1.3	0.0
v) No data	0.0	0.0	5.4	0.0	0.0	0.0	1.8	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.4 : Average time taken to travel to and from faculty.

3.1.6 Part-time job.

When the students were enquired about any part-time job, almost all of them answered no. 98.7% and 97.1% of the Arts and Science students respectively have no part-time job. (see Table 3.5) The students who answered yes, gave jobs such as tuition and music lessons. The number of hours involved per week was between four to six hours. This in a way, did not affect their study period and leisure time because the number of hours involved was minimal. There is not much difference in part-time jobs between the Arts and Science students.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	0.0	5.0	0.0	0.0	4.3	1.9	1.3	2.2
ii) No	100.0	95.0	100.0	100.0	95.7	96.2	98.7	97.1
iii) No data	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.5 : Sample selection of part-time job.

3.2 Studies and Leisure

By and large, leisure and studies are competitors for time. If one increases, the other decreases. The number of hours of study performed by a student, and thus the opportunity to balance leisure against study, is to a large extent socially determined. This is so in our society whereby the higher the standard of education received, the more secured he is in life. While the desire for leisure may be great, the incentive to study longer hours lies in better jobs, and the taking of more leisure time consequently becomes a cost. Therefore it is common to find students devoting most of their time to study and spend very little time for leisure.

3.2.1 Number of days of classes attended in a week.

The number of days in which a student attends classes will

determine the amount of time spent on leisure and self-study.

In Table 3.6, 61.9% of the first year Arts students attend only five days of classes in a week while for the Science students it was 32.5%. On the other hand 67.5% of the first year Science students attend six days of classes in a week compared to only 34.5% of the Arts students. Thus the data suggest that the majority of the first year Arts students attend five days of classes while a majority of the Science students attend six days of classes in a week. This means that the Arts students have more time to themselves. This time could be used to study or enjoy oneself.

As for the second year, the statistics showed that most of the Arts students attended five days while the Science students attended six. Finally for the third year, 92.6% of the Science students had six days of classes, while for the Arts students, only 21.4% of them had the same number. Thus the data indicates that a majority of the Arts students had more time for leisure and self-study compared with the Science students. As such, most of the Science students are busy throughout the week attending lectures, tutorials and practicals.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 4 days	3.6	0.0	19.4	11.9	8.6	0.0	10.2	3.7
ii) 5	61.9	32.5	66.7	21.4	70.0	7.4	65.9	19.1
iii) 6	34.5	67.5	13.9	66.7	21.4	92.6	23.9	77.2
total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.6 : Sample selection of number of days of classes in a week.

3.2.2 Number of hours of lectures, tutorials and practicals in a week.

In Table 3.7, all of the Arts students had less than thirty hours of lecture and tutorials in a week. While for the Science students, 61.0% of them had less than thirty hours per week. A majority of the Arts students (55.8%) had less than twenty hours per week compared to none for the Science students. This clearly indicates that the Sciences have less leisure time compared to the Arts students.

Most of the Arts students who had between twenty-one to thirty hours, chose language subjects in which they had to attend another two hours per week. Most of the Science students (39.0%) who had thirty-one to forty hours per week, had extra hours due to practicals in the laboratory. This indirectly affected the amount of time devoted to leisure.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 10 - 20 hours	59.5	0.0	44.4	0.0	62.9	0.0	55.8	0.0
ii) 21 - 30	40.5	72.5	55.6	69.0	37.1	46.3	44.2	61.0
iii) 31 - 40	0.0	27.5	0.0	31.0	0.0	53.4	0.0	39.0
iv) 41 - 50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.7 : Sample selection of number of hours of lectures, tutorials and practicals in a week.

3.2.3 Number of hours of self-study per week.

Time is very important to the students especially when the examinations is just around the corner. This may be due to ' paper-chase ' whereby those who obtain good results stand better chances of getting a good job. Thus it is common to find students devoting a greater amount of their time on studies.

Table 3.8 shows the number of hours of self-study spent by the Arts and Science students in a week. Since the collection was done during the first term, thus most of the students would spent less time on studies compared when they are in the third term. The third term is very important to the students because the end of year examinations would be held. What the

writer means is that this data would not be the same if it is collected during the third term.

The data for the first year showed that there was a notable difference in the 21 - 30 hours bracket. A greater percentage of the Science students that is 25.0% study between these hours compared to only 9.5% of the Arts students. While for the second year43.1% and 14.3% of the Arts and Science students respectively spent between 0 - 10 hours of self-study each week. Thus this shows that there is a difference.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 0 - 10 hours	48.8	42.5	43.1	14.3	30.0	13.0	41.7	22.1
ii) 11 - 20	41.7	32.5	33.3	50.0	40.0	42.6	38.5	41.9
iii) 21 - 30	9.5	25.0	20.8	35.7	30.0	44.4	19.5	36.0
iv) 31 - 40	0.0	0.0	2.8	0.0	0.0	0.0	0.9	0.0
v) greater than 40 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.8 : Sample selection of number of hours of self-study each week.

The data for the three years showed that 41.7% of the Arts students study less than 10 hours per week compared to only

22.1% of the Science students. On the other hand, 36.0% of the Science students study between 21 - 30 hours per week compared to only 19.5% of the Arts students. Thus the data suggest that the Science students study longer. This may be due to the greater number of hours of classes which they have to attend. Thus it is common to see Science students study more during the weekend in order to catch up with their studies. Therefore this means that less time is devoted to leisure.

3.2.4 General and Red-spot library

Most of the Arts and Science students in University Malaya spend their time in the library. This may be due to the location of the library. It is situated beside the Arts and Science faculty. Thus whenever there is a break in-between classes, most of the students will spend their time in the library.

It was not surprising to find from the data, that a majority of the Arts and Science students usually spent their time in the library. In the first year, a greater percentage of the Science students frequent the library compared to the Arts students. While for the second and third year, about 70% and over of the students went to the library. Thus the data revealed that a majority of the students usually frequent the

library. Furthermore the library is fully air-conditioned and well stocked with academic books, journals, magazines, encyclopedias and newspapers.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	56.0	87.5	70.8	71.4	78.6	72.2	67.7	76.5
ii) No	44.0	12.5	29.2	21.4	21.4	27.8	32.3	21.3
iii) No data	0.0	0.0	0.0	7.2	0.0	0.0	0.0	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.9 : Sample selection of students who usually go to the General and Red-spot library.

The students were then enquired the reason they went to the library (see Table 3.10). Almost all of them answered study, to look for books such as journals, encyclopedias, microfiche and so forth and also to look for academic books. Only 1.3% of the Arts students and 1.9% of the Science students listed reading magazines. On the other hand, none of the students listed chatting with friends. Thus the data revealed that the students view the library as a place to better themselves academically. Furthermore the data revealed that there wasn't any notable difference in reasons for going to the library.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Study	40.4	28.6	31.4	56.7	67.3	43.6	47.1	42.3
ii) Reference	23.4	17.1	25.5	30.0	18.2	30.8	22.2	26.0
iii) Look for books	29.8	48.6	37.3	13.3	14.5	25.6	26.8	29.8
iv) Read magazines	2.1	5.7	2.0	0.0	0.0	0.0	1.3	1.9
v) Chat with friends	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
vi) No data	4.3	0.0	3.8	0.0	0.0	0.0	2.6	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.10 : Sample selection of respondents' reasons for going to the General and Red-spot library.

Chapter IV

Leisure Activities

4.1 Social

4.2 Intellectual

4.3 Physical

4.4 Practical

In this chapter, the writer will attempt to show the difference in leisure activities between the Arts and Science students. The writer will also show the frequency and type of leisure activity pursued by the two groups. The field of study was narrowed down because the writer had selected only a few relevant areas in the four types of leisure activities as suggested by Joffre Dumazidier. It was not possible to widen the field of study due to the constraints of time and moreover the number of students involved was large. The field of study chosen was considered manageable by the writer.

4.1 Social

Cinema

4.1.1 Number of visits to the cinema per month.

Going to the cinema had become one of the many leisure activities pursued by an individual for relaxation and entertainment. There are quite a number of cinemas around the vicinity

of University Malaya such as Golden Star in Section 14, Majestic Theatre in Petaling Jaya Old Town, Paramount and Ruby cinema in Section 20, Sentosa in Section 17 and State cinema in P.J. New Town. All of these cinemas are situated less than three miles from the university. Nowdays, going to the cinema is less frequent due to the transmission of TV3 and influx of videos. Nevertheless the cinema still provides a good source of entertainment due to its sound and visual effects.

When the students were enquired how often they went to the cinema, it was found that there was not any difference between the first year Arts and Science students (see Table 4.1). The number who went less than two times per month was

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 0 - 2 times per month.	84.5	85.0	70.8	69.0	67.1	81.5	74.8	78.7
ii) 3 - 5	15.5	15.0	20.9	19.0	27.1	13.0	20.8	15.4
iii) greater than 5	0.0	0.0	8.3	12.0	5.7	5.5	4.4	5.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.1 : Sample selection of number of visits to the cinema each month.

84.5% for the Arts students and for the Science students it was 85.0%. As for the second year, there wasn't any difference between them except that 8.3% of the Arts students and 12.0% of the Science students went more than five times per month. Finally for the third year, a greater number of the Science students (81.5%) went to the cinema less than twice per month as compared to 67.1% of the Arts students.

On the other hand, a greater percentage of the Arts students (27.1%) went to the cinema between three to five times per month as compared to 13.0% of the third year Science students. The data suggest that the greater percentage of the Science students, who went less than twice per month, showed that they had less time for leisure due to the heavy workload. Thus, the demand for more leisure time consequently becomes a cost. Generally, the data for the three years suggest that there wasn't any notable difference in the number of visits to the cinema per month between the two groups of students.

4.1.2 Reasons for going to the cinema.

A majority of the students in first year went to the cinema for entertainment. However, it was found that a greater percentage of the Sciences student (72.5%) went to the cinema for entertainment as compared to the Arts students (56.0%). (see Table 4.2) Approximately one-fifth of the Arts stu-

dents went to the cinema to pass-time as compared to 7.5% of the Science students. Thus the data suggest that while entertainment was the main reason for going to the cinema after a hectic day in university, a number of them also listed relaxation as a pass-time. However none of them listed to gain knowledge as the reason.

As for the second year, no notable difference could be found except that 9.5% of the Science students and 4.2% of the Arts students listed knowledge as the reason. This was not to be found in the first year.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Relaxation	22.6	20.0	19.4	26.2	12.9	22.2	18.6	22.8
ii) Entertainment	56.0	72.5	55.6	59.5	82.9	68.5	64.2	66.9
iii) Knowledge	0.0	0.0	4.2	9.5	0.0	0.0	1.3	2.9
iv) Pass-time	21.4	7.5	20.8	4.8	4.2	9.3	15.9	7.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.2 : Sample selection of differences in reasons for going to the cinema.

Finally for the third, a greater percentage of the Arts students (82.9%) went to the cinema for entertainment as compared to the Science students (68.5%). However the figures for the first year showed that a greater percentage of the

Science students went to the cinema for entertainment. Nevertheless it was found that there was a slight difference in reasons for going to the cinema between the first and third year students.

The data for the three years, showed that a majority of the students view the cinema as a source of entertainment. A trip to the cinema is a good way for the students to relax their mind after a hard day's work in the university. The data in the above Table revealed that there wasn't any notable difference in the reasons for going to the cinema.

4.1.3 Differences in types of movies seen.

The type of movies seen by the Arts and Science students would give the writer an indication of the differences in leisure of the two groups. The type of movie a student will see also depends on the publicity and its popularity. Movies that are popular usually contains comedy, suspense, thriller, action-packed and horror. In addition, there should also be special effects and camera tricks.

The data for the first year showed that, among the Arts students, the most common movies are comedy (30.4%) and adventure/war (20.2%). While for the Science students, the common movies were musical (16.3%), comedy (16.3%),

love story (15.0%) and science fiction (17.3%). This shows that science fiction movies such as Star Wars, Battle-star Galactica, Star Trek, Twilight Zone and so forth, are more frequently seen among the Science students. There was also a notable difference in adventure/war movies whereby there are 20.2% of the Arts students compared to only 2.5% of the Science students.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Musical	8.9	16.3	13.2	17.9	10.0	8.3	10.6	13.6
ii) Comedy	30.4	16.3	29.2	27.4	39.3	27.8	32.7	24.3
iii) Adventure/War	20.2	2.5	12.5	9.5	8.6	16.7	14.2	10.3
iv) Crime	7.7	2.5	2.8	1.2	8.6	5.6	6.4	3.3
v) Love story	4.2	15.0	12.5	13.1	9.3	2.3	8.4	11.8
vi) Horror	10.7	5.0	2.8	2.4	11.4	13.9	8.4	7.7
vii) Documentary	1.2	3.8	7.6	2.4	0.0	0.9	2.9	2.7
viii) Science fiction	10.1	17.3	7.6	11.7	6.4	13.9	8.2	14.3
ix) Cartoon	4.8	7.5	2.1	6.0	2.9	0.9	3.3	4.4
x) Others - Biography	0.6	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Drama	0.0	1.3	2.1	2.4	1.4	0.0	1.3	1.1
xi) No data	1.2	12.5	7.6	6.0	2.1	3.7	3.1	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.3 : Sample selection of type of movies usually seen.

As for the second year , the movies usually seen are musical, comedy, adventure/war and love story. There is not much difference in the movies seen by the two groups.

Finally for the third year, a notable difference in the seen are comedy, adventure/war and science fiction. The type of movie frequently seen by the Arts students was comedy (39.3%) while for the Science students, it was only 27.8%. Science fiction is more common among the Science students (13.9%) as compared to 6.4% of the Arts students. Movies such as musical, crime, love story, horror and cartoon are seen by an equal number of Arts and Science students. Thus this shows that there isn't any notable difference in movies seen by the two groups.

4.1.4 Differences in time of movies watched.

The data for the total three years suggest that a greater percentage of the Science students (84.6%) watched the 7.00 pm and 9.00 pm movies as compared to 70.4% of the Arts students. On the other hand, a greater number of the Arts students (28.3%) watched the 1.00 pm and 3.00 pm show compared to only 13.2% of the Science students. Thus the data suggest that there is a difference in the time of movie watched between the Arts and Science students. This may be due to the time factor where most of the Science students

have to attend to practicals in the afternoon as compared to the Art students where most of them have their lectures and tutorials in the morning. In addition, the Science students had a greater number of hours of lectures, tutorials and practicals as seen in the Table 3.7.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 1.00 pm	6.0	2.5	8.3	0.0	11.4	0.0	8.4	0.7
ii) 3.00	28.6	17.5	13.9	9.5	15.7	11.1	19.9	12.5
iii) 7.00	46.4	52.5	22.2	54.8	45.7	44.5	38.5	50.0
iv) 9.00	19.0	27.5	51.4	35.7	27.2	38.9	31.9	34.6
v) No data	0.0	0.0	4.2	0.0	0.0	5.5	1.3	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.4 : Sample selection of differences in time of movies usually watched.

Television

4.1.5 Number of hours of television seen per day.

The number of hours of television per day was indirectly influenced by the screening of the Olympic games when this study was done. This occurred during late July till early August. Those sports-loving students would surely be glued

to the television day and night where most of the events are telecased live. Nevertheless this also affected those students who either did not watch television or had no television. This is because quite a number of them do not have families staying in Kuala Lumpur or Petaling Jaya.

It was rather surprising to note that most of the Arts (68.6%) and Science (71.3%) students watched less than two hours of television per day. (see Table 4.5). This means that most of the students select only certain favourite programmes or either they were busy with their studies or other leisure activities. It was rather surprising to find that even though the telecast of the Olympic Games was transmitted life, most of the students did not watch it because they were busy with their lectures, tutorials and practicals in the morning and afternoon. Those who want to watch can only see it at night. The Olympic programmes shown at night were mostly recorded matches or sports.

From the data collected, it was found that there isn't any notable difference in the number of hours of television watched per day among the Arts and Science students.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 0 - 1 hour	58.3	52.5	22.2	38.1	47.1	53.7	43.4	48.5
ii) 1 - 2	11.9	15.0	43.1	31.0	22.9	22.2	25.2	22.8
iii) 2 - 3	9.5	5.0	13.9	7.1	5.7	3.7	9.7	5.1
iv) 3 - 4	8.3	12.5	9.7	0.0	5.7	3.7	8.0	5.1
v) greater than 4	4.8	0.0	2.8	0.0	1.4	7.4	3.1	2.9
vi) No television	7.2	15.0	8.3	16.7	12.9	9.3	9.3	13.2
vii) No data	0.0	0.0	0.0	7.1	4.3	0.0	1.3	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.5 : Sample selection of number of hours of television seen each day.

4.1.6 The type of programmes preferred.

The type of programmes watched by the Arts and Science students would give an indication to the writer and their differences in leisure. As can be seen in Table 4.6, for the first year, the most common programme watched by the Arts students is musical. This is followed by sports, comedy and horror. Whereas for the Science students, the most common programme is love story, followed by sports and comedy. Thus there is a difference in the type of programmes watched by the two groups of studends for the first year.

The second year, also showed that the favourite programme among the Arts is musical (25.0%) while for the Science, it is love story (20.2%). Beside these two, the other programme prefered are comedy, science fiction and sports. In this year, there is a notable difference whereby 16.7% of the Science students watched Science fiction while only 4.9% of the arts do so. A greater percentage of the Arts students watched drama compared to the Science students. Thus these two programmes, science fiction and drama are the ones that differentiate the two groups.

As for the third year, there wasn't much difference except that 15.0% of the Arts students watched crime programme compared to only 3.7% of the Science students. In this year, the most common programme watched by the two groups is comedy.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Musical	23.2	6.3	25.0	15.5	9.3	14.8	19.5	12.5
ii) Comedy	11.9	12.5	14.6	11.9	22.9	32.4	16.2	20.2
iii) Sc. fiction	4.2	8.8	4.9	16.7	2.9	4.7	4.0	9.6
iv) Sports	13.1	16.0	18.8	17.9	15.0	11.1	15.5	14.7
v) Drama	8.4	10.0	11.1	1.2	7.1	1.9	9.1	4.0
vi) Love story	8.9	18.8	5.6	20.2	1.7	8.3	6.9	15.1
vii) Horror	11.3	7.5	9.0	7.0	9.3	11.1	10.0	8.0
viii) Cartoon	5.4	5.0	2.1	3.6	5.0	8.3	4.2	5.9

ix)	Crime	4.7	5.0	0.7	1.2	15.0	3.7	6.6	3.3
x)	Documentary	6.0	2.5	5.4	4.8	4.3	3.7	5.3	3.7
xi)	Others -								
	Religion	0.0	0.0	0.7	0.0	0.0	0.0	0.2	0.0
	Adventure/War	2.4	1.3	0.0	0.0	0.0	0.0	0.9	0.1
xii)	No data	0.0	6.3	2.1	0.0	3.5	0.0	1.6	1.8
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.6 : Sample selection of type of programmes frequently seen.

On the whole for the three years, there wasn't much difference in the type of programmes watched by the two groups. Thus this shows that the difference in the academic background of the two groups of students did not affect the type of programmes watched.

Music

4.1.7 Do the students like to listen to music?

All of the first year Arts students listen to music as compared to 97.5% of the Science students (see Table 4.7). On the other hand, all of the second year Science students like to listen to music while only 88.9% of the Arts do so. As for the third year, roughly the same number prefer listening to music. Thus the writer concludes that listening to

music is not solely an activity by any of the two groups of students. This leisure activity can be done anytime, even when a student is studying.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	100.0	97.5	88.9	100.0	94.3	96.3	94.7	97.8
ii) No	0.0	2.5	11.1	0.0	5.7	3.7	5.3	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.7 : Sample selection of respondent's view in listening to music.

4.1.8 Preference in music

A majority of the first year Arts students (60.6%) and Science students (71.8%) prefer listening to sentimental music. There was a notable difference in folk songs whereby 21.4% of the Arts students prefer it compared to 10.3% of the Science students. This may be due to the subjects taken by the Arts students in which they are more incline towards the arts such as plays, read about the arts or they are involve in cultural music. These activities involve an understanding of folk music in order to have a greater appreciation of the arts.

As for the second year, there wasn't much difference except that 4.7% of the Arts students prefer religious music compared to none of the Science students. Sentimental music is a favourite among the second year students. This music has a slow tempo which gives the students an opportunity to relax.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Folk	21.4	10.3	26.6	14.3	4.5	11.5	17.8	12.0
ii) Rock	1.2	0.0	6.3	2.4	18.2	1.9	7.9	1.5
iii) Rhythm & Blues	6.0	0.0	6.3	0.0	1.5	3.8	4.7	1.5
iv) Jazz	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
v) Sentimental	60.6	71.8	46.6	52.4	68.3	71.2	58.9	65.4
vi) Country songs	4.8	5.1	1.6	9.5	4.5	0.0	3.7	4.5
vii) Classical	1.2	7.7	1.6	0.0	0.0	5.8	0.9	4.5
viii) Others -								
Religious	0.0	0.0	4.7	0.0	0.0	0.0	1.4	0.0
Anything nice	2.4	5.1	0.0	14.3	3.0	5.8	1.9	8.3
New wave	2.4	0.0	0.0	7.1	0.0	0.0	0.0	2.3
ix) No data	0.0	0.0	6.3	0.0	0.0	0.0	1.9	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.8 : Sample selection of differences of preference in music.

Finally for the third year, it was surprising to note that

18.2% of the Arts students prefer rock music as compared to 1.9% of the Science students. Rock music involves a fast and loud tempo compared to sentimental music. It is considered ' noisy ' by the older generation. The data in the above Table suggest that there wasn't any notable difference in the type of music preferred between the two groups of students. Sentimental music remains a favourite among the students.

4.2 Intellectual

Newspaper

4.2.1 Sample selection of newspaper read everyday.

The newspaper today, provides one of the cheapest source of entertainment about the world around us. Thus it was not surprising to find that a majority of the students read it everyday.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	84.5	90.0	79.2	78.6	80.0	55.6	81.4	72.8
ii) No	15.5	10.0	20.8	21.4	20.0	44.4	18.6	27.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.9 : Sample selection of newspaper (s) read everyday.

In the first year, there werea greater number of Science students who read the newspaper everyday compared to the Arts students. However for the second and third year, it was greater among the Arts students. In third year, 80.0% of the Arts read it everyday compared to only 55.6% among the Science students. This may be due to the number of hours of lectures, tutorials and practicals attended by the Science students whereby 53.7% of them had between 31 - 40 hours of classes per week compared to none for the Arts students (refer Table 3.8). Another possible factor is the availability of newspapers. Those students who do not buy the daily newspaper, usually get it from friends or from the library.

4.2.2 Differences in types of newspapers usually read.

Reading the newspaper is one of the cheapest and convenient source of information today. Furthermore there are various type of newspapers to cater one's choice and taste. Therefore it was not surprising to find that a majority of the students read the various language newspapers. The newspapers published in this country mainly consist of three languages that is in Bahasa Malaysia, English Language and Tamil to cater for the various ethnic groups.

In Table 4.10, the statistics showed that the News Straits Times is the most commonly read among the two groups of

students in the first year. There wasn't much difference in the type of newspaper read except that a greater percentage of the Art students read the Utusan Malaysia. This was 18.5% compared to 8.8%.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) New St. Times	28.6	26.3	21.5	22.6	30.7	29.6	27.0	26.5
ii) Malay Mail	10.1	6.3	7.6	9.5	14.3	9.3	10.6	8.5
iii) Star	6.0	11.3	13.2	4.8	14.3	13.0	10.8	9.9
iv) Berita Harian	11.3	13.8	14.6	13.1	9.3	13.9	11.7	13.6
v) Utusan M'sia	18.5	8.8	6.9	9.5	5.7	12.0	10.8	10.3
vi) Utusan Melayu	3.6	3.8	5.6	2.4	2.4	6.5	4.0	4.4
vii) Tamil Nesan	1.8	1.3	2.1	5.9	3.6	2.7	2.4	3.3
viii) Tamil Malar	3.0	1.3	1.4	2.4	2.1	1.9	2.2	1.8
ix) Nanyang Siang Pau	9.5	16.3	12.9	13.1	7.9	4.6	10.0	10.7
x) Sin Chew Jit Poh	6.5	5.0	2.8	9.5	4.3	4.6	4.6	6.3
xi) Shin Min	1.1	2.0	4.9	3.6	0.0	1.9	2.2	2.6
xii) No data	0.0	3.8	3.5	3.6	4.0	0.0	2.7	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.10 : Sample selection of differences in types of newspaper (s) usually read.

The second and third year also showed that The New Straits Times is still the most widely read among the students. Other than that there wasn't any notable difference in the type of newspaper read among the two groups. This may be due to the fact that reading the newspaper is one way of getting information. The newspaper contain articles which are important to the students especially the Arts students.

Magazines

4.2.3 Do the students often read magazines?

The data in Table 4.11 showed that approximately less than half of the first year Arts students read magazines as compared to three quater of the Science students. Thus the results showed that reading magazines as a leisure activity is not common among the Arts students. The statistics for second and third year Arts students also showed that reading magazines is not common among the Arts students.

As for the Science students, the data for the three years showed that 58.1% of the Science students read magazines as compared to only 41.2% of the Arts students. Thus the data suggest that there is a difference in the number of Arts and Science students who often read magazines.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	44.0	75.0	38.9	50.0	40.0	51.9	41.2	58.1
ii) No	56.0	25.0	61.1	50.0	60.0	48.1	58.8	41.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.11 : Sample selection of percentage of respondents who read magazines.

4.2.4 Differences in types of magazines read.

In Table 4.12, the data showed that women's magazines, Dewan Masyarakat/Mastika, Sports, Time/Newsweek and science magazines are frequently read by the Arts and Science students. The data showed that 72.0% of the Arts students read these magazines except science magazines which accounted only 1.1%. While for the Science students, 86.0% of them read the above mentioned magazine.

It was found that there was a notable difference in science and geographical magazines read by the two groups. A greater percentage of the Science students (13.9%) read science magazines as compared to only 1.1% of the Arts students. On the other hand, a greater number of the Arts students (8.6%) read the geographical magazines as compared to none of the Science students. The above differences may be due to the

difference in academic background. The Science students being academically science orientated, read more science magazines. This is because such magazines contain information related to their studies. The magazines may be used as reference. As for the Arts students, magazines such as Dewan Masyarakat/Mastika and geographical magazines are useful because these magazines contain information related to their studies. These magazines are easily obtainable in the library.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Women's mag.	27.0	26.7	32.1	28.6	28.6	32.1	29.0	29.1
ii) Business mag.	0.0	0.0	3.6	9.5	7.1	0.0	3.2	2.5
iii) Comics	5.4	0.0	3.6	0.0	0.0	10.7	3.2	3.8
iv) Fanfare/Movie News	5.4	0.0	3.6	0.0	0.0	3.7	3.2	1.3
v) Dewan Masy./ Mastika	16.2	13.3	14.3	14.3	14.3	7.1	15.0	11.4
vi) Time/Newsweek	8.1	20.0	14.3	23.8	21.4	21.4	14.0	21.5
vii) Sports	13.5	10.0	10.7	9.5	17.9	10.7	14.0	10.1
viii) Science	2.8	13.3	0.0	14.3	0.0	14.3	1.1	13.4
ix) Geographical	8.1	0.0	7.1	0.0	10.7	0.0	8.6	0.0
x) U.R.T.V./Varia Pop	8.4	3.4	0.0	0.0	0.0	0.0	2.2	1.3
xi) No data	8.1	13.3	10.7	0.0	0.0	0.0	6.5	5.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.12 : Sample selection of types of magazines read.

On the whole, there are no notable difference in the type of magazines read by the Art and Science students. The difference in magazines such as science and geographical accounted for only a small percentage of the Arts and Science students.

4.2.5 Frequency of books read (not related to studies)

The data in Table 4.13 suggest that a greater number of Arts students (58.4%) read books less than one a month as compared to 43.7% of the Science students. However for those Science students who read more than one book a month, there were 29.4% of the Science students as compared to 14.6% of the Arts students. A majority of the Arts and Science students read about one or less than a book a month. Thus the

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Less than one a month	70.2	32.5	51.4	47.6	51.4	48.1	58.4	43.4
ii) One a month	19.0	17.5	31.9	26.2	27.1	24.1	25.7	22.8
iii) More than one a month	7.1	45.0	16.7	16.7	21.5	27.8	14.6	29.4
iv) No data	3.7	5.0	0.0	9.5	0.0	0.0	1.3	4.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.13 : Sample selection of frequency of books read.

data suggest that reading as a leisure activity is not common among the Arts and Science students.

4.2.6 Differences in type of books frequently read.

In the data below, there is a notable difference in certain types of books read by both groups. In the first year, books on religion, crime, sports, adventure/war and geographical books were more commonly read among the Arts students. Nevertheless, a greater number of Science students read science fiction, scientific and books on hobbies. The difference was greatest for the scientific books whereby 22.5% of the Science students read it compared to only 2.4% of the Arts students.

As for the second year, books on religion, science fiction, sports, love/story, politics and science were commonly read among the Arts and Science students. However there was a notable difference in books on religion, science fiction, sports, politics and science. In science fiction 23.5% of the of the Science students read it compared to only 4.2% of the Arts students. In addition, approximately 19.0% of the Science students read scientific books compared to only 1.4% of the Arts students. These books are commonly read by the Science students because it contain information which are useful in their studies.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Religion	20.2	10.0	22.2	16.7	14.3	7.4	19.0	11.0
ii) Science fict.	7.1	10.0	4.2	23.8	8.6	11.1	6.6	14.7
iii) Crime	8.3	2.5	2.8	0.0	7.1	9.3	6.2	4.4
iv) Sports	9.5	5.0	16.7	7.1	10.0	11.1	11.9	8.1
v) Adventure/war	3.6	0.0	4.2	9.6	7.1	13.0	4.9	8.1
vi) Love story	23.8	22.5	18.1	16.7	21.4	27.8	21.2	22.8
vii) Politics	10.7	7.5	15.3	0.0	8.6	1.8	11.5	2.9
viii) Science	2.4	22.5	1.4	19.0	3.0	11.1	2.2	17.0
ix) Bk. on hobbies	4.8	17.5	2.8	7.1	7.1	7.4	4.9	10.3
x) Geographical	9.5	2.5	9.7	0.0	7.1	0.0	8.8	0.7
xi) No data	0.0	0.0	2.8	0.0	5.7	0.0	2.7	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.14 : Sample selection of type of books frequently read.

Finally for the third year, the data collected showed that science fiction, adventure/war, love story and science books were more commonly read among the Science students, while religion, politics and geographical books were more common among the Arts students. Thus the data revealed that there are notable differences in the types of books read among the two groups of students.

4.3 Physical Sports/Games

4.3.1 Differences in type of games played.

In the first year, a greater number of the students (79.8%) play in the evening compared to the Science students (72.5%). On the other hand, 22.5% of the Science students play in the afternoon compared to 8.3% of the Arts students (see Table 4.15). Thus this means that a majority of the Science students who play in the afternoon, play the games during the weekend. Most of them cannot play in the afternoon during a weekday because of classes in the afternoon.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Morning	5.9	5.0	0.0	0.0	7.1	14.8	4.4	7.4
ii) Afternoon	8.3	22.5	6.9	0.0	11.4	11.1	8.8	11.0
iii) Evening	79.8	72.5	90.3	69.0	72.9	61.1	81.0	66.9
iv) Night	1.2	0.0	2.8	31.0	8.6	13.0	4.0	14.7
v) No data	4.8	0.0	0.0	0.0	0.0	0.0	1.8	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.15 : Sample selection of time of games played.

As for the second year, a greater percentage of the Arts stu-

dents (90.3%) play in the evening compared to the Science students (69.0%). There were also a greater number of the Science students (31.0%) who played at night. Finally for the third year, both the two groups of students usually play in the evening.

In comparing the data for the three years, playing in the evening is more common among the students. It was obvious from the data, that there was no notable difference in the time of games played among the two groups. Nowadays, due to proper lighting system, most of the games which formerly can only be played during the day, can now be played at night such as football, softball, hockey and netball.

4.3.2 Sample selection of types of games/sports played.

The data below suggest that there wasn't any notable difference in the type of games played between the Art and Science students. Games such as badminton, swimming and jogging are popular among the students. These three games/sports accounted for 44.9% of the Arts students and 50.7% of the Science students. These three games are popular because they are not expensive and do not involve much skill such as jogging. Jogging is a good form of exercise and could be done anywhere as compared to other type of games which need pools, fields and courts.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Football	9.5	16.0	10.4	11.9	3.6	3.7	8.0	9.9
ii) Hockey	4.8	7.5	1.4	3.6	2.1	1.9	2.9	4.0
iii) Basketball	5.4	5.0	5.6	8.3	7.1	1.9	6.0	4.9
iv) Netball	8.3	12.5	4.2	2.4	2.9	6.5	5.3	7.0
v) Tennis	3.0	2.5	2.8	1.2	1.4	1.9	2.4	1.8
vi) Squash	7.7	3.8	9.0	5.9	7.9	13.9	8.3	8.5
vii) Badminton	13.1	11.3	15.3	23.8	30.0	19.4	19.0	18.4
viii) Table-tennis	8.3	5.0	2.8	4.8	8.6	8.3	6.6	6.3
ix) Swimming	6.0	8.8	20.8	11.9	12.9	20.4	12.8	14.3
x) Jogging	11.3	23.8	12.2	19.0	15.0	13.0	13.1	18.0
xi) Dancing	12.5	3.8	4.9	3.6	3.6	4.4	7.3	4.9
xii) Others -								
Softball	0.0	0.0	0.0	0.0	1.4	0.0	0.4	0.0
Chess	0.0	0.0	0.0	0.0	0.0	2.8	0.0	1.1
Carrom	2.4	0.0	1.4	0.0	2.1	1.9	2.0	0.7
Sepak Takraw	0.0	0.0	1.4	0.0	0.0	0.0	0.4	0.0
Volleyball	2.4	0.0	0.0	0.0	1.4	0.0	1.3	0.0
Aerobic exer.	0.5	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Seldom play	0.0	0.0	0.0	3.6	0.0	0.0	0.0	1.1
xiii) No data	4.8	0.0	6.7	0.0	0.0	0.0	4.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.16 : Sample selection of types of games/sports played.

4.4 Practical

Hobby

4.4.1 Percentage of students who had hobby (s).

In the data collected (see Table 4.17), the total three years showed that 88.9% of the Arts and 78.7% of the Science students had hobbies. The difference was greatest for second year students whereby 95.8% of the Arts students had hobby (s) compared with 69.0% of the Science students.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	86.9	82.5	95.8	69.0	84.3	83.3	88.9	78.7
ii) No	13.1	17.5	4.2	31.0	15.7	16.7	11.1	21.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.17 : Sample selection of percentage of students who had hobby (s).

Most of the hobbies of the students are collecting coins, keychains and badges, photography, book marker, cooking, letter writing, crocheting, gardening and drawing. All of these hobbies are pursued by the two groups of students. As the data indicates, there wasn't any distinctive difference in the percentage of the Arts and Science students who had

hobby (s).

4.4.2 Amount of time spent on hobby (s) each week.

The data (see Table 4.18) showed that a greater percentage of the Science students (48.6%) spent less than two hours per week on hobby (s) compared with the Arts students (34.8%). On the other hand, a greater percentage of the Arts students (14.4%) spent more than six hours each week compared with the Science students (7.5%). Thus there was a difference in

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) 0 - 2 hours	31.5	39.4	43.5	37.9	28.8	62.2	34.8	48.6
ii) 2 - 4	30.1	30.3	30.4	24.1	23.7	20.0	28.4	24.3
iii) 4 - 6	17.8	15.2	10.1	6.9	10.2	6.7	12.9	9.3
iv) greater than 6	20.6	6.1	10.1	3.4	11.9	11.1	14.4	7.5
v) No data	0.0	10.0	5.9	27.7	25.4	0.0	9.5	10.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.18 : Sample selection of the amount of time spent on hobby (s) each week.

the amount of time spent on hobby (s) between the two groups. The amount of time allocated to hobby (s) depends on the interest of the students.

4.4.3 Amount of money spent on hobby (s) each week.

It is evident from the data that most of the Arts students (69.7%) and Science students (57.9%) spent less than five dollars each week on hobby (s) (see Table 4.19). The type of hobby (s) pursued by the students are limited by financial constraints since they received their allowance from scholarship, loan, bursury or from family. Only a small percentage

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) $ 0 - $ 5	68.5	54.5	78.3	37.9	61.0	73.3	69.7	57.9
ii) 5 - 10	9.6	15.2	11.6	24.1	8.4	15.6	10.0	17.8
iii) 10 - 15	5.5	15.2	4.3	13.9	5.1	4.4	5.0	10.3
iv) 15 - 20	0.0	0.0	0.0	0.0	3.4	0.0	1.0	0.0
v) more than $20	4.1	6.0	2.9	0.0	3.4	6.7	3.5	4.7
vi) No data	12.3	9.1	2.9	24.1	18.6	0.0	10.8	9.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.19 : Sample selection of the amount of money spent on hobby (s) each week.

of students spent more than $80 a month. The amount of money spent on hobby (s) also depends on the interest shown by the students. Finally the data showed that there was no notable difference in the amount of money spent on hobby (s) between the Arts and Science students.

Chapter V

General

5.1 Views on Leisure

5.2 Satisfaction from Leisure

In this chapter, the writer will attempt to show the views and satisfaction from leisure by the Arts and Sciences students. Regardless of how leisure may be conceptualized, there is enough agreement on the meaning of leisure that the students understand what they are being asked about when the word ' leisure ' is being used. The respondents were asked how important their leisure activities were to them individually. The satisfaction derived from leisure activities is arbitrary and thus confine to only the individual. It is not necessary that the same leisure activity performed by two individuals will derive the same amount of satisfaction.

5.1 Views on Leisure

5.1.1 Do you feel that the demands of your course gives you less time for leisure activities? In each distribution, for the first year a greater number of the Science students (72.5%) felt that the demands of their course gives them less leisure time compared with the Arts students. (27.4%) (see Table 5.1) This was similar with the second and third year Science students whereby 64.3% and 75.9% respectively said that the

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	27.4	72.5	52.8	64.3	50.0	75.9	42.5	71.3
ii) No	72.6	27.5	44.4	35.7	50.0	24.1	56.6	28.7
iii) No data	0.0	0.0	2.8	0.0	0.0	0.0	0.9	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table : 5.1 Sample selection of views on the demand of their course.

demands of their course gives them less leisure time. Thus the data revealed that the Arts students generally have more time for leisure due to the fewer number of lectures and tutorials. (refer Table 3.7)

5.1.2 Which is more important - leisure, studies or both? In both distributions for the first year, the model category of response was leisure and studies should be given equal importance. Approximately 85.0% of each distribution is in this category for both groups. Thus the writer can infer that there is no notable difference in this view. None of the students from the two faculties stated that leisure should be more important than studies. (see Table 5.2)

In the second year, a similar response was received whereby leisure and studies should be given equal importance. 19.0% of the Sciences students said that studies should be more

important than leisure compared with 12.5% of the Arts students.

Finally for the third year, 4.3% of the Arts students stated that leisure should be more important than leisure compared with none for the Science students. Approximately 84.3% and 81.5% of the Arts and Science students respectively stated that leisure and studies should be given equal importance.

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Leisure should be more important.	0.0	0.0	8.3	4.8	4.3	0.0	4.0	1.5
ii) Leisure and studies should be given equal importance.	84.5	85.0	79.2	76.2	84.3	81.5	82.7	80.9
iii) Studies should be more important.	15.5	15.0	12.5	19.0	11.4	18.5	13.3	17.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table : 5.2 Sample selection on the importance of leisure, studies or both.

Thus the data indicate that among the Arts and Science students, leisure and studies should be given equal importance. This is particularly so when leisure gives the individual an opportunity to relax and entertain oneself. Furthermore it will also assist in the development of an individual.

5.1.3 Differences in type of leisure activity pursued.

In the data below, it was obvious that a greater number of the Science students spend physical leisure more than the Arts students for the whole three years. Conversely, Arts students spend more on intellectual and social leisure. (see Table 5.3)

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Physical	26.2	40.0	23.6	50.0	12.9	29.6	21.2	38.9
ii) Intellectual	21.4	7.5	13.9	9.6	28.6	18.5	21.2	12.5
iii) Social	29.8	27.5	50.0	26.2	41.4	27.8	39.8	27.2
iv) Practical	8.3	5.0	4.2	0.0	4.3	11.1	5.8	5.9
v) No data	14.3	20.0	8.4	14.2	12.8	13.0	12.0	10.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.3 : Sample selection of types of leisure activity.

In the data for the three years, 38.9% of the Science students

spend more physical leisure than 21.2% of the Arts students. On the other hand, 21.2% and 39.8% of intellectual and social leisure respectively were spent by the Arts students. Thus the data suggest that the Science students spent physical leisure more while the Arts students spent more time on intellectual and social leisure. Empirically it shows that there is a difference in the type of leisure activity pursued by the two groups of students.

5.2 Satisfaction from leisure

5.2.1 Differences in satisfaction from present leisure activities.

In the distribution for the first year, approximately 80.0% of the Arts and Science students were satisfied with their present leisure activities. However there was a notable difference whereby 17.5% of the Science students stated that they were very satisfied compared to only 2.4% of the Arts students. (see Table 5.4)

The distribution for the second year showed that most of the students are satisfied with their present leisure activities. It was surprising to find that 33.3% of the Science students were not satisfied regarding their present leisure compared to 20.8% of the Arts students. Most of the Science students feel that the demands of their course gives them less leisure

time. (refer Table 5.1)

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Very satisfied	2.4	17.5	9.7	11.9	17.1	3.7	9.3	10.3
ii) Satisfied	79.8	80.8	69.4	54.8	72.9	42.6	74.3	57.4
iii) Not at all	8.3	2.5	20.8	33.3	10.0	53.7	12.8	32.3
iv) No data	9.5	0.0	0.0	0.0	0.0	0.0	3.6	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.4 : Sample selection of satisfaction derived from present leisure activity (s).

As for the third year, a majority of the Arts students that is 72.9%, were satisfied with their present leisure activities while 53.7% of the Science students were not satisfied at all. Thus the data suggest that there is a notable difference in satisfaction from leisure between the two groups. One reason is that the workload of the Sciences students is heavy and thus they have less leisure time.

5.2.2 Do you feel that the existing facilities in your area are adequate?

There were a greater number of the Science students (55.1%) than the Arts students (35.4%) who felt that the existing facilities such as parks, playing field and games facilities

in their area are adequate. Conversely a greater number of the Arts students stated that the facilities in their area are inadequate. (see Table 5.5)

	First year		Second year		Third year		Total	
	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)	A(%)	S(%)
i) Yes	34.5	52.5	34.7	78.6	37.1	38.9	35.4	55.1
ii) No	65.5	42.5	65.3	21.4	62.9	61.1	64.6	43.4
iii) No data	0.0	5.0	0.0	0.0	0.0	0.0	0.0	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.5 : Sample selection of satisfaction from existing facilities in their area.

A majority of the Arts students feel that the facilities in their area are inadequate because they have more time for leisure compared with the Science students eventhough the majority of them stay in residential colleges and within the university. However the Science students have less leisure time due to a greater number of hours of classes (refer Table 3.7) and hours spent on studying (refer Table 3.8) and thus feel that the facilities in their area are adequate. Thus the data suggest that there is a notable difference in satisfaction from leisure between the two groups of students.

Chapter VI

Conclusion

The main concern of this study is to find the differences in leisure activities between the Arts and Science in University Malaya. As far as the studies are concerned, the Arts and Science students are academically different in their respective field. Thus, will their leisure activities be different also? In order to find out the differences, a summary of main conclusion from each chapter will be done. In addition the writer will give his comments and views on leisure in general.

In this study, several factors need to be considered, which will affect the choice, use and meaning of leisure such as sex, amount of allowance received, time spent on studies, place of residence, mode of transport and any part-time job. Other factors such as age and amount of time spent sleeping can also determine the use and meaning of leisure. In leisure as well as in other institutions, age distinctions are drawn in our society. The older one gets, he is drawn to leisure activities which demand less physical activity such as reading and watching television. Regarding the amount of time spent on sleeping, it varies for each and every individual. There are those who sleep only seven hours per day and yet remain fresh. However for those who sleep more than eight hours per day, this does not mean that they will remain wide awake during the day. As

such, those who sleep less, have more time for work and leisure.

The amount of allowance a student receives, will determine the type of leisure activity pursued. However this does not necessarily mean that the student will spent more on leisure compared to another student who receives less allowance. The data collected revealed that there wasn't any difference in allowance received by the two groups. The data on the amount of allowance left, revealed that only 8.4% of the Arts students had an allowance left of $150 and above as compared to 1.5% of the Science students. The slight difference in the above figures is hardly noticeable when comparing the amount of allowance left between the Arts and Science students.

It is hardly surprising that studies and leisure are competitors for time. If one increases, the other decreases. Thus the amount of time one devotes to study also depends on his/her attitude towards leisure. It should be noted that relaxation, entertainment and personal development derived from leisure activities contribute towards the overall development of an individual. In the study, it was found that a majority of the Science students (77.2%) attended six days of classes compared with the Arts students (23.9%). Thus this means that the Arts students generally have more time for leisure and self-study.

Furthermore a greater number of the Science students had more hours of lectures, tutorials and practicals per week. This indirectly affected the amount of time devoted to leisure. Informants were also asked on the amount of time spent on self-study. It was hardly surprising to find that a greater number of the Science students study more. Obviously the greater number of hours of lectures, tutorials and practicals contributed to this factor.

The study revealed that a majority of the Arts and Science students usually go to the General and Red-spot library. Almost 47.1% and 42.3% of the Arts and Science students respectively went to the library to study. A number of them also went to the library to look for reference books and books related to their course. In other words, the library is viewed as a place where the students study and do their work. However there wasn't any notable difference in the number of Arts and Science students who went to the library and the reasons for being there.

In social leisure, a trip to the cinema has become one of the many leisure activities pursued by an individual for relaxation and entertainment. However in the data, it was found that a majority of the students did not go or went less than twice a month. This may be due to other factors such as the screening of Knight Rider, Solid Gold, The A-team, Dynasty, Hammer House

of Horror and so forth in TV3, which were very popular among TV fans. The sudden increase in video viewing also indirectly affected the attendance in cinema. As a result, the attendance in cinema has dropped tremendously. It was hardly surprising to find that most of the Arts and Science students went to the cinema for entertainment.

As for the type of movies frequently seen, a notable difference could be found in comedy and science fiction movies. Comedy was more frequently seen by the Arts students while science fiction movies were more common among the Science students. The rest of the movies such as musical, adventure/war, crime, love-story, horror, documentary and cartoon were evenly seen by the Arts and Science students. Thus except for comedy and science fiction, there was hardly any difference in the type of movies seen by the two groups. In addition the data also revealed that a majority of the Science students watched the 7.00 pm and 9.00 pm movies while a greater number of the Arts students watched the 1.00 pm and 3.00 pm movies. The difference in time was because most of the Science students were busy in the afternoon attending practicals and other classes while most of the Arts students are free in the afternoon.

On the other hand, the screening of the Olympic games, indirectly influenced the number of hours of television viewing per day. It must be noted that this affected mostly students

who love to watch sports and games. However the study revealed that a majority of the Arts and Science students watched less than two hours per day. This was because either the students were busy studying, doing other leisure activity or they had no television. The type of programmes watched by the Arts and Science students revealed that there was hardly any noticeable differences. Programmes such as musical, comedy, sports, love-story and horror were more commonly seen by both the two groups of students.

It was hardly surprising to find that almost all the Arts and Science students like to listen to music. This is because listening to music does not involve any skill. One can even listen to music while one is studying or working. Sentimental music remains a favourite among the Arts and Science students. This was followed by folk music. Sentimental music is liked by many because the tempo is slow and furthermore it is soothing to the ears. In the study, it was found that none of the students like jazz music which is also not popular in this country.

The newspaper still remains one of the widely read and a cheap source of information today. Thus it was not surprising to find that a majority of the Arts and Science students read it everyday. In the study it was found that ' The New Straits Times ' was the most commonly read newspaper. This was

followed by Berita Harian, Utusan Malaysia, Nanyang Siang Pau, The Star and The Malay Mail in that order of decreasing importance. Nevertheless there was hardly any difference in the type of newspaper read between the Arts and Science students.

On the other hand, reading magazines is not popular among the students. Approximately 41.2% of the Arts students and 58.1% of the Science students (refer Table 4.11) read magazines. However the data suggest that a greater number of the Science students read magazines compared to the Arts students. Magazines such as Women's magazines, Dewan Masyarakat/Mastika, Sports and Time/Newsweek are commonly read by the students. In the data, it was found that a greater number of the Science students read science magazines while a greater number of the Arts students read geographical magazines. The science and geographical magazines are more commonly read by the Arts and Science students respectively because such magazines contain facts and information which are helpful in their studies. Except for science and geographical magazines, there was hardly any notable differences in the type of magazines read among the two groups of students.

Informants were also asked the frequency of books they read (not related to studies) per month. It was found that about 50.0% of the students read less than a book a month. Thus the data suggest that reading is not popular among the Arts and

Science students eventhough there was a notable difference in the frequency of books read per month. The study revealed that there was a notable difference in the type of books read among the students. Books on religion, politics and geography were more commonly read among the Arts students while science fiction, scientific books and books on hobbies were more common among the Science students. The type of books read by the students showed that most of the books were related to their studies.

In physical leisure, it was found that a majority of the students play in the evening. This means that the evening is the time when the students are free from lectures, tutorials and practicals and moreover the time is suitable for out-door games because the weather is not hot. In the data, it was found that a greater number of the Science students play at night compared to the Arts students. The three most popular games/sports pursued by the students are badminton, swimming and jogging. Generally, there wasn't any notable difference in the type of games or sports pursued by the students. Thus this shows that the type of games/sports played are not restricted to solely one group only.

Informants were also asked whether they had any hobby/hobbies. Approximately 88.9% and 78.7%of the Arts and Science students respectively had hobbies. This shows that a majority of the

students had hobbies. It was not surprising to find that there was a notable difference in the amount of time spent on hobbies between the two groups of students. The data showed that a greater number of the Arts students spend more time on hobbies compared with the Science students. This may be due to the workload of the Science students whereby they have a greater number of hours of lectures, tutorials and practicals. As such they devote less leisure time to hobbies. As for the amount of money spent on hobbies, a majority of the students spent less than $20 a month.

It was hardly surprising to find that a greater number of the Science students feel that the demands of their course gives them less time for leisure. Thus the data suggest that the Arts students generally have more time for leisure due to the fewer number of lectures and tutorials. This study also showed that the Arts and Science students stated that leisure and studies should be given equal importance. However about 15.0% of the students stated that studies should be more important than leisure. The writer feels that leisure is also important because it gets us away from the boredom of work and it helps in the personal development of an individual.

In the study, it was also found that 74.3% of the Arts students were satisfied with their leisure activities compared to only 57.4% of the Science students. The Science students were

not satisfied due to the workload and limited time left for leisure. They had longer days of classes in a week and also had a greater number of classes. Most of the Science students also feel that the playing facilities in their area are inadequate while for the Arts students about 65.0% of them were not satisfied. This may be due to the fact that the Arts students had a longer time for leisure and thus find that the facilities in their area are inadequate.

On the whole, the writer finds that there is no notable difference in the type of leisure activity pursued by the Arts and Science students. This is because eventhough the students differ in academic background, most of them have an equal number of friends from the Arts as well as from the Science stream. It was not surprising to find that a number of the Arts and Science students are room-mates. In addition, places such as Siswarama, General and Red-spot library, Bakti-siswa and playing courts and fields provide an opportunity for the students to come closer together. Such rendezvous can result in further social acquaintance. As it is, the university itself is a meeting place where the students play, study and socialise together. Moreover for those staying in residential colleges, it provides an even greater opportunity for them to know fellow collegians. As such, there wasn't any obvious distinction between the Arts and Science students in leisure time. Furthermore, as for those Arts students taking

Mathmetics paper, they have to go to the Science faculty to attend lectures and tutorials. They attend the same lectures and tutorials with the Science students and thus this atmosphere provides an opportunity for them to socialise together.

In the opinion of the writer, there was a clear indication that the lack of time for leisure would mean less leisure activities. The writer feels that the workload of the Science students directly resulted in less time devoted to leisure. A majority of the Science students (77.2%) had to attend six days of classes in a week compared to the Arts students (23.9%) (refer Table 3.6). In addition 100.0% of the Sciences students atteded between twenty-one and forty hours of classes in a week compared to only 64.2% of the Arts students. (refer Table 3.7) Thus the writer feels that if the number of days of classes and number of lectures, tutorials and practicals of the Science students are decreased, this will inevitably lead to an increase in the leisure time of the Science students.

Time is the chief determining factor in the amount of time spent on leisure. This is not surprising because time is very valuable to the students who have to sit for examinations at the end of the third term. Most of the Arts and Science students realized that leisure is important (refer Table 5.2) because it helps them to relax and enjoy themselves. Hence

it is important that the students occupy their leisure time constructively.

The writer suggest that the goverment should play a part in instilling the importance of occupying the students' leisure time usefully. The role of the mass media can play its part by chanelling information regarding leisure activities through the newspapers, television and radio. The goverment should also encourage the setting up of more public facilities such as playing courts and fields. This would involve a high cost. If the goverment lack the funds and knowhow, this could be done through privatization. The facilities built would deter youths especially university students from indulging in drugs, crime, robbery and other juvenile delinquency. One way of encouraging people to join these facilities particularly students is to provide cheaper rates or concession to students and children.

Lastly education is not confined to only academic work. Rather it means the development of the total person or the development in every aspect. A high level of education does not necessarily produce a good character. It is a rounded person that makes a good, responsible and useful citizen to society. From the study, it was apparent that students lack the funds to pursue all their interest. Hence they indulge in cheap and solitary activities such as reading, watching

television and listening to the radio. However the games in University Malaya, gives an opportunity for the students to indulge in them because it is cheap and for certain games such as football, hockey and badminton, it is free. The equipment can be borrowed from the university's sports store. Furthermore, the fees for squash membership is only $12 per year while for the use of the gymnasium, it is only $20 per year.

BIBLIOGRAPHY

1. Aron, Raymond. ' On Leisure in Industrial Sociaties ' in Brooks, J. ' The One and the Many : the Individuals in the Modern World ' New York, 1962.

2. Clarke, Alfred. ' The Use of Leisure and its Relations to Levels of Occupational Prestige ' in ' American Sociological Review ' 21, 1956.

3. Dumazedier, Joffre. ' International Encyclopedia of the Social Sciences ' Vol. 9.

4. - ' Toward a Society of Leisure ' New York, 1967.

5. - ' Sociology of Leisure ' Netherlands, 1974.

6. Fabun, Don. ' The Dynamics of Change ' New Jersey, 1967.

7. Gray, David. ' This Alien Thing Called Leisure ' 1971.

8. Grazia, Sebastian. ' Of Time, Work and Leisure ' New York, 1964.

9. Jaffe, A.J. ' People, Jobs and Economic Development ' Illinois, 1959.

10. Kaplan, Max. ' Leisure in America : a social inquiry ' New York, 1960.

11. - ' Aging and Leisure ' Washington, 1971.

12. Kraus, Richard. ' Recreation and Leisure in Modern Society ' New York, 1971.

13. Murphy, James ' Concepts of Leisure ' New Jersey, 1974.

14. New Straits Times. 17th October, 1984.

15. Parker, S. ' The Future of Work and Leisure ' New York, 1971.

16. Perlis, Leo. ' Implications for Labour Unionism ' in ' Technology, Human Values and Leisure ' by Max Kaplan and Phillip Bosserman (eds) Tennessee, 1971.

17. Pelto, J. Pertti. ' Anthropological Research - The Structure of Inquiry ' New York, 1970.

18. Roberts, Kenneth. ' The Influence of Leisure Upon Work ' in ' Concepts of Leisure ' by James Murphy (ed), New Jersey, 1974.

19. Veblen, Thorstein. ' The Theory of the Leisure Class ' New York, 1953.

20. White, Reuel. ' Social Class Differences in the Uses of Leisure ' in ' American Journal of Sociology ' 61, 1955.