

A STUDY OF LEISURE ACTIVITIES OF YOUNG PEOPLE

By Parents and All Loved Ones.

oleh

No. Matrik 32910

Latihan Untuk Memenuhi Sebahagian Daripada
Syarat-syarat Untuk Ijazah Sarjana Muda

JABATAN ANTROPOLOGI DAN SOSIOLOGI
UNIVERSITI MALAYA
KUALA LUMPUR

SESSI 1980/81

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

The author wishes to express his thanks and gratitude to his supervisor, Dr. Lim Suan Poh, for her invaluable guidance and encouragement in the course of this study.

LIST OF ILLUSTRATIONS

The author also wishes to extend his thanks to the officers of the Ipoh Municipal Council, friends, relatives and the respondents, for their co-operation and kind assistance in making this study possible.

1.1 Purpose of Study

1.2 Concepts and Definitions

1.3 Closing Remarks

Author

Matrik No. 32910

CHAPTER II : LITERATURE REVIEW

2.1 Historical Perspective

2.2 Work and Leisure

2.3 Education and Leisure

2.4 Attitudes and Leisure

Department of Anthropology and Sociology

University of Malaya

Kuala Lumpur.

2.5 Youth and Leisure

2.7 Leisure Provision

December 1980.

CHAPTER III : RESEARCH DESIGN AND PROCEDURE

3.1 Design of Study

3.2 Sample Selection

3.2.1 Criteria for Selection

3.2.2 Selection of Interviewee

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	vi
ABSTRACT	vii
CHAPTER I : INTRODUCTION	1
1:1 Purpose of Study	2
1:2 Concepts and Definitions	2
1:3 Closing Remarks	3
CHAPTER II : LITERATURE REVIEW	4
2:1 Historical Perspective	4
2:2 Work and Leisure	5
2:3 Education and Leisure	6
2:4 Attitudes and Leisure	7
2:5 Youth and Leisure	8
2:6 Sex differences and Leisure	9
2:7 Leisure Provision	10
2:8 Summary	11
CHAPTER III : RESEARCH DESIGN AND PROCEDURE	12
3:1 Design of Study	12
3:2 Sample Selection	13
3:2:1 Criteria for Selection	13
3:2:2 Selection of interviewee	13

	Page
3:3 The Interview Questionnaire	14
3:4 The Interviews	15
3:5 Some concluding remarks	16
CHAPTER IV : RESULTS AND DISCUSSION	17
4:1 Leisure Provision, Planning and facilities in Ipoh	17
4:2 Biodata	20
4:2:1 Age	21
4:2:2 Education	21
4:2:3 Residence	21
4:2:4 Family Structure	25
4:2:5 Summary	29
4:3 Leisure Activities	30
4:4 Constraints	46
4:4:1 Financial Constraints	46
4:4:2 Time Constraints	52
4:4:3 Given time and money	60
4:4:4 Other possible constraints	63
4:5 Work/Study opinion and self-valuation	67
4:6 Summary	74
CHAPTER V : CONCLUSION	76
BIBLIOGRAPHY	81
APPENDIX A : Ipoh leisure provisions, leisure clubs, school societies, and etc.	86
APPENDIX B : Classification of Leisure	91
APPENDIX C : Questionnaire	92

LIST OF TABLES

<u>Tables</u>	<u>Page</u>
3.1 Sample Selection by Sex and Occupation	13
4.1 Age of respondents by Sex and Occupation	22
4.2 Respondents' Medium and Highest level of Education achieved by Sex and Occupation	23
4.3 Area of Residence of Respondence by Sex and Occupation	24
4.4 Respondents' Family Structure by Sex and Occupation	26
4.5 Respondents' Position in family by Sex and Occupation	27
4.6 People the Respondents live with, by Sex and Occupation	28
4.7 Leisure activities of Respondents by Sex and Occupation	31
4.7.1 Clerks/Students differences in Leisure Activities by Sex and Occupation	35
4.8 Leisure Activities Respondents spend most time on by Occupational Status (weighted points)	37
4.9 Classification of Respondents' Leisure Activities with their points score and percentage	40
4.10 Respondents' View of their own leisure tendency by Sex and Occupation	43
4.11 Persons with whom Respondents spend their leisure activities by Occupational Status	45
4.12 Reasons for not taking up other desired activities by Sex and Occupation	47
4.13 Monthly salary of Clerks by Sex	48
4.14 Amount of salary left monthly after obligatory expenditure by sex (Clerks only)	48
4.15 Student respondents' allowance per month by sex	49
4.16 Respondents and Part-time jobs by Sex and Occupation	50

<u>Tables</u>	<u>Page</u>
4.17 Persons responsible for financing respondents' leisure activities by Sex and Occupation	51
4.18 Respondents' time expanded on overtime/own study per week by Sex and Occupation	53
4.19 Respondents' time expanded on additional classes per week by Sex and Occupation	54
4.20 Respondents' time spent on travelling to and from work/school per day by Sex and Occupation	55
4.21 Percentage of Respondents in favour of more time for leisure by Sex and Occupation	58
4.22 Percentage of Respondents in favour of shorter working week and longer yearly leave by sex and occupation	59
4.23 Respondents' ratings of their family, community and work/study environments by Sex and Occupation	64
4.23b Satisfaction: A general view by Sex and Occupation	64
4.24 Respondents' perception of influence of environment on leisure activities by Sex and Occupation	65
4.25 Respondents' perception of influence of family on leisure activities by Sex and Occupation	65
4.26 Respondents' perception of influence of peers on leisure activities by Sex and Occupation	66
4.27 Respondents' ratings of own leisure by Sex and Occupation	68
4.28 Respondents' opinion of own work/study by Sex and Occupation	69
4.29 Respondents' ratings of work/study fatigue by Sex and Occupation	71
4.30 Respondents' opinion of work-leisure compensation by Sex and Occupation	72
4.31 Priority given to work/studies and leisure by Sex and Occupation	73

LIST OF ILLUSTRATIONS

<u>Figures</u>	<u>Page</u>
4.1 Classification of leisure types by status	42
4.2 Classification of leisure types by Sex	42
4.3 Respondents' time expenditure chart in hours per week by Sex and Occupation	57
4.4 Leisure activities respondents wish to take up given time and money to do so	61
4.5 Leisure facilities requested by respondents by Occupation grouping	62

The findings of this study generally showed that leisure activities of respondents are basically home-oriented. Analysis of the results shows that more men than women are engaged in physical and social leisure activities, while practical and intellectual activities are more popular with women. Both clerks and students are most preoccupied with social leisure activities, and that intellectual activities is least popular with clerks. Respondents are generally satisfied with the available leisure facilities and their present leisure activities.

ABSTRACT

This study attempts to investigate the leisure activities of young people and to see their range of leisure, whether there is any occupational and sex differences in the choice of leisure. A total of 40 respondents, comprising 20 clerks and 20 Sixth Form students, males and females ranging between the age of 18 to 24 years were interviewed. In addition, three officers of the Ipoh Municipal Council were interviewed to obtain information regarding leisure provision and planning in Ipoh town.

The findings of this study generally showed that leisure activities of respondents are basically home-oriented. Analysis of the results shows that more men than women are engaged in physical and social leisure activities, while practical and intellectual activities are more popular with women. Both clerks and students are most preoccupied with social leisure activities, and that intellectual activities is least popular with clerks. Respondents are generally satisfied with the available leisure facilities and their present leisure activities.

CHAPTER I

INTRODUCTION

Leisure is not a recent phenomenon. It has existed ever since man started to enjoy his food. Leisure grew out of man's desire to involve himself in activities that are differentiated from work. Work suggests obligation, as a means of sustaining a life-style, while leisure denotes relaxation and obligation-free activities.

Leisure has become an established element in the lives of modern society (Roberts, 1970). As contemporary society attains greater affluence through advances in development, leisure will play an increasingly important role in modern man's life.

Leisure permeates all levels of society. Television viewing, a leisure activity, is now considered a necessary leisure commodity in the house. The cinema is a pure form of leisure entertainment found in town. These and other leisure facilities are within easy reach of all those who seek them. And the people who are most willing and have the most time on their hands to seek leisure are the young people.

Leisure has brought radical transformation in the lives of people. Young people are not excluded from this transformation. This is especially important because young people and children (up to the age of 24 years old) make up more than 64% of the total population of 10.5 millions in Malaysia (Banci Penduduk Malaysia 1970). How the youth spent their leisure and free

time will thus have significant effects on the country's social economic balance.

The effects that the growth of leisure is having upon society are as yet imperfectly understood. It would be interesting to find out whether increased leisure opportunities have proportionately enriched the lives of the people or whether they have influenced the course of social relations, especially in the basic family unit.

1:1 Purpose of the Study

The purpose of this research is to investigate the leisure activities of two groups of young people, clerks and sixth form students, both males and females, in terms of preference, influence factors and attitudes towards leisure in general.

In addition, information regarding the availability of leisure opportunities and facilities were obtained by interviewing three officers of the Ipoh Municipal Council and from the files of the Perak Registrar of Company office in Ipoh.

1:2 Concepts and Definitions

Since the present study is concerned with youth and leisure, it will be appropriate to define these terms before proceeding any further. Leisure has been defined by the Greeks as "the opportunity to develop the body, mind and soul" (Graven, 1933). Theodorson and Theodorson (1970) have defined it as involving "substitution of a preferred activity, that provides diversion and pleasure by satisfying strongly internalized values and

sentiment in a situation free of the everyday pressures of social obligation."

For present purposes, leisure activities will be taken to refer to activities that are not obligated that is "all non-working activities minus obligation activities". (Rapport et al, 1974)

Young people or adolescents are defined as "persons, growing up between childhood and manhood, ordinarily considered as extending from 14 to 25 years old in males and from 12 to 21 years in females". (Oxford English Dictionary, 1933). Zadrozny (1959) defines it as "a period during the life of a person when he is expected to abandon the status of a child but is not yet accorded the status of an adult". For present purposes, young people will be taken to include those whose ages range between 18 and 24 years.

1:3 Closing Remark

Leisure is related to work in many ways. Leisure and work are not mutually exclusive. It is easy to think of leisure as the opposite of work, or to define it as time left over after work. But there actually is no distinct boundary that demarcates the sphere of work and the sphere of leisure in life. Any such distinctions may perhaps be hinged on individual psychological perception and cognition that might differ from time to time and from culture to culture.

CHAPTER II

LITERATURE REVIEW

Although numerous studies have been done on leisure, most of the studies were conducted in the West. On the whole few systematic studies have been carried out in Malaysia. Indeed, to the author's knowledge, studies on leisure of young people are rare, if not virtually non-existent.

In this chapter, a brief historical perspective of leisure is dealt with. Studies on the effects of education, occupation and sex differences upon leisure choices and activities, attitudes toward leisure and the role of official agencies in leisure provision are also discussed.

2:1 Historical Perspective

In most pre-industrial societies, it is true that there is no deliberate leisure, nothing that is the result of the exercise of individual choice. While that is true, primitive people also tend to approach a great many of their daily activities as if they were games. Stumpf and Cozens (1947) for instance, observed that a striking feature of Maori culture is the way in which every aspect of their economic life was permeated with a definite element of recreation.

The Greek view of leisure was based on "its association with the 'schooling' or cultivation of the self, rather than with free time" (Godbey 1976). The Industrial Revolution in the 1800's saw the decline in the importance of leisure and the increase in working manual hours.

"Work was incorporated into everyday life, and leisure time was not a separate section of the day". (Burns 1974)

After the Second World War, leisure expanded at an unprecedented pace, and later fueled by the rise in real income and the advent of the five-day-week in the Western world. Facilities such as the television and hi-fi sets were made available to the masses. By now, leisure has come to "represent a separate and valued part of life desirable for its own sake, and catered to by its own social institutions". (Roberts 1970)

2:2 Work and Leisure

The scheduling of the work will determine how much time is available for leisure, and the content of the work may affect the amount of energy left over for leisure. Leonard Reissman (1954) found that people with higher position of responsibilities were more active and diverse in their social and leisure participation than those in lower positions. In addition, he found that this result is consistent regardless of whether occupation, income or education is used to measure class position.

Studies by Clarke (1956) and Burdge (1969) using occupational prestige as a determinant lend support to the findings of Reissman (1954). In addition, Graham (1959) concluded that the proportion of professional workers participating in strenuous exercise was nearly twice that of unskilled workers.

Meissner (1971) conducted his study on industrial workers who had recently left two Midwestern high schools in the USA and concluded that leisure choice is determined by work constraint and that those who performed well academically were predominantly sportsmen.

socialable and expressive activities are more frequent than activities that require planning, coordination and purposeful action.

Vogel's (1963) study on the salaried worker of Japan generally found that "it is the salaried worker who makes the sharpest distinction between working time and free time". This is because of his inflexible working hours, thus permitting him to plan certain hours of the day and certain days of the week for himself and his family.

However, a study by Dumazedier (1967) found that many young people, in choosing a job, are looking for possibilities of leisure in their job. On the whole, leisure has been found to make boring jobs tolerable, where leisure "offers an opportunity to compensate for the frustration and monotony that work in modern industry involves" (Friedmann 1961). Leisure also compensates workers for job dissatisfaction (Campbell 1979). Other researchers (example Waldermier 1973; Winters 1973) have also found job satisfaction and leisure satisfaction to be positively correlated.

2:3 Education and Leisure

The amount and type of education individuals have would appear to be related to their choice and range of leisure activities apart from their attainment in non-leisure sphere. Studies in general show that there is leisure differentiation among those with differential education level. A survey done by Schafer and Armer (1971) involving 585 boys attending or who had recently left, two Midwestern high schools in the USA found that those who performed well academically were predominantly sportsmen.

It can be argued that higher education would increase the means and opportunities in leisure participation. However, a British survey by the British Travel Association (1967) found that swimming and hiking, comparatively cheap pastimes, are relatively unpopular among the lower income groups and the less well educated. The survey suggested that education helps increase awareness and desire and not create opportunities for leisure participation.

2:4 Attitudes on Leisure

Attitudes toward leisure is an important factor in leisure participation. Three types of general attitudes can be distinguished in which individuals perceive leisure, in relation to work:

- (1) Priority of Work
- (2) Priority of Leisure
- (3) Equality of Work and Leisure

Dublin (1956) found that work was not a central life interest for industrial workers by a margin of three to one. In contrast, Japanese industrial workers were found to give more priority to work by a margin of two to one (more than 50%) - (Fuji Bank 1972).

According to Mills (1953) attitudes generated by a type of employment will prompt a person to use leisure in a characteristic way, "emulating the style of life of the person". This is echoed by Roberts (1970) who states that "leisure is a direct product of work and is based upon values and interests generated at work".

In a separate attitude study, Parker (1974) found that those who were self-employed worked more and desired more leisure. The study done by Sutton, Bid and Costello (1972) found that the young placed more importance on leisure than work.

2:5 Youth and Leisure

Young people or adolescents are known to spend their leisure more outside the home than within. Willmott (1966) for example, shows that it is usual for young people (15 - 24 years) in London to spend five evenings a week outside the home. An explanation for this might be that these young people have minimal family responsibilities and are able to devote their acquired wealth to purchasing amusement and entertainment (Abrams 1959).

According to Godbey (1976) during the period of adolescence "the individual is socialized into leisure habits and attitudes through two main agencies: his family, and other institutions (chiefly schools and voluntary organizations) with which he comes into contact". In addition, Godbey said "a boy or girl going to school or college while living with the parents is subjected to a considerable limitation of his or her leisure activities." Therefore it is not surprising that financially independent youngsters were found to favour dating in an "atmosphere of commercialized recreation" away from parental influence (Waller 1951).

A British Broadcasting Corporation survey conducted in Britain in 1965 shows that on a typical weekday evening, 45% of the 15 to 24 year-old group were not at home between 8.30 and 10.00 p.m., compared to only 29% of

the other age groups. It also found that within the home, the main leisure is watching television.

2:6 Sex Difference and Leisure

The same survey shows sex differences in leisure but the differences are small. Lundberg et al (1967) found that on a typical weekday evening between 8.30p.m. and 9.00p.m., 46% males compared to 40% females watched television. Leisure activities outside the home involves 22% males as compared to 18% females.

Engstrom (1974) reveal that boys, more than girls, engage in physical sport (e.g. cycling, shot putt, etc.) and the less physically able, not necessary only females, more in leisure sport (e.g. boating, hiking, etc.).

A National Research Service (N.R.S.) survey (1968) conducted in London reveals that males are more likely to be involved in political associations, frequent the cinema more often, and are more likely to engage in activities outside home (sporting events, pubs).

Dahlstrom (1967) suggested that because of the stricter socialization of females, they are not encouraged to develop a wider interest. During adolescence, leisure pursuits of girls are more supervised and controlled by parents.

2:7 Leisure Provision

Generally, the responsibility of leisure provision is taken up by the government, private and commercial leisure-service agencies.

However the role of government in the provision of leisure services is becoming increasingly important. Only the government can develop and maintain large parks in urban areas, which are not economically feasible for commercial organizations to undertake.

Hutchison revealed in 1973 that there existed nine major federal agencies which have the authority to sponsor and fund public leisure services in the USA. In total, over 80 commissions, agencies, committees and councils were involved in more than 300 outdoor recreation-related programs.

Apart from this major role, the government also takes the responsibilities of preserving areas of historical importance or areas with unique physical characteristics, providing leisure-services to special populations (e.g. emotionally-disturbed, aged and even prisoners) and providing unique opportunities for new leisure experiences which the private sector could not provide.

The private and commercial agencies provided for most of the leisure facilities found around town. The Y.M.C.A. is an example of a private leisure-service agency. Commercial agencies would include those providing swimming pools for the public, renting out courts for games and halls for various functions and of course, the cinema.

In the Malaysian context, when leisure services are needed en masse, the government usually takes on the responsibilities of provision. A few examples include public libraries, television and radio programmes and public stadiums.

2:8 Summary

Leisure is a function of many variables. Studies discussed in this chapter revealed only some of the most common influence on leisure activities, or leisure choices. Among the many other factors not discussed includes peer influence, availability of facilities, financial standing and the social environment.

The youth, in addition, has to live up to an image, of doing what is appropriate and acceptable in the youth culture of today. However, it cannot be denied that as people progress through life, their leisure interests and activities undergo changes. Marriage and parenthood bring about quite dramatic changes in leisure habits of young people too and their activities become less centred upon peer-companionship.

However, the studies presented reveal that work and time constraints, level of education and degree of parental influence may determine an adolescent's choice of leisure and his/her attitudes towards leisure.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

The fieldwork which was carried out in Ipoh and its industrial area, Tasik, was conducted during the University of Malaya's long vacation in April. A total of 40 Chinese respondents, comprising 20 clerks and 20 Sixth form students, males and females ranging between the age of 18 and 24 years, were interviewed. Three officers of the Ipoh Municipal Council were also interviewed to obtain information regarding leisure provision and planning in Ipoh.

3:1 Design of Study

Since the focus of this study is on youths and leisure activities, with particular emphasis on occupational and sex differences, youth of both sex, from a school and two offices in town were included in the study. Due to the nature of racial composition found in the two offices, it is not possible to have a balanced multi-racial sample composition. Hence only youth of Chinese origin were included in the study. However a balanced sex ratio is kept in the sample selection. Moreover, since the students are all unmarried, marital status of the sample selection is confined to singles only. The design of the study is summarised in Table 3.1.

Table 3.1

Sample Selection by Sex and Occupation

Occupational Status	Male	Female	Total
Clerks	10	10	20
Students	10	10	20
	n = 20	n = 20	N = 40

3:2 Sample Selection

3:2:1 Criteria for Selection

- (a) Age : Since the study is concerned with youths and leisure activities, only those who are within the age of 18 to 24 years are considered.
- (b) Ethnicity : As the ethnic composition of employees in most private offices in Ipoh are Chinese, it was decided that only Chinese be included in the study. Although it would have been ideal to have included Malay and Indian respondents, time and financial constraints did not permit it.
- (c) Marital Status : In view of the fact that all students in Sixth Form are unmarried, only those who are singles were selected for the study.

3:2:2 Selection of Interviewees

For the purpose of this study, Sixth Form students and clerks were selected. Twenty students were drawn from a higher secondary school in Ipoh. Respondents were student librarians who turned up at the school

library during their first term holidays in early April. A total of 10 males and 10 females were selected.

A total of 14 clerks from a factory office in Ipoh's industrial area and 6 clerks from an accounting firm were selected. These two places were chosen purely for the practical reason that the author is familiar with persons with authority in the mentioned offices. Selection was made on a random basis and sex ratio balance is maintained in both instances.

3:3 The Interview Questionnaire

A structured questionnaire was used throughout the study. The questionnaire was designed to provide information on respondents' family background and other biodata; their leisure activities; their attitudes toward leisure; leisure facilities; occupation home environments and their perception of themselves and their surroundings, as related to leisure. (See Appendix C for the full text of the interview-questionnaire).

An English language questionnaire was used in the study. This was possible because both clerks and students were proficient in English. Prior to finalising the interview questionnaire, a pilot study was conducted to gain some idea of the suitability of the questions, the time taken for each interview and other problems which may be related to the questionnaire, so that alterations, where necessary, could be made. The pilot study was carried out on three friends of the author working as clerks in Ipoh.

3:4 The Interviews

Respondents were interviewed individually by the author, except in one instance when two student respondents were interviewed simultaneously due to time constraints and the need to minimize disruption to their duties as librarians.

Student respondents were interviewed in the school library where they turned up for various library duties during the holidays. The interviews with the working respondents were conducted in the offices where they work. Due to this constraining factor, the author tried not to take up too much of their time in extra discussions.

Throughout the respondents were told that the author is a student of the University of Malaya, doing an academic exercise on young people and leisure activities and that he is interested in their leisure activities and attitudes toward leisure in general. Generally, the above clarification and reassurance that responses will be treated with the strictest confidentiality were required more by the working respondents than the students respondents.

The author did not encounter any rejections from respondents and it was felt that rapport was achieved. Three terms used in the questionnaire were unclear to some respondents and required further clarification from the author. The words were "compensates", "stimulating" and "strenuous". The author tried to explain in as much a standardized way as possible the terms in each case. The explanations given to respondents were given under the respective questions in the questionnaire.

In addition, three officers from the Ipoh Municipal Council were interviewed informally at their respective offices to obtain information regarding leisure provision and planning in town. Information on recreational clubs and societies was also obtained from the Perak Registrar of Company Office in Ipoh.

3:5 Some Concluding Remarks

Owing to financial and time constraints a more representative and racially balanced sample was not feasible since the selection of offices and school was based on the author's access to them. The working respondents were cautious to some extent in their answers despite reassurances from the author about the confidentiality of the interview. Fortunately, this is the case only in a few questions, example, salary and parent's level of education.

Some respondents were unsure of their leisure time expenditure, while others were at a loss to provide some suggestion for leisure facilities. Close approximation responses were then recorded for such cases.

On the whole the interview ran smoothly. Each interview lasted between 20 and 25 minutes. Subjected to the above limitations, the author believes that respondents tried their level best to answer all questions in as accurate a manner as possible.

CHAPTER IV

RESULTS AND DISCUSSION

Before going on to discuss the interview findings, it would be appropriate to consider some information regarding leisure provision and leisure planning in Ipoh, as obtained from informal interviews with three senior officers from the Ipoh Municipal Council and the records kept in the Perak Registrar of Companies' Office.

4:1 Leisure Provision and Planning and Leisure Facilities in Ipoh

Generally, three group of agencies play a major role in leisure provision in Ipoh. They are the government, in the form of the Town Planning Board, the Membership Societies, in the form of clubs and associations and the Commercial leisure agencies which includes cinemas, amusement parks and others.

The government plays a major role in leisure services provision and is the body that determines the course of leisure-service development in town. At present all recreational parks and fields are maintained by the Town Council. The most popular among these is the 35 acres Taman DR. Seenivasagam, which has skating, boating and football facilities among others. It has also proved to be a popular ground for relaxing and light exercise.

Another popular recreational ground is the Ipoh Padang which caters for rugby, hockey, tennis, cricket and other field sports. The Perak open and indoor stadiums provide facilities for competitions on sport meets on a big scale.

Apart from this, the government has stipulated that for every housing estate in the municipality, 10% of its total area must be allocated for open fields or recreational purposes. It is understood that this ruling, is very strictly enforced.

Private clubs and associations make their facilities available only to their members. There are no less than 75 private clubs/associations registered in the Registrar of Companies in Ipoh, catering from swimming and jogging to archery and gymnastic. Apart from such specially formed organisations as the Y.M.C.A., Chin Woo Club or Hash House Harriers, there are also company-formed clubs, such as Payne Davis and Company Recreation Club and Hagemeyer Sports Club which provide more than just sports facilities to their employees.

Despite their numbers, public or youth participation in these clubs' activities is depressingly low. Aside from company-formed clubs where services are made available only to employees, the majority of the respondents were ignorant of the existence of such clubs as the Ipoh Angler Club or the Perak Adventurer's Club which is open to public participation by membership.

A reason for the low youth participation in such clubs is the high membership fees involved. For example, the Ipoh Flying Club or the Polo Club cater for the wealthy class in society. This may explain why most Malaysian youths seek leisure from commercial field.

The report of an Asian-wide survey by McCavin-Erickson, an Advertising firm, printed in New Straits Times (October 4th, 1980) states that "next to Singaporeans, Malaysians are the most avid T.V. watchers and radio listeners in Asia. Malaysians also top Asia in going to the cinema (81%), reading (71%) and listening to music (84%). One in four own their cassette players. The survey was carried out among 1000 Malaysians between the ages of 15 and 25 years in January this year.

Although the provision of T.V. programme is the role of government, it is up to the commercial shops to provide the means to these programmes. Television, radio and stereo sets can now be easily purchased through easy hire-purchase schemes.

There are at present 17 cinemas operating in Ipoh, and innumerable firms dealing with electronic equipment and the music industry. In addition, there are 13 shopping complexes, selling all types of leisure and sports equipment appealing to the younger generations.

For the more affluent youths, there are eight major dance halls and not less than 30 coffee-houses and pubs in town. There are also numerous massage parlours, health recreational centres all over town.

In view of the people's demand for leisure services, the state government plans to build a \$3.5 million swimming complex near the stadium, in the near future. The Federal government has promised more colour and quality programmes for television. The private sector will respond to this increase in leisure demand by providing more leisure services. For example, Ipoh Gardens Berhad will have finished work on Ipoh's largest cinema cum shopping complex in its housing estate by the end of the year.

In school, recreation is provided to students in the form of extra-mural activities. Any major upper secondary school will provide no less than 30 clubs or societies ranging from photography or psychology study to bands and scout/girl guide movements. Student involvement in extra-mural activities is high and encouraging. (See Appendix A for detailed information leisure facilities and provision in Ipoh).

4:2 Biodata

Since the major focus of this study is to investigate the attitudes to leisure and the leisure activities of working and schooling youths of both sexes, the data will be presented by sex and occupational grouping throughout.

Respondents biodata are presented in this first section to provide an overall view of the extent to which the various groups under study are comparable to one another with regard to their background.

4:2:1 Age

It can be seen from Table 4.1 that the females of both groups (clerks and students) and male students are comparable in age, falling mainly in the 18-19 years group (62.5%).

However, male clerks are older than the rest (70% in the 22-23 years group) and this may mean that male clerks are more mature in general outlook which may in turn influence their leisure choice and attitudes.

4:2:2 Education

Table 4.2 shows comparable medium of education and level of education achieved. All of the respondents have had English as their medium of education with 15% of the female respondents (all clerks) having had vernacular education as well. All respondents, except one, have at least the M.C.E. with 15% of the male respondents (all clerks) having obtained the Higher School Certificate as well. In short, the various groups of respondents are fairly homogeneous in their educational background.

4:2:3 Residence

Respondents are also comparable in terms of urban residence although students are somewhat more highly represented in housing estate while the clerks are more highly represented in the town area. Clerks and students are equally represented in rural area (5%). (See Table 4.3)

Area of residence is of considerable importance because time and distance from leisure facilities (situated mainly in town) may be expected to influence leisure.

Table 4.1

Age of Respondents by Sex and Occupation

<u>Clerks</u>	Sex		Total (%)
	Female (%)	Male (%)	
18-19 years	80	-	40
20-21 years	-	20	10
22-23 years	10	70	40
24 years	10	10	10
Total	100%	100%	100%
<u>Students</u>			
18-19 years	90	80	85
20-21 years	10	20	15
22-23 years	-	-	-
24 years	-	-	-
Total	100%	100%	100%
<u>Clerks & Students</u>			
18-19 years	85	40	62.5
20-21 years	5	20	12.5
22-23 years	5	35	20
24 years	5	5	5
Total	100%	100%	100%

*L.C.E. - Lower Certificate of Education

N.C.E. - Malaysian Certificate of Education

H.S.C. - Higher School of Education

**Not Applicable as Sixth Form students have yet to sit for their H.S.C.

Table 4.2

Respondents' Medium and Highest Level of
Education achieved by Sex and Occupation

Medium of Education	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
English only	70	100	85
English & Vernacular	30	-	15
Total	100%	100%	100%
<u>Students</u>			
English only	100	100	100
English & Vernacular	-	-	-
Total	100%	100%	100%
<u>Level of Education*</u>			
<u>Clerks</u>			
L.C.E.	-	10	5
M.C.E.	100	60	80
H.S.C.	-	30	15
Total	100%	100%	100%
<u>Students</u>			
L.C.E.	-	-	-
M.C.E.	100	100	100
H.S.C.	N.A.**	N.A.	N.A.
Total	100%	100%	100%

*L.C.E. - Lower Certificate of Education

M.C.E. - Malaysian Certificate of Education

H.S.C. - Higher School of Education

**Not Applicable as Sixth Form students have yet to sit for their H.S.C.
at the time of interview.

Table 4.3

Area of residence of Respondents
by Sex and Occupation

Type of Residence (%)	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Housing Estate	70	70	70
Town Area	20	30	25
Rural Area	10	-	5
Total	100%	100%	100%
<u>Students</u>			
Housing Estate	90	80	85
Town Area	10	10	10
Rural Area	-	10	5
Total	100%	100%	100%
<u>Clerks & Students</u>			
Housing Estate	80	75	77.5
Town Area	15	20	17.5
Rural Area	5	5	5
Total	100%	100%	100%

4:2:4 Family Structure

Table 4.4 shows students come mainly from families with 4 - 6 children (70%) while clerks are more evenly distributed among the three family sizes. However, majority of the respondents are from families with 4 - 6 children or larger. There is only slight sex difference in this aspect.

In addition, respondents are comparable in their position in the family. Table 4.5 shows that 50% of the respondents are middle children and the rest of the respondents divided somewhat equally between eldest and youngest position. None of the respondents is an only child. There is also no appreciable sex differences here.

By and large, respondents from the various groups are comparable in that the vast majority of them (90%) live with their own families although the female students are somewhat more likely to live away from their families. (See Table 4.6)

Family structure were considered because they may influence respondents' leisure activities. To quote Godbey (1976) again, "a boy or girl going to school or college while living with the parents is subjected to a considerable limitation of his or her leisure activities".

A large family may restrict an individual's movement and activities in the house which may in turn influence his/her choice between indoor or outdoor activities. There might be differences between the position of eldest or youngest member in the family in terms of parental differential attitudes towards the eldest or youngest child.

Table 4.4

Respondents' Family Structure by Sex and Occupation

Family Size (No. of children)	Sex		Total (%)
	Female	Male	
<u>Clerks</u>			
< 4 Children	30	30	30
4 - 6 Children	20	40	30
> 6 Children	50	30	40
Total	100%	100%	100%
<u>Students</u>			
< 4 Children	10	-	10
4 - 6 Children	60	80	70
> 6 Children	20	20	20
Total	100%	100%	100%
<u>Clerks & Students</u>			
< 4 Children	25	15	20
4 - 6 Children	40	60	50
> 6 Children	35	25	30
Total	100%	100%	100%
<u>Youngest</u>			
Only Child	-	-	-
Total	100%	100%	100%

Table 4.5

Respondents' Position in Family by Sex and Occupation

Position in Family	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Eldest	30	30	30
Middle	40	70	55
Youngest	30	-	15
Only Child	-	-	-
Total	100%	100%	100%
<u>Students</u>			
Eldest	30	20	25
Middle	40	50	45
Youngest	30	30	30
Only Child	-	-	-
Total	100%	100%	100%
<u>Clerks & Students</u>			
Eldest	30	25.5	27.5
Middle	40	60	50
Youngest	30	15.5	22.5
Only Child	-	-	-
Total	100%	100%	100%

Table 4.6

People the Respondents live with, by Sex and Occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Parents & Siblings	100	90	95
Other Relations	-	10	5
Others*	-	-	-
Total	100%	100%	100%
<u>Students</u>			
Parents & Siblings	70	100	85
Other Relations	10	-	5
Others*	20	-	10
Total	100%	100%	100%
<u>Clerks & Students</u>			
Parents & Siblings	48.5	49.5	90
Other Relations	2.5	2.5	5
Others*	10	-	5
Total	100%	100%	100%

*Living with friends of the family.

4:2:5 Summary

On the whole, the various sex and occupation groups are generally comparable in medium and level of education, area of residence, family structure and position in the family.

On average, male clerks are older than the other respondents. Differences must also be borne in mind that students are obviously under day for spending their leisure time as well as the financial scope of the school environment longer than the clerks are in their working environment. A relatively new environment may influence an individual sense of security and hence consequently their activities.

These similarities and differences among respondents must be borne in mind in the discussion of respondents' leisure activities and Table 4.7 which lists all leisure activities mentioned by the respondents.

Television viewing is the most frequently mentioned activity of the respondents (65%), with equal number of respondents from both the clerks and students groups. Males and females are also equally represented in this leisure activity.

Listening to music was listed by 60% of the respondents, although it is more popular with the clerks than with the students. Moreover males are more likely to listen to music than females. Reading is the third most frequent activity and it accounted for 57.5% of the respondents. However, a large proportion of this percentage are students. Reading here includes reading novels, story-books, newspaper, magazines, comics, etc. Going to the cinema was mentioned by 45% of the respondents and is largely represented

4:3 Leisure Activities

To gain some idea of popular leisure activities among youth, the respondents were asked to name five of their favourite leisure activities and to list, in order, the three leisure activities they spend most time on. In addition, the respondents were also asked with whom they spend their three favourite activities and to name their favourite day for spending their leisure time as well as the financial source of their leisure activities.

Each respondent were initially asked to name five of his/her leisure activities. In general, the respondents were found to involve themselves in ordinary and simple leisure activities, as can be seen from Table 4.7 which lists all leisure activities mentioned by the respondents.

Television viewing is the most frequently mentioned activity of the respondents (65%), with equal number of respondents from both the clerks and students group. Males and females are also equally represented in this leisure activity.

Listening to music was listed by 60% of the respondents, although it is more popular with the clerks than with the students. Moreover males are more likely to listen to music than females. Reading is the third most frequent activity and it accounted for 57.5% of the respondents. However, a large proportion of this percentage are students. Reading here includes reading novels, story-books, newspaper, magazines, comics, etc. Going to the cinema was mentioned by 45% of the respondents and is largely represented

Table 4.7

Leisure Activities of Respondents by Sex and Occupation

Leisure Activities	Clerks (%)		Students (%)		Average Total (%)
	Female	Male	Female	Male	
1. Television Viewing	60	70	70	60	65
2. Music	60	80	40	60	60
3. Reading	50	30	80	70	57.5
4. Cinema	60	60	20	40	45
5. Window Shopping	80	40	40	10	42.5
6. Visiting Friends	60	80	-	30	42.5
7. Sleeping	20	-	10	30	15
8. Evening Walk	30	-	10	10	12.5
9. Dancing	10	-	-	-	2.5
10. Singing	20	-	10	-	7.5
11. Sitting Around	20	10	-	-	7.5
12. Dating	10	-	-	-	2.5
13. Swimming	-	20	-	10	7.5
14. Badminton	-	20	20	-	10
15. Martial Arts	-	10	-	-	2.5
16. Football	-	10	-	-	2.5
17. Gambling	-	20	-	-	5
18. Driving	-	10	-	10	5
19. Photography	-	10	-	10	5
20. Chit Chat	-	10	-	-	2.5

Table 4.7 (Continued)

Leisure Activities	Clerks (%)		Students (%)		Average Total (%)
	Female	Male	Female	Male	
21. Pinball Machine	-	10	-	-	2.5
22. Bowling	-	-	10	10	5
23. Library Work	-	-	50	-	12.5
24. Poetry	-	-	10	-	2.5
25. Cycling	-	-	10	-	2.5
26. Athletics	-	-	10	50	15
27. Listening to Radio	-	-	20	-	5
28. Pondering	-	-	30	-	7.5
29. Playing Piano	-	-	10	-	2.5
30. Club Activity	-	-	20	30	12.5
31. Cooking	-	-	10	-	2.5
32. Correspondence	-	-	10	-	2.5
33. Fishing	-	-	-	10	2.5
34. Chess	-	-	-	10	2.5
35. Coin Collection	-	-	-	10	2.5
36. Aquarium	-	-	-	10	2.5
37. Gardening	-	-	-	10	2.5
38. Basketball	-	-	-	10	2.5

by the clerks. Males are only slightly more likely to visit the cinema than females. Both window shopping and visiting friends were mentioned by 42.5% of the respondents, and in both activities, largely represented by clerks. However females are more likely to go window shopping whereas males favoured visiting friends.

There were altogether 38 leisure activities mentioned by the respondents, ranging from piano playing and fish rearing to poetry, martial arts and gardening. It can be seen from Table 4.7 that the number of leisure activities of female clerks are less than the male clerks group or the students. Further, the range of students' leisure activities exceeds the range of clerks' leisure activities.

A possible explanation for this is that although respondents achieved educational level is comparable, the students were still studying while clerks had stopped schooling when this study was carried out. This slight differential education advantage might have increased students' awareness of leisure opportunities. This is in line with the studies done by Western researchers. (Example; British Travel Association Survey 1967).

Although clerks may be earning money, subsequent findings in this study (discussed later) revealed that their (clerks and students) potential financial spending for leisure were comparable.

Among the clerks, the range of leisure activities of the males exceeds that of females, but only by a small number. The range of leisure activities of the student respondents is comparable between the sexes.

A possible explanation for this is that male clerks being comparatively older than their female counterparts are more experienced and knowledgeable in leisure seeking whereas students are comparable in ages and are exposed to the same leisure opportunities provided by the school. (See Appendix A for school societies).

To show clerks/students differences in further detail, the few most frequently mentioned activities presented in Table 4.7 is reproduced and highlighted in Table 4.7.1. It can be seen from the Table that the popularity of some activities differs between the occupational groups. Listening to music and visiting friends are most frequently mentioned among the clerks (both 70%), followed by television viewing (65%) and then going to cinema and window shopping (both 60%). Students, in comparison, are more likely to read, followed only by television viewing and listening to music. There is virtually no sex differences among the two groups except perhaps females are more likely to go window shopping than males while males are inclined towards athletics than females (This activity is not mentioned by the clerks).

It is interesting to note that the most popular activity of the students (reading) recorded only 40% among the clerks, while visiting friends (most popular among clerks) recorded only 15% among the students. They represented the highest and lowest percentages found in the few selected activities presented on Table 4.7.1. This may be due to the fact that students are mainly librarians, and hence opt for reading while clerks are more inclined to be in contact with colleagues.

Table 4.7.1

Clerks/Students differences in leisure activities by sex and occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Television Viewing	60	70	65
Music	60	80	70
Reading	50	30	40
Cinema	60	60	60
Window Shopping	80	40	60
Visiting Friends	60	80	70
<u>Students</u>			
Television Viewing	70	60	65
Music	40	60	50
Reading	80	70	75
Cinema	20	40	30
Window Shopping	40	10	25
Visiting Friends	-	30	15
*Library Work	50	-	25
*Athletics	10	50	30
*Club Activities	20	30	25

* Not mentioned by Clerks.

In addition, the respondents were asked to list, in order, the three activities they spend most time on. In order to get some idea of the relative standing of these particular activities, these activities are subjected to weighting scores. The activity that a respondent spent most time on was given 3 points; two points was given for the second most and 1 point for the third most. Such a point system is necessary to show that although two different activities may be the favourite of an equal percentage of respondents, one may be more favoured than the other in terms of time spent on it.

It can be seen from Table 4.8 that television viewing, apart from being the most mentioned (popular) leisure activity of respondents (see Table 4.7), is also the activity respondents spent most time on, (40 points). Among the clerks, the Table shows that visiting friends scored 22 points, while listening to music scored 17 points, although both of them are mentioned by 70% of the clerks (see Table 4.7.1). It also shows that going to cinema and television viewing are on par with listening to music as far as time spent is concerned among the clerks.

In contrast, television viewing scored highest among students, despite reading being the most mentioned activity among students. Perhaps a greater number of students liked reading but only occasionally while spending more time on the television.

There is hardly any differences between the sexes in the few stated activities in Table 4.8 except that females are likely to spend more time on reading while males spend more time visiting friends.

Table 4.8

Leisure activities respondents spend most time on by occupational status (weighted points)

	Points Awarded			Total Weighted Points
	Most time spent	2nd most	3rd most	
<u>Clerks</u>				
Television Viewing	15	-	2	17
Reading	6	4	3	13
Visiting Friends	18	2	2	22
Listening to Music	9	6	2	17
Cinema	-	16	1	17
<u>Students</u>				
Television Viewing	9	8	6	23
Reading	9	6	5	20
Visiting Friends	6	2	3	11
Listening to Music	9	4	1	14
Cinema	-	4	1	5
<u>Clerks & Students</u>				
Television Viewing	24	8	8	40
Reading	15	10	8	33
Visiting Friends	24	4	5	33
Listening to Music	18	10	3	31
Cinema	-	20	2	22

(1) Physical leisure (which he claims to be actually limited

to men).

(2) Artistic leisure (which requires skills or aesthetic appreciation).

A limitation to this point allocation system is that there is no exact quantitative comparison. For example, television viewing may be the activity respondents A and B spent most time on, but their actual time expenditure on it may differ by hours. This however is not important as we are interested to see which one the activities respondents spend most time on, not the actual amount of time spent.

Since television viewing is a favourite of a large percentage of the respondents, it is appropriate to discuss television as a leisure activity. Briefly, television was introduced in Malaysia in 1963 and since its 17 years of life, its services has increased tremendously. The recent introduction of colour television will have its effects in drawing new members and probably increasing viewing hours. Television affects other leisure, as evidently seen in the Hollywood crisis of 1946 - 1959 (advent of T.V. there) where the number of moviegoers dropped by 50% (Meyersohn 1958). Meyersohn also found that the average American spent 18 hours per week on television viewing. However the influence of television is highly controversial. As Meyersohn said, "The many accusations levelled against this mass communication media (T.V.) can neither be confirmed nor refuted in any systematic way".

For easier comparison and analysis, respondents' leisure activities were classified into general groupings. Dumazedier (1974), a French Sociologist, classified leisure under five broad types:

- (1) Physical leisure (which he claims to be exclusively limited to men).
- (2) Artistic leisure (which requires skills or aesthetic appreciation).

- (3) Practical leisure (such as sewing, vegetable gardening).
- (4) Intellectual leisure (which includes reading).
- (5) Social leisure (activities which necessarily involves social contacts, relationships).

Table 4.9 shows the respondents' activities classified into the above five groupings. A point system is used to enable easier calculation and comparison. Points are allocated such that each time an activity (under any of the five groupings) is mentioned by a respondent a point is added to that group. For example, television viewing would contribute 26 points to "Social" leisure group as it was mentioned by 26 of the respondents (represented by 65% in Table 4.7). Hence the total score of all leisure activities mentioned, added together, is 200 as the 40 respondents have 5 choices each.

It can be seen from the Table that "Social" leisure has the highest score (73 points) and it represents 36.5% of all the leisure activities ever mentioned. This is mainly due to three very popular activities in this group; television viewing, visiting friends and cinema going.

Clerks-students differences are graphically shown in Figure 4.1. There are only slight differences between the two groups, except in "Intellectual" and "Social" type leisure. The findings suggests that students rather than clerks, are more likely to be involved in "Intellectual" leisure while clerks are more likely to be involved in "Social" leisure than any other leisure types. However, "Social" leisure represents the most

Table 4.9

Classification of Respondents' Leisure Activities
with their points score and percentage

Physical	Artistic	Practical	Intellectual	Social
Badminton	Aquarium	Cooking	Chess	Chit-Chat
Basketball	Pinball Machine	Gambling	Coin Collection	Cinema
Bowling	Music	Library Work	Corres- pondence	Dancing
Cycling	Piano	Photography	Poetry	Dating
Driving	Radio	Sleeping	Reading	Martial Arts
Football	Singing	Window Shopping	Pondering	Sitting Around
Gardening				Television
Outdoor Games				Visiting Friends
Walking				Club Activity
Swimming				
33	32	27	30	73
$\frac{33}{200} \times 100$ = 16.5%	$\frac{32}{200} \times 100$ = 16%	$\frac{27}{200} \times 100$ = 13.5%	$\frac{30}{200} \times 100$ = 15%	$\frac{73}{200} \times 100$ = 36.5%

(See Appendix B for explanation of classification)

popular activity among both the clerks and the students. Clerks are more involved in "Artistic" leisure than students. This is mainly due to the high percentage of clerks "listening to music". Clerks are less likely to favour physical, practical or intellectual leisure. One of the reasons might be that these leisure activities involve some degree of planning or purposeful action. This finding is consistent with the study done by Meissner (1971) who found that among workers, "sociable and expressive activities are more frequent than activities that required planning, coordination and purposeful action".

Figure 4.2 permit us to look at sex differences in the 5 different leisure types. Both males and females favoured "Social" activities above the other activities, with males showing a slightly higher percentage than females. The present data are consistent with those of Dumazedier's (1974) in showing Physical leisure to be more common among males (10%) than females (6.5%). However, the percentage for "practical" and "intellectual" type of leisure are higher for females than for males. The higher percentage may be attributed to higher female percentage in reading and library work (see Table 4.8). In general, males have a greater tendency towards physical and social leisure while females, apart from social leisure, show wider interests among the other leisure types.

To test the respondents' consistency between their perception and their actual activities, respondents were asked whether they regarded their activities more outdoor-oriented or indoor-oriented. Respondents generally have a realistic view of their own leisure. It was found that 62.5% of



FIG 4:1 Classification of leisure activities by occupational status

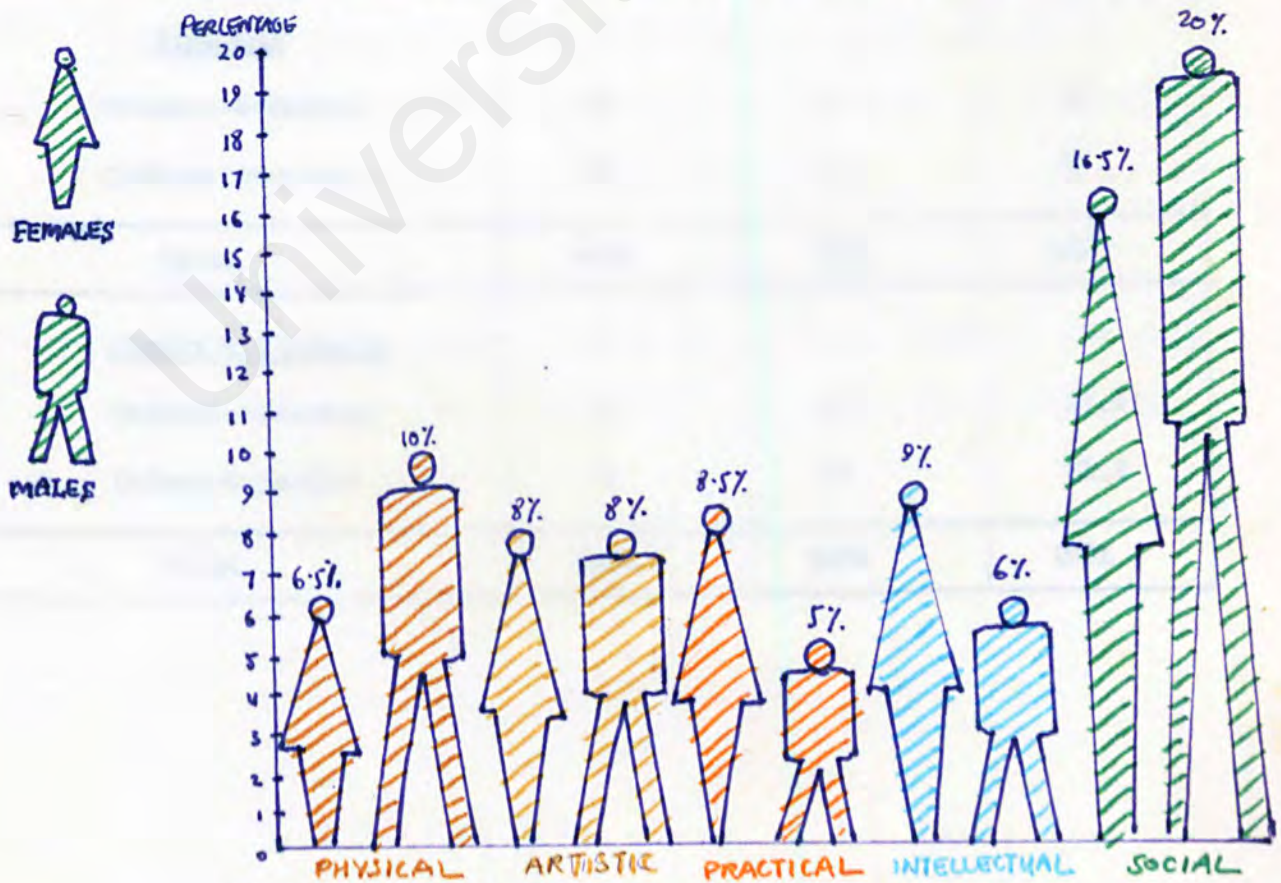


FIG 4:2 Classification of leisure activities by sex grouping

them regarded their leisure as being more indoor-oriented than outdoor (see Table 4.10). This is consistent with the results shown in Tables 4.7 and 4.8. Their leisure outside the home was less than within. This difference

Table 4.10

**Respondents' View of their own Leisure
Tendency by Sex and Occupation**

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Outdoor-Oriented	20	40	30
Indoor-Oriented	80	60	70
Total	100%	100%	100%
<u>Students</u>			
Outdoor-Oriented	40	50	45
Indoor-Oriented	60	50	55
Total	100%	50%	100%
<u>Clerks & Students</u>			
Outdoor-Oriented	30	45	37.5
Indoor-Oriented	70	55	62.5
Total	100%	100%	100%

This finding, however, does not appear to lend support to studies done by Willmott (1966) and Abrams (1959) where young people were found to spend more of their leisure outside the home than within. This difference may be attributable to various cultural differences between Malaysia and the West. However, the differences could also be attributable to the fact that most of the Western leisure studies were done during the summer time, where outdoor activities are predominant. Results may be expected to be different if these studies were done during the winter months.

Table 4.10 shows that a higher percentage of clerks regarded their leisure as indoor-oriented than students. This might be attributable to the fact that most students activities are based in school, while the clerks stay at home after work during weekdays and only go out during the weekends.

Respondents were also asked with whom they spend their three favourite activities. It is found that 35.8% of the leisure of respondents are spent with their friends (see Table 4.11).

The clerks are more likely to spend their leisure activities with friends while students more likely to do so alone. There is virtually no sex differences except that female clerks may be more likely to spend their leisure alone than male clerks.

4:4 Constraints

Table 4.11

Persons with whom Respondents spend their
Leisure Activities by Occupational Status

Persons with Respondents	Clerks (%)	Students (%)	Total (%)
Friends	55	16.6	35.8
Family	13.4	23.4	18.4
Alone	11.6	41.6	26.6
Others	20	18.4	19.2
Total	100%	100%	100%

4:4:1 Financial Constraints

A more detailed view on the respondents' financial position is shown in Tables 4.12, 4.14 and 4.15. Table 4.14 shows the clerks' salary to be below 1400 per month. Males are slightly better off in their salaries than females. The clerks were asked to state the amount of money they normally had left after obligatory expenditure (see Table 4.14) and it is found that figures are comparable to that of students' allowance (see Table 4.15). Obligatory expenditure were explained to respondents as those expenditure that they felt obligated to spend, for example, giving money to their parents, repairing motorbike, scooter's.

4:4 Constraints

Table 4.12

Reasons for not taking up other desired

It can be assumed that leisure activities are largely dependent on the availability of time and money. In this study, respondents were asked to name the factors that prevented them from taking up some other desired activities.

Finance and work (studies for students) are the main constraints cited by 80% of the respondents. Interestingly, none of the respondents felt that family or religion constitute a constraint to their leisure seeking (see Table 4.12). There is few occupational differences here but males are more likely to perceive their work and finance as constraints than females.

4:4:1 Financial Constraints

A more detailed view on the respondents' financial position is shown in Tables 4.13, 4.14 and 4.15. Table 4.14 shows the clerks' salary to be below \$400 per month. Males are slightly better off in their salaries than females. The clerks were asked to state the amount of money they normally had left after obligatory expenditure (see Table 4.14) and it is found that figures are comparable to that of students' allowance (see Table 4.15). Obligatory expenditure were explained to respondents as those expenditure that they felt obligated to spend, for example, giving money to their parents, repairing motorbike, ecetera.

	Female	Male	Total
Finance	100%	100%	100%
Work	100%	100%	100%
Family	0%	0%	0%
Religion	0%	0%	0%
Finance & Work	100%	100%	100%
Finance & Family	0%	0%	0%
Finance & Religion	0%	0%	0%
Work & Family	0%	0%	0%
Work & Religion	0%	0%	0%
Family & Religion	0%	0%	0%
Finance, Family & Work	100%	100%	100%
Finance, Family & Religion	0%	0%	0%
Finance, Work & Religion	0%	0%	0%
Family & Work & Religion	0%	0%	0%
Finance, Family, Work & Religion	100%	100%	100%

Table 4.12

Reasons for not taking up other desired activities by sex and occupation

Constraints	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Finance Only	40	10	25
Family Only	-	-	-
Work Only	30	10	20
Finance & Work	-	80	40
Family & Work	-	-	-
Finance, Family & Work	30	-	15
Finance, Family Work & Religion	-	-	-
Total	100%	100%	100%
<u>Students</u>			
Finance Only	20	30	25
Family Only	-	-	-
Work Only	10	10	10
Finance & Work	40	40	40
Family & Work	10	-	5
Finance, Family & Work	10	10	10
Finance, Family Work & Religion	10	10	10
Total	100%	100%	100%
<u>Clerks & Students</u>			
Finance Only	30	20	25
Family Only	-	-	-
Work Only	20	10	15
Finance & Work	20	60	40
Family & Work	5	-	2.5
Finance, Family & Work	20	5	12.5
Finance, Family Work & Religion	5	5	5
Total	100%	100%	100%

Table 4.13

Monthly Salary of Clerks by Sex

Monthly Salary	Sex		Total (%)
	Female (%)	Male (%)	
\$100 - \$199	50	10	30
\$200 - \$299	50	20	35
\$300 - \$399	-	70	35
\$400 and above	-	-	-
Total	100%	100%	100%

Table 4.14

Amount of Salary left monthly after
obligatory expenditure by sex (clerks only)

<u>Clerks</u>	Sex		Total (%)
	Female (%)	Male (%)	
Less than \$20	10	-	5
\$20 - \$29	20	10	15
\$30 - \$39	30	30	30
\$40 - \$49	30	20	25
\$50 - \$59	10	20	15
\$60 and above	-	20	10
Total	100%	100%	100%

Table 4.15

Student Respondents' Allowance per month
by Sex

<u>Students</u>	Sex		Total (%)
	Female (%)	Male (%)	
Less than \$20	-	10	5
\$20 - \$29	20	30	25
\$30 - \$39	20	20	20
\$40 - \$49	40	20	30
\$50 - \$59	-	20	10
\$60 and above	20	-	10
Total	100%	100%	100%

Seen as a whole, the average respondent has \$40 per month to spend on leisure. (Clerks - \$40.75¢ per month and students - \$39.25¢; calculated from Tables 4.14 and 4.15). It is also revealed that 92.5% of the respondents have no part-time jobs to supplement their income (see Table 4.16). Only one clerk and two students hold any part-time jobs at all. This perhaps might explain why the chief leisure activity all round is television viewing, reading, listening to music or visiting friends - activities which hardly involve any substantial spending.

from parents in their leisure periods. (90% of the students have at least some financial aid from their parents).

Table 4.16

Respondents and Part-time jobs by Sex and Occupation

<u>Clerks</u>	Sex		Total (%)
	Female (%)	Male (%)	
Part-Time Job	-	10	5
No Part-Time Job	100	90	95
Total	100%	100%	100%
<u>Students</u>	-	-	-
Part-Time Job	-	20	10
No Part-Time Job	100	80	90
Total	100%	100%	100%
<u>Clerks & Students</u>	-	-	-
Part-Time Job	-	15	7.5
No Part-Time Job	100	85	92.5
Total	100%	100%	100%

In view of this situation, it would be interesting to find out if anybody helps in financing the respondents' leisure activities. Table 4.17 indicates that half of the respondents (almost entirely clerks) finance their own leisure activities. It is mostly the students who receive financial aid from parents in their leisure pursuits. (90% of the students have at least some financial aid from their parents).

4.4.2 Time Constraints.

Table 4.17

Persons Responsible for Financing Respondents' Leisure Activities by Sex and Occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Parents	10	-	5
Ownself	90	100	95
Parents & Ownself	-	-	-
Relatives	-	-	-
Total	100%	100%	100%
<u>Students</u>			
Parents	60	20	40
Ownself	-	10	5
Parents & Ownself	30	70	50
Relatives	10	-	5
Total	100%	100%	100%
<u>Clerks & Students</u>			
Parents	35	10	22.5
Ownself	45	55	50
Parents & Ownself	15	35	25
Relatives	5	-	2.5
Total	100%	100%	100%

4:4:2 Time Constraints

Perception of the availability of time for leisure activities may be expected to increase leisure participation. In this context, respondents were asked to state the amount of time expended on obligatory activities, so that the time left over, i.e. leisure time, can be estimated.

Tables 4.18, 4.19 and 4.20 indicate time expended on overtime/own studies, additional classes and travelling respectively. Table 4.18 shows that 25% of the respondents have no overtime work (all from the clerks group). On average, a clerk spend 2 hours per week on overtime while 19 hours a week are spent on self-study by a student. It was also found that male clerks puts in more hours of overtime than female clerks while female students exceed males in terms of hours spent on self-study.

Table 4.19 shows that 62.5% of the respondents don't have any additional classes to attend. However there are twice as many students as clerks taking additional classes. Students' additional classes are mainly school related (Physics, Mathematics, Malay). Female clerks attended classes such as shorthand and accountancy while their male counterparts were more likely to go for languages (example, French and Mandarin). There are few differences between the four groups in terms of time spent on additional classes.

Table 4.20 shows an approximation of the time taken by a respondent per day on transportation. The majority of the respondents (60%) spent about 35-45 minutes per day on necessary transportation. On average, the clerks

Table 4.18

Respondents' time expended on Overtime/Own Study
Per Week by Sex and Occupation

Clerks	Sex		Total (%)
	Female (%)	Male (%)	
Nil	60	40	50
1 - 5 hours	40	40	40
6 - 10 hours	-	20	10
Total	100%	100%	100%
<u>Students</u>			
6 - 10 hours	20	20	20
11 - 15 hours	-	30	15
16 - 20 hours	20	10	15
21 - 25 hours	30	20	25
26 - 30 hours	30	20	25
Total	100%	100%	100%
<u>Clerks & Students</u>			
Nil	30	20	25
1 - 5 hours	20	20	20
6 - 10 hours	10	20	15
11 - 15 hours	-	15	7.5
16 - 20 hours	10	5	7.5
21 - 25 hours	15	10	12.5
26 - 30 hours	15	10	12.5
Total	100%	100%	100%

Mean Time Expended Per Person Per Week	Female Clerks	Male Clerks	Female Students	Male Students
	1.2 hrs.	2.8 hrs.	20.5 hrs.	17.5 hrs.

Table 4.19

Respondents' Time Expended on Additional Classes per week by Sex and Occupation

Hours per Week	Clerks		Students		Total (%)
	Female (%)	Male (%)	Female (%)	Male (%)	
Nil	70	80	70	30	62.5
1 hour	-	-	-	-	-
2 hours	10	-	-	-	2.5
3 hours	-	10	30	60	25
4 hours	10	10	-	-	5
5 hours	-	-	-	-	-
6 hours	-	-	-	10	2.5
7 hours	-	-	-	-	-
8 hours	10	-	-	-	2.5
Total	100%	100%	100%	100%	100%
Mean Time Expended Per Person Per Week	1.4 hrs.	0.7 hrs.	0.9 hrs.	2.4 hrs.	

take a longer time for transportation than the students and females in general spent more time on transportation than males.

Table 4.20

Respondents' time spent on travelling to and from work/school per day by sex and occupation

Travelling Time	Clerks		Students		Total (%)
	Female (%)	Male (%)	Female (%)	Male (%)	
1 - 10 min.	-	-	-	-	-
11 - 20 min.	-	-	10	10	5
21 - 30 min.	-	20	10	20	12.5
31 - 40 min.	30	20	30	20	25
41 - 50 min.	30	40	30	40	35
51 - 60 min.	40	20	20	10	22.5
Total	100%	100%	100%	100%	100%
Mean Time Taken Per person per day	46 min.	41 min.	39 min.	37 min.	
Mean Time Taken Per person per week	5.4 hrs.	4.8 hrs.	4.5 hrs.	4.3 hrs.	

The above three Tables were used to construct a time-expenditure chart (see Figure 4.3). Hours of sleeping and maintenance hours (for example, eating, toilet, etc.) are taken as 56 hours and 26 hours per week respectively, following the standard as set by J. Mundy (1979). Different working hours from the two offices (from which the clerical respondents were drawn) were worked out to an average of 42.25 hours per week while school lesson work out to a standard 30 hours per week.

The chart shows that the average clerk has an average of 5 hours more for leisure than the average student per week. Although students have half days, they put in more "overtime" (i.e. own study) than the average clerk. This difference is however negligible if the five hours are dispersed equally among the seven days of the week (43 minutes per day more).

Respondents on the whole felt that there should be more time for leisure, with 70% of the respondents expressing this view (see Table 4.21). There were virtually no differences between the sex and occupational groups.

However, students particularly males are generally against the idea of a shorter school week and longer yearly holidays (see Table 4.22). Clerks, by comparison, are generally for the idea of a shorter working week (5-day week) and longer yearly leave. A reason for this big difference is that longer holidays might affect their educational performance while clerks have everything to gain from more days off.

in hours per week by sex and occupation.

(COMPILED FROM TABLES 4.11, 4.12 and 4.13)

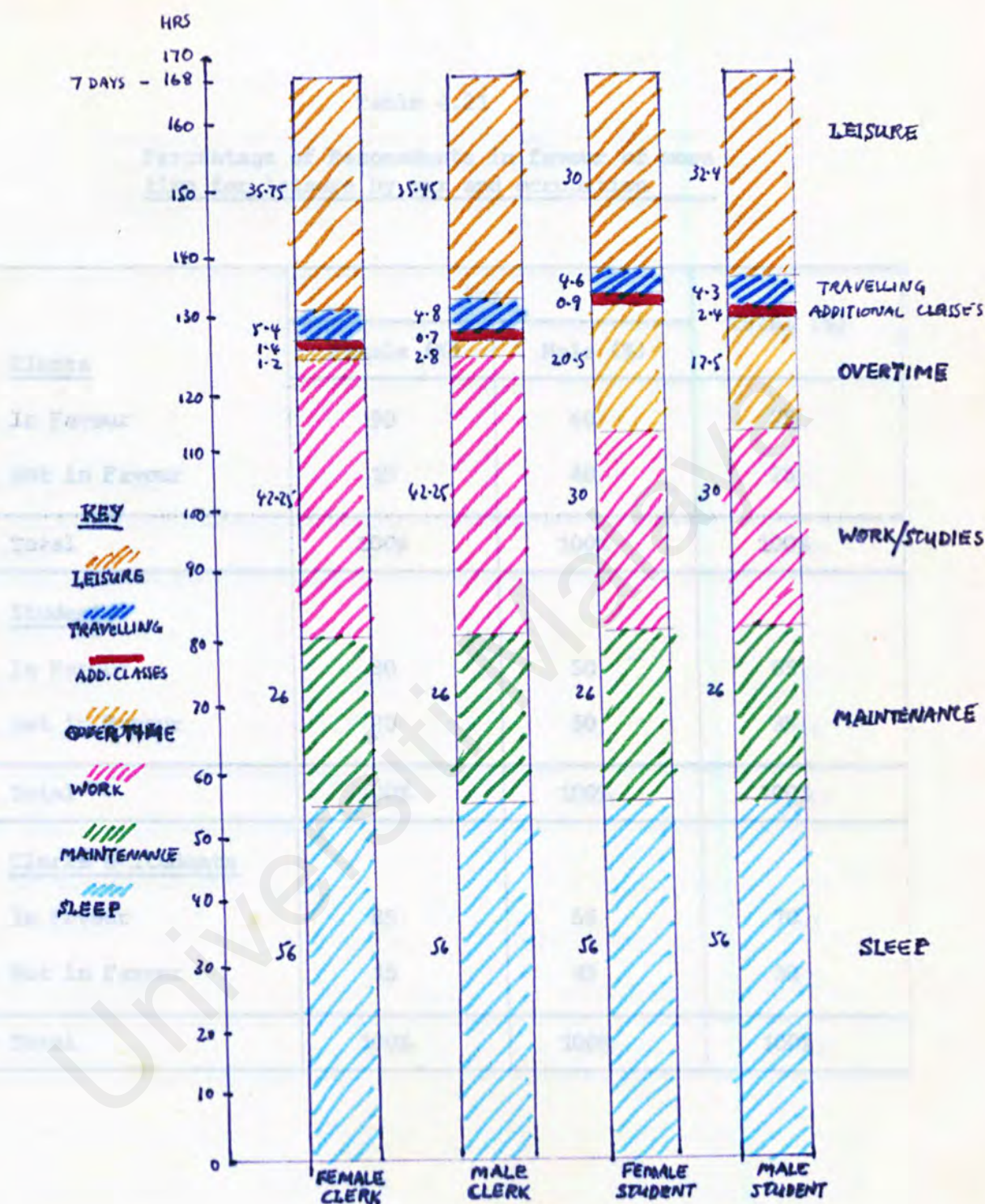


FIG 4:3 Respondents' time expenditure chart
in hours per week by sex and occupation .

(COMPUTED FROM TABLES 4:18, 4:19 and 4:20)

Table 4.21

Percentage of Respondents in favour of more time for leisure by sex and occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
In Favour	90	60	75
Not in Favour	10	40	25
Total	100%	100%	100%
<u>Students</u>			
In Favour	80	50	65
Not in Favour	20	50	35
Total	100%	100%	100%
<u>Clerks & Students</u>			
In Favour	85	55	70
Not in Favour	15	45	30
Total	100%	100%	100%

Table 4.22

Percentage of Respondents in favour of shorter working week and longer yearly leave by sex and occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
In Favour	90	70	80
Not in Favour	10	30	20
Total	100%	100%	100%
<u>Students</u>			
In Favour	60	-	30
Not in Favour	40	100	70
Total	100%	100%	100%
<u>Clerks & Students</u>			
In Favour	75	35	55
Not in Favour	25	65	45
Total	100%	100%	100%

4:4:3 Given Time and Money

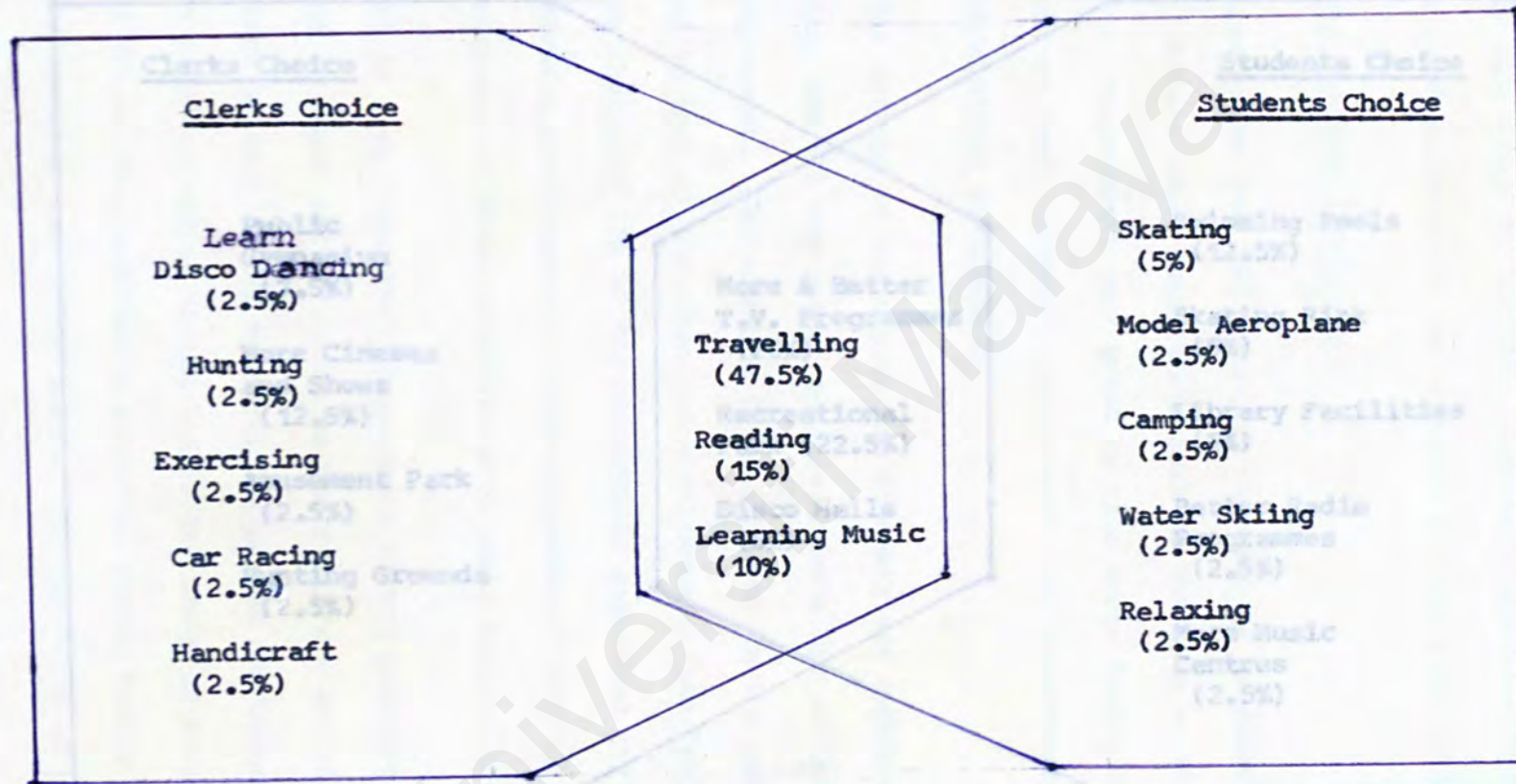
The preceeding two sections discussed the two major constraints on respondents leisure activities. Hence, respondents were also asked to name some desired leisure activities if they were given the required time and money to do so.

In Figure 4.4, it can be seen that almost half (47.5%) of the respondents would like to travel. Another activity that the respondents would like to take up is reading. By comparison, the students were more diverse in their choice of desired leisure. It should be noted that most, if not all, of these desired leisure activities involve time or money. Both males and females expressed the common desire for travelling.

In connection to the above, respondents were also asked what leisure facilities they would like to have in the near future. Their requests, in a way, reflect the current inadequacy of facilities available and express their dissatisfaction with the present facilities. Figure 4.5 shows that respondents wanted more recreational parks, more and better television programmes and swimming pools (mostly students).

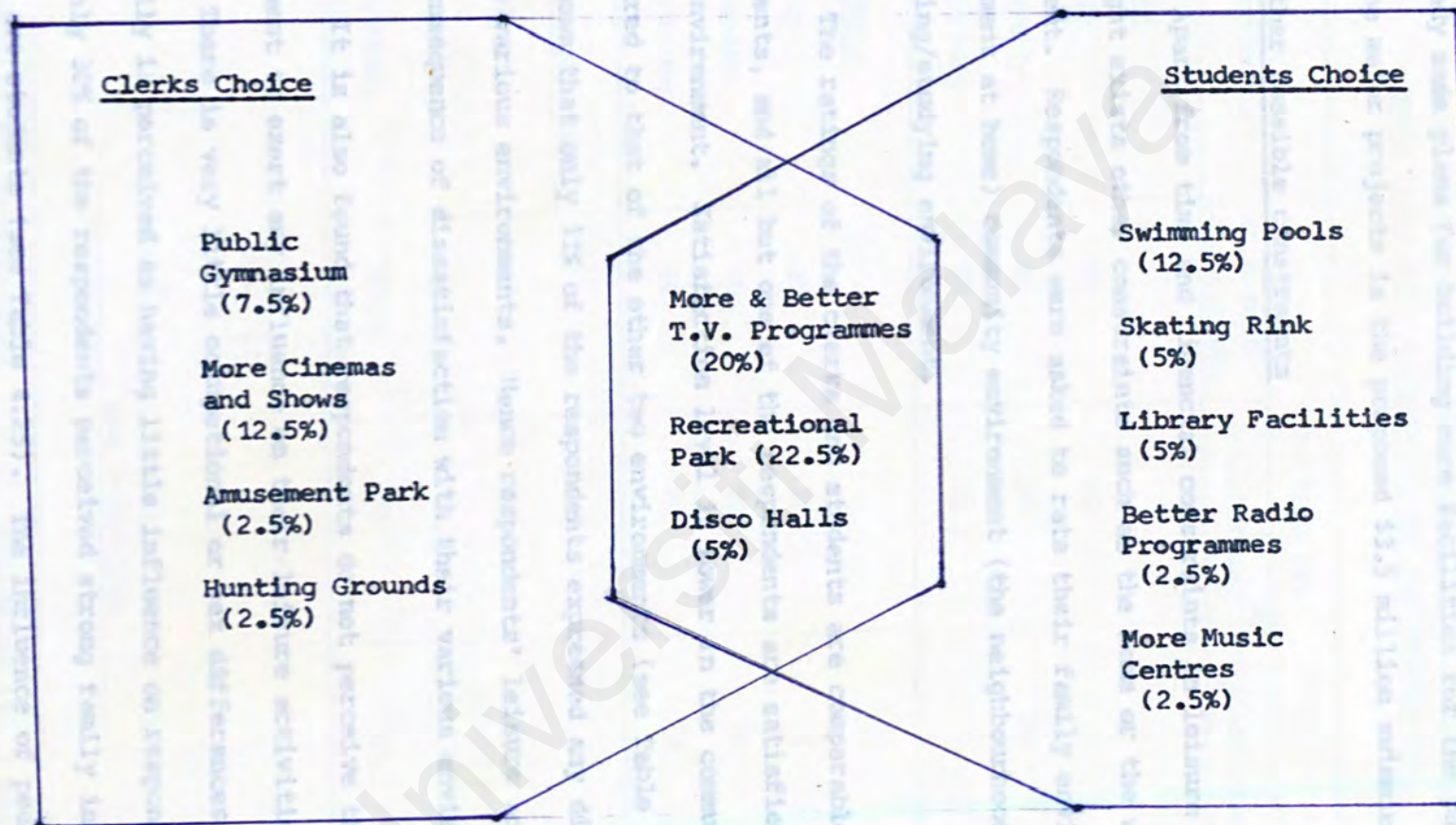
Generally, respondents wanted existing leisure facilities to be increased or expanded, rather than the creation of facilities for novel activities. All in all, none of the facilities requested by respondents may be termed unreasonable or unrealistic. In fact, the Municipal Hall is aware of the inadequacy of existing leisure facilities, particularly the contribution made by the government. Through the informal interview with

Figure 4.4 : Leisure activities respondents wish to take up given time and money to do so.



(NOTE: 2.5% EQUALS ONE RESPONDENT)

Figure 4.5 : Leisure facilities requested by respondents by occupation grouping.



(NOTE : 2.5% EQUALS ONE RESPONDENT)

officers of the Municipal Council, the author found that the authorities had already made plans for building more facilities for the public. Indeed one of the major projects is the proposed \$3.5 million swimming complex.

4:4:4 Other possible constraints

Apart from time and financial constraints in leisure activities, there might exist other constraints such as the home or the working environment. Respondents were asked to rate their family environment (environment at home) community environment (the neighbourhood itself) and working/studying environment.

The ratings of the clerks and students are comparable in their environments, and all but one of the respondents are satisfied with their family environment. Satisfaction level is lower in the community environment as compared to that of the other two environments (see Table 4.23). Table 4.23b shows that only 11% of the respondents expressed any dissatisfaction with the various environments. Hence respondents' leisure activities are not a consequence of dissatisfaction with their various environments.

It is also found that respondents do not perceive the community environment to exert any influence on their leisure activities (see Table 4.24). There is very little occupational or sex differences in this matter. The family is perceived as having little influence on respondents' leisure too. Only 30% of the respondents perceived strong family influence, majority of whom are students (see Table 4.25). The influence of peers was however perceived to exert somewhat more influence on the respondents' activities.

Table 4.23

Respondents ratings of their family, community and work/study environments by sex and occupation

Environments	Ratings (%)			Total (%)
	More than Satisfactory	Satisfactory	Unsatisfactory	
<u>Clerks</u>				
Family	55	45	-	100%
Community	40	35	25	100%
Work/Study	75	20	5	100%
<u>Students</u>				
Family	65	30	5	100%
Community	40	50	10	100%
Work/Study	60	20	20	100%
<u>Clerks & Students</u>				
Family	60	37.5	2.5	100%
Community	40	42.5	17.5	100%
Work/Study	67.5	20	12.5	100%

Table 4.23b

Satisfaction: A General View by Sex and Occupation

Generally all Environments	Satisfied (%)	Dissatisfied (%)
Clerks	90%	10%
Students	88%	12%
Clerks & Students	89%	11%

Table 4.24

Respondents' perception of influence of environment on leisure activities by sex and occupation

Influence of Community	Clerks		Students		Total (%)
	Female (%)	Male (%)	Female (%)	Male (%)	
Very Strongly	10	30	40	20	25
Not Very Strongly	10	20	20	30	20
Not at all	80	50	40	50	55
Total	100%	100%	100%	100%	100%

Table 4.25

Respondents' perception of influence of family on leisure activities by sex and occupation

Influence of Family	Clerks		Students		Total (%)
	Female (%)	Male (%)	Female (%)	Male (%)	
Very Strongly	30	10	40	40	30
Not Very Strongly	30	30	20	50	32.5
Not at all	40	60	40	10	37.5
Total	100%	100%	100%	100%	100%

Table 4.26 shows that 40% of the respondents perceived peers as an influence compared to 37.5% who don't see peers as an influence.

Table 4.26

Respondents' perception of influence of peers
on leisure activities by sex and occupation

Influence of Peers	Clerks		Students		Total (%)
	Female (%)	Male (%)	Female (%)	Male (%)	
Very Strongly	40	40	30	50	40
Not Very Strongly	20	40	20	10	22.5
Not at all	40	20	50	40	37.5
Total	100%	100%	100%	100%	100%

Hence it is reasonable to assume that the leisure activities of respondents are perceived to be made outside the influence of the family, community or peer environments. For the respondents, time and money represent the chief reasons for their choice of leisure activities. Generally it can be said that the clerks are more concerned with the availability of finance whereas the students are more concerned with the availability of time as they receive financial aid from their parents (see Table 4.18). Few sex differences are observed within occupational groups, except that more females perceived their families as an influence than males and male clerks are slightly better off financially than female clerks.

4:5 Work/Study Opinion and Self-Valuation

Studies has been done to show that a person, satisfied in his job are more likely to be satisfied with his leisure (Waldermier 1973 and Winters 1973) but even if a person is not satisfied with his job, he will seek satisfaction from his leisure (Friedmann 1961).

In this study, respondents were asked to rate their leisure, work/studies, work fatigue and work leisure compensation. In addition, respondents were also asked to rate their own sociability and what priority they would give to work and leisure.

On the whole, respondents found their leisure satisfactory, although none rated it "very satisfactory" and more clerks than students are dissatisfied with their leisure activities (see Table 4.27). In both occupational groups males showed somewhat higher degrees of satisfaction than their female counterparts (70% females as compared to 95% males).

On the other hand, 50% of the clerks found their work not very stimulating and 55% of the students regarded their studies as near to boring (see Table 4.28). Only 5% of the respondents (all clerks) found their work "very stimulating". In general, females find their work/studies less stimulating (75% of all female respondents), although this is far more pronounced among the students than among the clerks (90% of all female students as compared to 60% of female clerks).

Table 4.27

Respondents' ratings of own leisure by sex
and occupation

	Sex		Total (%)
	Female (%)	Male (%)	Total (%)
<u>Clerks</u>			
Very Satisfactory	-	-	-
Satisfactory	60	90	75
Not Satisfactory	40	10	25
Total	100%	100%	100%
<u>Students</u>			
Very Satisfactory	-	-	-
Satisfactory	80	100	90
Not Satisfactory	20	-	10
Total	100%	100%	100%
<u>Clerks & Students</u>			
Very Satisfactory	-	-	-
Satisfactory	70	95	82.5
Not Satisfactory	30	5	17.5
Total	100%	100%	100%

Table 4.28

**Respondents' opinion of own work/study
by sex and occupation**

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Very Stimulating	-	20	10
Stimulating	40	40	40
Not Very Stimulating	60	40	50
Boring	-	-	-
Total	100%	100%	100%
<u>Students</u>			
Very Stimulating	-	-	-
Stimulating	10	80	45
Not Very Stimulating	50	10	30
Boring	40	10	25
Total	100%	100%	100%
<u>Clerks & Students</u>			
Very Stimulating	-	10	5
Stimulating	25	60	42.5
Not Very Stimulating	55	25	40
Boring	20	5	12.5
Total	100%	100%	100%

In addition, it is found that 72.5% of the respondents found their work/studies strenuous. Generally, a higher percentage of clerks (80%) considered their work strenuous as compared to 65% of the students only (see Table 4.29). There were generally no sex differences within the two groups.

Respondents were also of the opinion that their leisure compensates for the effort they put in at work/studies. Table 4.30 shows that 80% of the clerks and 75% of the students are of the opinion that their leisure activities help them cope with their work. Generally, the respondents felt that their work/study is strenuous and boring but felt that their leisure compensates for their work and are satisfied with their leisure. It is probably female respondents who are less satisfied with their leisure and found their work less stimulating than their male counterparts. This group contradicts the Western studies quoted earlier. However, we can expect to get very different answers if we use different occupational groups as clerical work, on the whole, are boring and not terribly challenging.

Western studies, especially that by Sutton, Bid and Costello (1972) found that young people tended to place more importance to leisure than work. Dublin (1956) also found that work was not a central life interest for industrial workers. The present findings show that the majority placed equal importance on work and leisure (65% - see Table 4.31) and only 5% regarded leisure as more important than work. Students, generally think their studies are of prime importance at this stage of education but felt that leisure or recreation should not be neglected. Female clerks are the only respondents who regarded leisure as more important than work (see Table 4.31).

Table 4.29

Respondents' ratings of work/study
fatigue by sex and occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Very Strenuous	20	10	15
Strenuous	60	70	65
Not Very Strenuous	20	-	10
Not at all	-	20	10
Total	100%	100%	100%
<u>Students</u>			
Very Strenuous	20	30	25
Strenuous	40	40	40
Not Very Strenuous	30	30	30
Not at all	10	-	5
Total	100%	100%	100%
<u>Clerks & Students</u>			
Very Strenuous	20	20	20
Strenuous	50	55	52.5
Not Very Strenuous	25	15	20
Not at all	5	10	7.5
Total	100%	100%	100%

Table 4.30

Respondents' opinion of work-leisure
compensation by sex and occupation

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Compensatory	80	80	80
Not Compensatory	20	20	20
Total	100%	100%	100%
<u>Students</u>			
Compensatory	80	70	75
Not Compensatory	20	30	25
Total	100%	100%	100%
<u>Clerks & Students</u>			
Compensatory	80	75	77.5
Not Compensatory	20	25	22.5
Total	100%	100%	100%
Total	100%	100%	100%

Table 4.31

**Priority given to work/study and
leisure by sex and occupation**

	Sex		Total (%)
	Female (%)	Male (%)	
<u>Clerks</u>			
Leisure more important	20	-	10
Equal importance	80	50	65
Work more important	-	50	25
Total	100%	100%	100%
<u>Students</u>			
Leisure more important	-	-	-
Equal importance	60	70	65
Work more important	40	30	35
Total	100%	100%	100%
<u>Clerks & Students</u>			
Leisure more important	10	-	5
Equal importance	70	60	65
Work more important	20	40	30
Total	100%	100%	100%

4:6 Summary

In this section, a summary of the general findings is presented. A total of 40 Chinese respondents are drawn from two offices and a school in Ipoh. The respondents are all unmarried and consist of 20 clerks and 20 Sixth Form students, both males and females, aged between 18-24 years.

On the whole, respondents are comparable in terms of medium and level of education, residence area and family structure. The average age of the respondents is 19-20 years with male clerks being somewhat older than the other groups. The males had generally been in their jobs/school for a longer period of time than the females.

The leisure activities of the respondents are basically home-oriented. Respondents engaged in a wide variety of activities but only a few are popular with the respondents as a whole.

Television-viewing is by far the most popular leisure past-time of the respondents. This is followed by listening to music, reading, going to the cinema and visiting friends. These activities represents the cheapest form of entertainment, very convenient and easily accessible.

The leisure activities of the respondents are more of the "Social" type. The other types of leisure captured only a small percentage of the respondents individually. This is the case for both the clerks and students and for both sexes. Students are perhaps better represented in intellectual and physical leisure types than clerks. More males are represented in physical type of leisure but females dominated in intellectual and practical types of leisure.

It is found that respondents had a very small sum of money for leisure, with the female clerks in the worst position. Students (both males and females) at least have some financial aid and from their parents. Time expenditure calculation roughly left the four groups of respondents with an equal amount of time for leisure which is 33.4 hours per week, a rather inadequate length of time.

Respondents do not perceive the various environment to influence their choice of activities but felt that peer environment might exert slightly more influence than the other environments. This is the case for all the four groups. Generally, all respondents are satisfied with their various environments.

Hence it is reasonable to assume that the respondents' leisure activities are made not as a consequent of dissatisfaction with, or the influence of, the various environments, but rather constrained and guided by the economies of finance and time.

The respondents are, on the whole, satisfied with their leisure activities, which they felt compensated for their "unstimulating" and "strenuous" work/studies. Females, especially students, were least satisfied with their lot in this aspect. However, the majority of the respondents placed work/study as equal to, if not above, leisure in importance.

CHAPTER V

CONCLUSION

In this chapter, the implication of the findings in this study are discussed. Occupational and sex differences are also considered. The implications of the study for future research are also discussed.

Although the respondents are involved in a wide range of activities, it was found that too much emphasis have been placed on a few favoured leisure, particularly television, listening to music or reading. These activities, by themselves, may not be undesirable, but a wider participation in other activities would perhaps promote a healthier and more wholesome community of youths.

From the findings, it would seem that occupation plays an important role in determining the range of activities of young people. Students were generally involved in a wider range of activities than the clerks. While there may be various other reasons for this, it cannot be denied that the school environment does promote and encourage a wider range of activities for participation than does the working environment. However, findings show that neither students nor clerks spend leisure in a "characteristic way, emulating their style of life" as suggested by Mills (1953).

Since the findings revealed that both occupational groups are generally comparable in age, education, residence area, family background, finance situation and length of time left for leisure, the difference in the

range of activities is attributable to other factors, such as differential exposure to opportunities and the relative ease to be involved in an activity.

The informal talk held between the clerks and the author after each interview revealed that most clerks had formerly been involved in one or two school club's activities but had abandoned them after leaving school. This suggests that involvement in societies movements or clubs activities depends, to a certain degree, on the accessibility of the facilities.

However clerks do tend to feel fatigued after work and hence are more likely to be found relaxing at home whereas a student can defer own studies after school hours to be involved in an extra-mural activity.

The study revealed few sex differences among the occupational groups. Female clerks are involved in less activities than the other groups. This perhaps may be due to the fact that they are earning somewhat less than their male counterparts. Female students range of activities equals male students because both groups have similar financial and leisure opportunities situations.

Slight differences were only observed in their involvement with different leisure groups. As with Western studies (example, Dumazedier 1974), females were found to be less involved with physical leisure. However, females are active in practical and intellectual leisure. This might perhaps be explained by the fact that the Malaysian family, especially the Chinese, socialize and expect their female children to spend their spare time at home. Practical and intellectual leisure are more home-oriented than other leisure types.

Despite the slight difference in range of activities between the two occupational groups, the respondents have in common, the few favourite leisure past-times. The study shows that young people are mass-media enthusiasts. A recent survey done by McCavin-Erickson (1980) on Asian youths points to this conclusion too. This has wide implications for the government. For example, television, apart from being a form of entertainment, can also be a source of influence for those overly dependent on it as a past-time. The same can be said for listening to the radio and reading of newspaper, magazines and other reading materials. The government can use these popular forms of mass-media to educate the young, to promote a sense of awareness of the surroundings and the world at large in the youngster and to instil unity and national aspiration in their young minds with clear and accurate information regarding government objectives.

It is a fact that attitudes and ideas towards life and world-view are formed during the early years and once formed, very hard to change or to accomodate new ideas. This is especially important in view of the fact that Malaysia has such a young population. If the popularity of these three media throughout the country is as significant as the findings in this study suggests, then no effort or expenditure can be regarded as too extravagant in realizing national aspiration through the utilization of these popular agents of information.

However to avoid the pitfalls of an unthinking and gullible group of youngster in the country, the government should see to it that sufficient and suitable alternative source of leisure recreation and entertainment are

available. It is sad to admit however, such efforts may be hinged on economic and political considerations, which may or may not truly benefit the young population or the people at large.

Since the study revealed that time and finance represent two chief constraints, the government could perhaps provide more public facilities which are cheaper to participate than those offered by exclusive clubs. The fact that the findings revealed that it is the inadequacy of the existing facilities rather than a demand for new experience perhaps suggest that government has only to improve and expand upon existing facilities to bring about greater participation from the citizens.

The perception of the availability of time might perhaps be a consequence of too much emphasis on earning more money and on the importance of examination. In view of this, both the government and the private sector could introduce more pay-leave holidays for the lower income salaried workers while de-emphasizing the importance of academic achievements in school and replace it by an all round education, especially education in recreation. This action might promote a sense of relieve and encourage more involvement in recreational activities.

The present study makes no pretence to present a comprehensive picture of leisure activities and factors of influence of young people in Malaysia. There are various limitations in the study. Among the most obvious is the small sample, the restricted range of occupations and the fact that the study is confined to Chinese youths only must be borne in mind in evaluating the findings of the study. Nevertheless the present findings do

provide some insight into the trends regarding the leisure activities of young people, their grievances and attitudes regarding the factors that determine their choice of leisure.

Various aspects of the topic have been left unexplored by this study to permit any meaningful generalisation to be made. It would be ideal and certainly interesting if future studies could investigate the leisure activities of young people from different backgrounds, such as ethnic background, occupation, socio-economic status and physical background like rural or urban. Studies of interest could be conducted, for example, to investigate the leisure activities of young people who are married or those who are physically handicapped.

Further, leisure study and investigation of this kind can be extended to include all age groups on a national level. Leisure activities is an area unexplored by social researchers in Malaysia. As Malaysia gets more and more developed, leisure can be expected to play an increasingly prominent role in people's lives. In view of Malaysia's young population, research contribution towards this field might prove beneficial and rewarding to all parties concerned.

BIBLIOGRAPHY

- Abrams, M., The Teenager Consumer, London Press Exchange 1959.
- Altman, Taylor & Wheeler, "Ecological aspects of group behaviour in social isolation". Journal of Applied Social Psychology, Vol. 1, 1971.
- B.B.C. Survey, (Audience Research Department) The People's Activities, 1965.
- Burdge, R., "Levels of occupational prestige and leisure activities". Journal of Leisure Research, Vol. 3, 1969, Pg. 262.
- Burns, T., "Leisure in Industrial Society" in M.A. Smith et al (ed.) Leisure and Society in Britain, Allen Lane 1974, Pg. 43.
- Campbell, R.M., "Study of Relationship between personality, work and leisure". American Journal of Social Research, Vol. 56, 1963.
- Clarke, A.C., "The use of leisure and its relation to level of occupational prestige". American Sociological Review, Vol. 21, 1956, Pg. 301.
- Connell, Stroobant, Sinclair, Rogers, 12 to 20 : Studies of City Youth, Hicks Smith & Sons, 1975.
- Craven, I., "Leisure" in Encyclopaedia of the Social Science, Vol. 5, Macmillan 1933.
- Dahlstrom, E., The changing roles of men and women, Duckworth, 1967.
- Dublin, R., "Industrial Workers' World" in Social Problems, Vol. 3, 1956.

- Dumazedier, J., Sociology of Leisure, Amsterdam Elsevier, 1974.
- _____, Towards a Society of Leisure, Free Press, 1967.
- Ergstrom, L.M., International Revision of Sport Society, 1974.
- Frankenberg, R., Community in Britain: Social Life in Town & Country, Penguin, 1965.
- Friedman, G., Anatomy of Work: Implication of specialization, Heinemann 1961.
- Fuji Bank Bulletin, "Importance of Work and Leisure", July 1972.
- Graham, S., "Social Correlation of adult leisure-time behaviour" in M.B. Sussman (ed.) Community Structure & Analysis, Crowell Co., 1959, Pg. 347.
- Godbey, G. & Parker, S., Leisure Studies and services: An Overview. W.B. Saunders Co., 1976.
- Gordon, "Influence and social comparison as motive for affiliation", Journal of Experimental Social Psychology Supplement, 1966.
- Hutchison, "Federal programs in Recreation and Parks" in Leisure Today, June 1973, Pg. 27.
- International Encyclopaedia of the Social Science, Crowell, Collin & Macmillan (ed.), Vol. 9, 1968.
- Jabatan Perangkaan Malaysia, Laporan Am 1970. Jadual asas penduduk Jilid 1, Bah. X - Perak.
- Leigh, J., Young People and Leisure, Routledge & Kegan Paul, 1971.
- Lundberg, G.A. et al. Leisure: A suburban study, Columbia University Press, 1967.

- Maccoby & Jacklin Psychology of Sex differences, Stanford University Press, 1974.
- Mandelbaum, Soldier group and Negro Soldiers, University of California Press, 1952.
- Meissner, M., "The long arm of the job" in Industrial Relation, Vol. 10, 1971, Pg. 239.
- Meyersohn, R., "Social Research in television" in Mass Culture, Free Press, 1958.
- Middlebrook, Social Psychology and Modern Living, A.A. Knopf 1974.
- Mills, W., White Collar, the American Middle Class, Oxford University Press, 1953.
- Moore, G.H. & Hedges, J.N., "Trends in Labour and Leisure" in Monthly Labour Review, Vol. 94, 1971.
- Mundy, J. & Odum, L., Leisure Education: Theory and Practice, John Wiley & Sons, 1979.
- Musgrove, P.W., "How children use television" in New Society, Penguin 1969.
- New Straits Times, McCavin Erickson: Asian youth habits & attitudes, Pg. 19 (Oct. 4, 1980).
- Oxford English Dictionary, Murray, Bradley, Craigue & Onions (ed.) Vol. 1, 1933.
- Parker, S.R., "Work and non-work in three occupations", Sociological Review, Vol. 13, 1958.
- _____, "Attitude of work and leisure" in New Society, 1974.
- British Travel Association, "Pilot National Recreation Survey", University of Keele, 1967.
- Roberts, K., Leisure, Longmans Group Limited 1970.

- Reissmann, L., "Class, Leisure and Social Participation" in American Journal Review, Vol. 19, 1954.
- Samuelson, P., Economics, McGraw Hill Book Co., 1967.
- Saunders, D. & Parker, S., "Thirty Billion for fun" in Fortune, June 1954.
- Schachter, The Psychology of Affiliation, Stanford University Press, 1959.
- Scheider, D. & Smith, P., Class Differences and Sex role in American kinship & Family Structure, Prentice-Hall, 1973.
- Smith, C., "Adolescence" in M.A. Smith et al (ed.) Leisure & Society in Britain, Allen Lane 1974.
- Stone, G., "Wrestling the great American Passion Play" in E. Dunn (ed.) The Society of Sport, 1977.
- Stumpf, F. & Cozens, F.W., "Some aspects of the Role of Game, Sports & Recreational activities in the Culture of Modern Primitive People" in Research Quarterly, Vol. 18, 1947, Pg. 104.
- Sutton, Bid & Costello, Leisure & Hours of Work, Macqueiries University, 1972.
- Swadas, H., "Less work - Less leisure" in The Nation, Feb. 22, 1958.
- Szalai, A. et al., The use of time: Daily activities of Urban & Suburban Population in 12 countries, Monlar & Co., 1972.
- Theodorson, G.A. & Theodorson, A.G., A Modern Dictionary of Sociology, Methuen, 1970.
- Vogel, E., Japan's new Middle-class: The Salary man and his family in a Tokyo Suburb, University of California Press, 1963.
- Waldermeir, M., Studies on nature of relationships between job and life satisfaction, University of Kansas, 1973.

- Waller, W., The family - A dynamic Interpretation,
Dryden Press, 1951.
- White, R.C., Social class difference in use of leisure.
American Journal of Sociology, Vol. 61, 1932.
- Willmott, P., Adolescent Boys of East London, Routledge, 1966.
- Winters, R.A., Relation between job satisfaction & leisure
satisfaction, State University of New York in
Buffalo, 1973.
- Zadrozny, J., A dictionary of Social Sciences, Macmillan, 1959.
- Zimbards & Formica, Educational comparison and self-esteem as determinants
of affiliation, Journal of Personality, 1963.

Cinema :

- (1) Capitol
- (2) Cathay
- (3) Grand
- (4) Glory (Hollywood)
- (5) Hoover
- (6) Lido
- (7) Majestic
- (8) New York (Hollywood)
- (9) New York (Hollywood)
- (10) New York (Hollywood)
- (11) New York
- (12) Oriental
- (13) Rex
- (14) Ruby
- (15) Silver Star (Hollywood)
- (16) Star
- (17) Sun

Recreational Centre :

- (1) Town Hall, Newbury (35 acres) Includes:-
 - (a) skating rink (indoor)
 - (b) 2 football grounds
 - (c) tennis court
 - (d) children traffic ground
 - (e) boat pulling lake
- (2) Ipswich - facilities for:-
 - (a) hockey
 - (b) football