PERCEIVED CONSTRAINTS AND BENEFITS OF LEISURE AMONG LIBYAN SCHOOL ADOLESCENTS AND THEIR RELATION TO PARTICIPATION IN LEISURE ACTIVITIES

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DECLARATION

I hereby declare that the work in this thesis is my own except for the quotations and summaries which have been acknowledged.

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ABSTRACT

This study examined constraints and benefits of leisure activities as perceived by school adolescents in Libya (North African Country). More specifically, the study surveyed high school students' perception of the benefits and constraints of leisure activities and the relationship of these perceptions with their desired and actual participation in leisure activities. The respondents comprised 1342 high school students from three grade levels and of ages between 15 and 18 years. These subjects were selected randomly from 28 schools located in the urban area of Tripoli Libya.

A questionnaire was designed by the researcher to obtain information of students' background, their perception of leisure constraints and benefits and their desired and actual participation in leisure activities. A 5-point Likert-type scale was used to measure leisure perceptions and participation.

Factorial multivariate analysis of variance (MANOVA) and Pearson Product Moment Correlation Coefficients were used for analysing the data.

Statistical analysis of the findings revealed that (1) A positive relationship was found between the desire for participation in specific leisure activity and actual participation in this activity. The more the desire for participation in a specific activity, the greater the participation in that activity; (2) female students scored higher in desire for leisure participation than male students, but, they participated less in active leisure activities than their male counterparts; (3) the perception of leisure benefits among school adolescents do not necessary lead to the greater participation in leisure activities ; (4) there were differences between male and female students in the frequency of

participation in leisure activities. Male adolescents scored higher than females in participation in vigorous leisure activities, while females scored higher in some passive leisure activities; (5) the relationship between constraints on leisure and the two variables (desire and actual participation in active and passive leisure activities) was found to be weak. Female students experienced more constraints than the males; (6) a positive relationships were found among variables of SES, perception of leisure constraints and participation in leisure activities. Also, the predominant constraints of leisure participation perceived by school adolescents were found to be school and family constraints; (7) the results of the study suggested that the extent to which Libyan school adolescents participated in active and passive leisure activities is a result of their desire for participation in the activities, rather than their perceived constraints benefits of leisure.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Leisure and recreation are inherent to human beings both, individually and socially. Anthropological and historical research testifies that human beings in all parts of the world, had lived, not only to work to survive but also engaged in amusement, arts, drama, music and play as pastimes to enjoy and to feel happy. Archaeological excavations in different parts of the world have yielded sufficient evidence to show that even primitive people had engaged themselves in various forms of entertainment (Kando, 1975).

In the pre-literate societies, for example, people engaged in activities such as fishing, hunting, swimming, skiing, boating, horseback riding, combative activities and arts and crafts (like pottery, weaving and leather work). They did not sharply differentiate between work and leisure (Kraus, 1990). As time passed, however, leisure began to be distinguished from work.

Historically, all societies before the industrial revolution had been considered pre-industrial societies that had, by and large, similar economies, similar ecologies and similar patterns of life and leisure. Historians have traced records of old civilizations, deciphered and reconstructed their patterns of work and leisure and the philosophies that guided these patterns. From a study of these historical accounts, it transpires that in pre-industrial times, leisure was seen in terms of work. It

compensated for the stresses and strains of work. Leisure was also seen as a privilege of the ruling or leisure class who had the taste, means and time to afford leisure and to enjoy its benefits (Durant,1966). Furthermore, leisure was controlled by economic, political, religious and social factors. It is recorded that

> "Pre-industrial leisure was more limited by isolation than by lack of space. Leisure, therefore, tended to be either integrated into the work and survival patterns of life or to be related to special events. Holidays were, for the most part, "holy days" in which people would gather for whatever celebrations were customary. The gathering itself provided the possibility of games, play, spectacles and various forms of social interaction that would not be generally possible with the dispersed population...(Kelly, 1990)

But industrialization systematically changed all aspects of the pre-industrial cultures including the patterns of work and leisure. Industrialization first emerged in England, in the eighteenth century, and gradually spread, in the nineteenth century, to other parts of the world. With industrialization, the days of the agriculture society were over. Instead modern cities with factories, as centers of production began to mushroom.

Factories attracted labor and immigration of workers from home and abroad set in motion. Some workers were recruited and transported by manufacturers while others left their villages and traditional societies to find better-paid employment in cities. As factories spread, space in the industrial cities became scarce. Wage laborers dwelled in areas near the factory so as to go to work and came back home in the shortest time possible. New means of public transport, railways and buses, spread and changed the contours of the countryside. Working hours were long starting very early in the morning and stretching to hours after sunset. Industrial cities soon became

crowded with little sanitation. Pollution and waste were common as were deprivation and disease. Life became monotonous, machine - like, boring and robbed of a sense of purpose. People began to need outlets for leisure and recreation badly. But, there was hardly time or space for leisure for poor workers who labored long hours in factories, mines and shipyards (Kraus, 1978).

In due course began the movement for the creation of public parks and playgrounds (for public recreation and leisure) some inspired reformers, who became seriously involved in the depressing conditions of life of the working classes. They urged their local and central governments to provide lands for the creation of public parks where people could relax after work and enjoy their leisure time (Frye, 1980). Thus Municipal, National and State Parks were constructed in various cities in countries like England, Canada and the Unites States in the latter part of the century (Kelly, 1990). Gradually, leisure came to be recognized as an essential part of life. Its benefits began to be appreciated while the barriers and constrains that prevented people from developing leisure habits and making use of leisure facilities were studied.

But life in the under-developed countries continued to run on traditional culture and within the normative framework of the religious and social systems that reflected life-styles of the pre-industrial, feudal era. As the European countries colonized the Arab world and the North African countries like Egypt, Algeria, Tunisia and Morocco, they introduced a modicum of the western style city life and western education. These influences, in turn, helped evolve in colonized countries a middle class that was prone to copying the modes and manners of their colonial

masters including their habits and styles of leisure participation. The introduction of modern concepts and styles of leisure in the Arab world is therefore a colonial legacy. The colonized countries have continued to follow the systems of leisure participation as developed in advanced industrialized countries.

Unlike Egypt and the rest of North African countries, Libya, remained outside the pale of early colonization by the British and the French. However, in 1911, Italy occupied Libya. But, the Italian colonial regime was not interested in promoting education, culture, sports and leisure participation of the colonized Libyan people. Therefore, Libya suffered serious educational and cultural setback during the Italian, French and British colonialism. When national independence was achieved in 1949 it brought in new thinking in education.

With the onset of the Great Libyan Jamahiriya (Peoples' Democratic) Revolution in 1969, Libya took a gigantic step forward toward development and modernization. The revolutionary regime initiated fundamental changes in the country. Education and sport were considered to be important for building up the nation. Physical education and sport became compulsory in schools and higher institutions of learning. Playgrounds and sports facilities were built in all parts of the country. Latest media networks such as radio, television and satellite discs were installed to promote greater awareness among the Libyan people of international affairs and as promote greater use of leisure and recreation activities. With there developments cultural borrowing from outside countries became very popular whiten the society. The Libyan government keen to utilize imported technologies and cultural influences to inculcate healthy habits of leisure participation and fitness

culture among the Libyan people. But, the people indulge in passive leisure habits instead of taking part in vigorous sports and outdoor activities. Also it transpired that cultural and leisure concepts in the country were not able to adapt other countries pattern of leisure. Hindrances soon began to appear and acted as constraints to young adolescents because leisure as leisure participation was seen as a waste of time. It was especially problematic for young female adolescents to participate in leisure as they were traditionally required to devote themselves to studies at school as well as at home in free time, to obtain professional or vocational qualifications and skills to work as teachers, nurses, doctors and social workers, and prepare themselves to be good wives, mothers and daughters, in keeping with the traditional Arab norms of family life. No study had been carried on leisure activities among Libyan school adolescents. It is therefore important for such a study to be carried out, specially to investigate the benefits and constraints of leisure as perceived by school adolescents in Libya and the relationship of these perceptions to their actual and desired participation in various leisure activities.

1.2 Leisure in Advanced Countries

Leisure now has become a right and not a luxury. This generation has been defined as a 'work hard, play hard' generation which seeks opportunities for continuous growth, personal and physical development, and increased spiritual awareness through participation in day-life activities." (Edginton, Jordan, DeGraaf and Edginton, 1995, p.3-6).

Interest on the subject of leisure has suddenly grown. Leisure is now regularly researched in various Western universities where the quality and range of professional expertise has increased significantly. The relevance of leisure has spread across a wide spectrum of human desires, interests and needs. Besides educational and motivational interests, there are also psychological concerns that may be compensatory and therapeutic their outcome. Hence, people are interested to know more about the benefits of leisure.

Studies of leisure participation, are often classified into amateur and professional approaches (Stebbins, 1979). In the amateur approach, a leisure activity is considered more as a hobby that an individual engages for relaxation, diversion or development. In contrast, people engage in leisure for specific business or working related objectives. Professionals may have academic, journalistic, media and commercial interest in the organization, planning and delivery of leisure services. Clearly, commercialization of leisure is on the increase. Large commercial corporations have set up leisure facilities mainly for profit. Some large business organizations, shopping stores and complexes have provided complimentary leisure facilities for their customers and communities in the area.

Academic interest in leisure involved the preparation of leisure professionals and coaches who actually train people in the use of leisure facilities. It also extends to studying questions relating to physical fitness, counseling and advice. So, leisure has many implications and becoming a focus of interest and investigation.

Driver (1996), however, his study of Benefits of Leisure showed that, all leisure uses and programs are not inherently good, some may be used for morally

unsound and socially harmful purposes. Nash (1953) has devised a hierarchy of leisure values ranging from creativity as being the highest value to criminality as the lowest. Therefore, leisure planning and organization should be selective and related to the culture and value systems of a country.

1.3 Technological Revolution and Leisure

The twentieth century marked the dawn of what has been called the post-industrial, technological revolution and the information era. The use of new technologies has made dramatic impact upon peoples' social conditions, health and welfare, family life, care of the child, care of the elderly, education and employment.

Health has become one of the most sensitive areas of concern of people through the world. Modern life and work are full of stress and strains generated by the demands of technological changes. Processed and refrigerated foods have replaced fresh natural foods and have become health risks. Smoking, drinking and drug taking have become widespread addictions and large sections of populations suffer from ill-health and life- threatening diseases. HIV and AIDS are of the public concern and have brought great sufferings to individuals and families (Wilkinson, 1989).

Even more serious is the deterioration of social health of the young and the old. Teen pregnancies increase as young people search for excitement and gratification and the void for love-and-belonging continues (Edginton Jordan, DeGraaf and Edginton, 1995).

For all these negative side-effects and trends of the technological and information eras, the importance of leisure has become crucial to all sections of people, men and women and the young the and old. Therefore the concept of leisure for the contemporary society has undergone fundamental changes. Whereas, previous eras, including the industrial era, saw leisure for its instrumental value, leisure now is being seen as an end in itself and, desirable for all people, in all situations. As Kelly has highlighted,

> We have moved from a society harnessed by a work ethic that demanded toil fourteen to sixteen hours per day, six days a week, to one in which the average industrial worker works a five-day, less-than-forty-hour work week. Meanwhile, attitudes towards play and leisure –once seen as frivolous, non-essential activities, or at best, amusements or diversions—have changed so that leisure is viewed as a central focus in life that helps individuals define their self-concept.
>
> At the same time that expectations for material comfort and security have risen so that refrigerators, automatic washers and automobiles have come to be regarded as necessities, expectations for leisure appear to be rising as well. New housing developments are advertised featuring opportunities for recreation such as swimming pools, tennis courts, and game rooms that are available to owners and renters. Apartment complexes, especially for young singles and couples and the retired, are around the pool, the party room, and sauna. (Kelly,1990, p. 25).

Leisure may be viewed as purchased opportunities and possessions as well as non-materialistic values. Modern societies seem to be shifting from a focus on production to a multi-dimensioned valuing of the quality of life. Within this shift, leisure is emerging as a significant dimension of overall values and priorities of those who are moving toward the twenty-first century. As Kelly (1990) asserts:

> Paradoxically, this rise in leisure expectations may be combined with a loss of time for non-obligated activity...Pressures on the daily and weekly schedule from work, household, and family may be increasing, especially for the greatly increased number of employed women.

In fact, 'time famine' is considered to be the common complaint of people in technologically advanced countries like Britain, Japan, Malaysia, Singapore and the United States. It is being visualized that quality time will become 'a status symbol or luxury item as Americans continue to feel overworked and overwhelmed. Also, new standards or lack of resources often push people to do more in less actual time.' (Edginton, Jordan, DeGraaf and Edginton, 1995, p.19-27).

But it is also becoming increasingly possible for most people to stagger time. People can now work in varying hours. Holidays and weekends could be so planned that people could have frequent shorter breaks to enjoy leisure more often and continuously.

1.4 Importance of Leisure

Leisure today is understood as a proactive urge to create one's inner world. Therefore, today's generation considers leisure as something vital for their growth and their identity. Leisure is now considered a right, not a luxury. Under this approach, "leisure experience is a function of one's state of mind, a subjective attitude, an experience that is based on an individual's own perspective, feelings, values and past life experience." (Edginton, Jordan, DeGraaf and Edginton, 1995,p. 22).

This generation has been defined as a 'work hard, play hard' group. They want to have meaningful, creative, fulfilling lifestyles both on and off the job. Fitness activities are common leisure pursuits of this generation. This generation seeks opportunities for continuous growth, personal and physical development, and increased spiritual awareness. Today, people can use leisure to build life satisfaction and to enhance the well-being of individuals; it can serve as a positive force to enhance society and culture as a whole.

In the West, interest on the subject of leisure has gradually become so widespread that leisure is now regularly researched in various Western universities where the quality and range of professional expertise on various aspects of leisure has increased significantly. Kelly (1990) pointed out that there were more than 300 programs for the study of leisure and recreation. In the past, these programs were targeted at those who were to be employed in parks and other recreation services. Now a days leisure programs are included in the education and training of special groups of people who organize leisure activities in places like hospitals, prisons and other residential institutions. The largest increase in enrollment in such programs has been for students who intend to enter recreation businesses. There is also interest among students who wish to know more about the leisure and its uses in present day life. Kelly stresses," The field (of Leisure and Recreation Education) has expanded so that universities with graduate programs have often been unable to keep up with the demand for able teachers and scholars" (1990, p.320).

In view of the widespread significance of leisure, Murphy (1981) has devised a spiritual concept of leisure in which " elements of leisure are to be expressed all aspects of human behavior – in work, play, education and other social sphere.

1.5 Benefits of Leisure Participation

Major benefits of leisure participation had lead to improvement in human condition and to social good, have been listed as physiological, health, social, and psychological (Driver, Brown, and Peterson, 1991). Healthy bodies produce healthy minds. Healthy and happy citizens show improved performance at work and create friendly environment around them. Regular exercises such as aerobics, jogging and swimming make the heart strong, reduce cholesterol and increase high-density lipids in the blood stream. Physical exercise builds up muscular strength and endurance. Easy limb movement that begins to weaken with age and physical inactivity results in such ailments as arthritis. Exercises like Yoga and gymnastics help to restore flexibility in the joints. Similarly, weight-bearing exercises help maintain bone strength and reduce bone decalcification and osteoporosis. Well-planned exercises also help reduce body fat and preserve muscles.

Among health benefits participation in regular active leisure activities reduce symptoms of mild or moderate depression and anxiety neuroses by improving self image, social skills, mental and perhaps cognitive functions and a total well-being (Kelly and Godbey, 1992).

Social benefits from participation in leisure activities include inculcation of pride in peoples' ethnic, community and national identities. These participants spend

much time and money in supporting their national football, cricket, hockey, rugby or baseball teams. Leisure activities also bring together certain groups of people with special needs like the elderly, single parents, children, teenagers and the physically disabled. Those activities provide them with opportunities to enhance their social well-being and reduce their isolation. It is also recorded that systems of social support and companionship contribute to longer, more disease free, and higher quality life (Driver, Brown, and Peterson, 1991).

Psychological benefits of leisure participation enhance self image and sense of personal good than any other category of benefits. Under the 'holistic' approach to leisure, psychologists have described psychological benefits of leisure participation as self-actualisation, self-identity, personal enjoyment, personality growth, mental hygiene, alleviation of mental illness and gaining of spiritual inspiration. (Driver, 1995). The Academy of Leisure Sciences has recorded a much wider field of psychological benefits of leisure. Their list includes perceived sense of freedom, independence and autonomy, enhanced self-competence, improved sense of self-worth/esteem, self-reliance and self confidence, improved leadership skills, better ability to relate to others.

Studies have shown that psychological benefits are real and of immense importance to enhancing their abilities to live adjusted lives and contributing to the good of the society.

1.6 Adolescents and Leisure Participation

Adolescence known as the "teenage" years that covers roughly from 12 to 18. Like other stages of human life, adolescence has some basic needs that must be met to enable them to grow into healthy and positive adults. Adolescents want independence, autonomy and recognition. They need positive social interaction with adults and to be meaningfully involved in family, school and the community. They need a creative self-expression and a sense of competence, achievement and control. In addition, they need plenty of physical activity, free time for leisure and opportunities to have fun and socialize with their peers. Among their own age groups, they want to communicate and exchange views on things specific to their own age such as friendship, love, marriage, children and other life issues.

Of particular interest with regard to adolescents and leisure is the learning outcome of leisure participation. Educational psychologists have indicated seven possible such outcome, they are behavior change and skill learning, direct visual memory, information (factual) learning, concept learning, schemata learning, meta-cognition learning, and attitude and value learning. (Driver, Brown, and Peterson, 1991).

Leisure activities involve learning both attitudes and values. Personal histories of many participants in picnicking, camping and wilderness experiences reveal clear indications of inculcation of attitudes and knowledge about nature (Driver, Brown, and Peterson, 1991). Pierce (1980a) in his survey of urban adolescents in the United States, recorded the following types of satisfactions from their leisure activities: intimacy, relaxation, achievement, power, time filling and intellection. The

intellection factor included responses such as " It was intellectually stimulating". "It enlivened my mind" and "I learned something new".

Beard and Ragheb (1980) developed a leisure satisfaction scale designed to measure the extent to which individuals perceived that certain personal needs were met or satisfied through participation in leisure activities. The scale assessed six types of leisure outcomes. These are psychological, educational, social, relaxation, psychological, and aesthetic. Students rated relaxation outcomes as the most important benefit. Educational benefits, intellectual stimulation and learning about selves and surroundings tied for fourth position in importance with aesthetic benefits.

Like adults, adolescents also participate in leisure activities for social benefits (Duncan,1978; Nills, 1985; Nias, 1977; Ritchie, 1975 and Witt, 1971). Adolescent leisure activities are often organized around friendship or family groups (Cheek and Burch, 1976). The social benefits of adolescent leisure include being with friends, enjoying companionship, making new friends, developing closer friendships and meeting new associates and partners. Studies have also reported that adolescents who became more involved in sports and leisure developed larger networks of friends, received more social support. They were also more likely to socialize with a variety of people and enhance their social standing (Chalip, Thomas and Voyle, 1992).

Shaw, Kleiber and Caldwell (1993) examined the role of leisure activities in adolescents' identity formation. Their findings suggested that socialization with friends had a positive although insignificant effect on male adolescents' identity development. However, for female adolescents, the effect of socialization is significant but negative. Time spent with friends seems to be associated with the lack

of involvement in other activities. Nevertheless, the study by Biddle, Sallis and Cavill (1998) has affirmed that participation in active leisure pursuits enhances social development and identity of young people on the whole. Research has shown that adolescents also obtained physiological, health and psychological benefits from their participation in leisure activities (Corbin and William, 1973).

1.7 Adolescents' Participation in Passive Leisure

In spite of substantial benefits obtained from participation in leisure and the availability of a variety of facilities, studies show that most young people are becoming increasingly passive in their participation in leisure. It appears that more often than not they prefer to be spectators rather than players and they prefer to watch events on television.

It is true that most passive leisure activities such as watching television, listening to music and reading magazines, can generate a sense of pleasure and provide relaxation. They can also provide relief from stress and strengthen relationships of the young with their peers. But they may not be beneficial to their physical health. The 1990 National Commission Report in the USA, stressed that, for their indulgence in passive rather than active leisure activities, the young people have, for the first time in the history of the US, become less healthy and less prepared to take their place in society than their parents. This finding has obvious implications for leisure service organizers who must plan to improve the quality of physical health of the young people.

Similarly, Jennings (1989) has indicated that, because of their idleness and growing indifference to active and healthy leisure activities, the state of social conditions of youths in the US has deteriorated to the extent of 50 % within the last twenty years. Research of Ooms and Herenden (1989) had also stated that, for the same reason, approximately one half of youths aged ten to seventeen were at risk for drug abuse and had become adolescent parents and displayed delinquent behavior.

To add to the concerns over the growing deterioration of physical and mental health among the young in the US, the 1996 study by the Department of Health and Human Services highlighted that the American children and adolescents had not followed satisfactory patterns of physical activity and fitness that would enable them to achieve healthy lifestyles as adults. In fact, this confirmed that the fitness level of American youths had significantly deteriorated over the last 10 to 20 years. This study also stressed that the growing decline in physical activity among the young was a serious nationwide problem as nearly half of the young people living in the USA were not vigorously active in leisure on a regular basis.

According to Chiam (1994), participation in games and sports enables adolescents to develop a healthy mind and body, social skills, discipline, and inculcate the ability to compete as well as to co-operate. These findings of Chiam (1994) were consistent with the findings of Corbin and William (1973), which indicated that physical, psychological and continual overall development was the overall purpose of leisure participation.

1.8 Planning Leisure for Adolescents

Gordon (1976) emphasized that it is in the nature of the adolescents particularly the older ones to seek and promote autonomy from parents while they strengthen the bond between friends. Therefore, leisure planning for the adolescents ought to allow for 'their freedom within institutionalized constraints to increase their self-esteem. Edginton, Jordan, DeGraaf and Edginton, (1995) advises that:

> " programs and facilities should offer adolescents a safe place to hang out, places where teens can have the opportunity to establish socio-sexual relationships, and desired independence. While leisure programs should offer variety and be sensitive to ongoing teen fads, they need to invest in people who can build a relationship with teens. Many successful programs built on relationships with people teenagers feel they can trust and share confidence, rather than on activities or facilities" (p.147).

Therefore, it may be stated that to promoting leisure activities and provide of facilities for participation of school adolescents, are important means of ensuring their overall well-being. This is especially important fact that school adolescents have 'competing uses of time that interfere with their use of available recreational opportunity' (Willits and Willits, 1986). Hence school leisure planners and physical education teachers must devise well-integrated and comprehensive program of work and leisure within the school curricula.

1.9 Constraints of Leisure

As it is crucial for the authorities concern about the provision and management of leisure services, it is important to understand the range of constraints that prevent individuals from benefiting from their leisure participation. A number of

authors have referred to described hindrances to leisure participation as barriers rather than constraints. The term barrier however, denotes those factors that intervene between the preference for an activity and participation in it (Crawford and Godbey, 1987). Constraints, on the other hand, are not considered to be absolute: they can potentially be overcome or reduced while barriers inhibit participation. Also, it has been widely considered that all constraints are reasons but not all reasons are constraints (Henderson, Stalnaker, and Taylor 1988).

According to Jackson (1991), constraints could be *antecedent constraints* which may be beliefs or socially imposed gender roles that may be seen to work against one's preference in participation. They could also be *intervening constraints* that may come between a person's preferred activity and his/her actual participation in (Edginton Jordan, DeGraaf and Edginton, 1995. p.22-23). Age, gender, education, income level of parents, type of household, size of household and length of residence in a locality may reveal differences in constraints to participation.

Searl and Jackson (1985) studied non-participation and constraints to participation in leisure activities and found that work commitments, family commitments and lack of opportunities were the major constraints to participation. Coleman (1992) also suggested that adults could play an important part in adolescent's sports and leisure activities.

1.10 Desire for Leisure

A desire has been defined as a strong feeling that a person may have toward an object, a person or an activity. As defined, desire appears to be a very subjective

inclination which entails freedom of choice. Leisure and participation in leisure are also considered to depend upon freedom of choice. (Godbey and Parker, 1976. p.175). The presence of the desire for participation in leisure itself becomes a strong motivation for participation in leisure. Studies stress that, among the adolescents, the desire to participate in leisure is an important need. (William,1984). Quoting Mueller and Mitchell (1960. p.5), William, asserts that " for the intramural sports program, all the students need is the desire to participate; the degree of skill is the least important prerequisite".

Obviously the desire for participation in leisure is closely related to the benefits that the participants derive from it. But, desire for leisure participation may or may not be offset by constraints to leisure. In his study on *"Variations in the Desire to Begin a Leisure Activity: Evidence of Antecedent Constraints"*, Jackson (1990) examined the assumptions (1) that only two meaningful groups of non-participants exist, those who do not wish to participate, and those who do wish to participate but for whom a constraint or a combination of constraints precludes participation; (2) that lack of interest is the only factor which explains the lack of desire among the former group. Jackson concluded that constraints on leisure negatively affected participation by intervening between desire or preferences and participation.

But Jackson also raises the issue that it is assumed that those people who do not express the desire to participate in leisure activities are not affected by constraints on their leisure.

1.11 Leisure Problems of Libyan Adolescents

Libya like other Arab States decided to modernize itself quickly. Borrowing the latest technologies and institutions of the Western countries became necessary. Keen to develop its leisure and sports program among its people and particularly among the school adolescents, the country decided to emulate some of the latest leisure concepts and services prevalent in developed Western countries. Its National Policy on Sports, designed in the wake of the 1969 Great Peoples' Democratic Revolution, declared that sports in Libya should be for the masses and not purely for professional sportsmen. It was also a part of the national policy to promote public awareness on national and international current affairs and to give the public a wider access to information media. Therefore, the country imported new information technologies such as computers, computer games, televisions, satellite discs and videos for use in homes and at public places. As a consequence, television viewing became widespread in homes and public places like cafes, restaurants and others. It soon began to attract large-scale public participation in television viewing for a variety of program including sports.

As in the developed countries, television also makes a strong impact upon the leisure habits of school-going adolescents who spent more time watching television than taking part in active leisure activities. Most of the programs were imported either from neighboring Arab countries like Egypt, Jordan Syria or from European countries and the United States of America. Rarely are the program locally produced. Therefore television programs and particularly those that are related to leisure, do not reflect the Libyan culture. Families are particularly worried about the consequences

of young school adolescents in listening to music and viewing television. Like parents everywhere else, they are keen for school-going adolescents to devote their extra time to their studies and obtain the educational and professional qualifications. Debates take place, almost daily, on television, radio and in newspapers on the role of schools in Libya. Some support the principle that schools must help adolescents devote their full attention to studies and prepare themselves thoroughly for their examinations and career development. Others argue equally strongly that schools ought to prepare adolescents for their life including physical and aesthetic development through participation in sports and extra-curricular activities. Also the technology transfer has given rise to cultural conflicts in society and among educators, community leaders and the elders.

Debates also take place about the question of participation of the Libyan female adolescents in different kinds of sports, extra-curricular and leisure activities. Traditionally, the parents and people at large in Libya have been so conditioned that they do not willingly and wholeheartedly permit young female adolescents to spend time, in the way that their Western counterparts do, in outdoor leisure activities. For both boys and girls, parents expect them to prepare for life and their future family roles that imply that they should spend more time and effort at studies. Parental and societal pressures and objections constitute family-related constraints.

1.12 Theoretical Framework of the Study

The theory of this study comprises three major leisure concepts which are frequently investigated in previous leisure and recreation participation research: (a) benefits of leisure participation (Kelly, 1990; Edginton, Jordan, DeGraaf and

Edginton, 1995; Driver, 1996); (b) constraints of leisure participation (Searle and Jackson, 1985 and (c) desire for participation in leisure activities (Jackson, 1990). The studies have investigated only one of these concepts and their implications. But this study will investigate all three variables and their relation to participation in leisure activities. Therefore, the model in this study is based on the relationship among the following three elements:

i) perceptions of leisure benefits i.e. what motivates adolescents to participate in leisure activities;

ii) constraints to leisure participation i.e. what prevents adolescents from participating in leisure activities, and;

iii) desire for leisure participation i.e. do adolescents have a strong desire for taking part in leisure activities.

iv) Relationship of these three elements (desire, benefits and constraints) to participation in leisure activities.

The first relationship underlying the model (Figure1) is that desire for participation, actual participation in leisure activities and perceptions of leisure benefits of leisure are directly related. Adolescents are hypothesized to participate in a leisure activity because they have a desire for it and because the activity contains inherent benefits leading to special physical, social or intellectual attainments. Thus the more the adolescents perceive the benefits of participating in an activity the more they participate in it. Also, the greater the desire for leisure the greater the participation in leisure activities in spite of any constraints that may be associated with participation in leisure. As an example if young or old people who are

recommended to participate in specific leisure activities as an effective solution to some physiological and health problems and then will be keen to participate in such activities, regardless of constraints. In the same way, the desire for participation in active sport, motivates them to further participate in these activities. Also, the desire for reading newspapers and magazines, watching television or listening to radio related to sports can influence them to gain more information about that particular active leisure activity and lead to greater participation. It follows that as one's desire for participation in a leisure activity grows it leads one to participate more and derive more benefits from participation in leisure activity.

The second relationship in the theory is that the constraints that adolescents perceive to exist may reduce their actual participation in a desired leisure activity and lead to reduced participation or non-participation. However, adolescents may participate in leisure activities in spite of the constraints because of their desire and perception of benefits of participation in leisure activities. Therefore, according to the theoretical model, the relationship between constraints and desire for leisure and between constraints and actual participation is weak.

Based on the above theoretical model, the study investigates the relationship of the perceptions of Libyan school adolescents' desires for leisure; the benefits accruing from participation in those leisure activities; and family, school-related and personal constraints that prevent their participation in leisure activities. It also investigates gender and SES with relation to adolescents' perceptions of benefits and constraints of leisure and their actual participation in leisure activities.

Theoretical Model of the Study

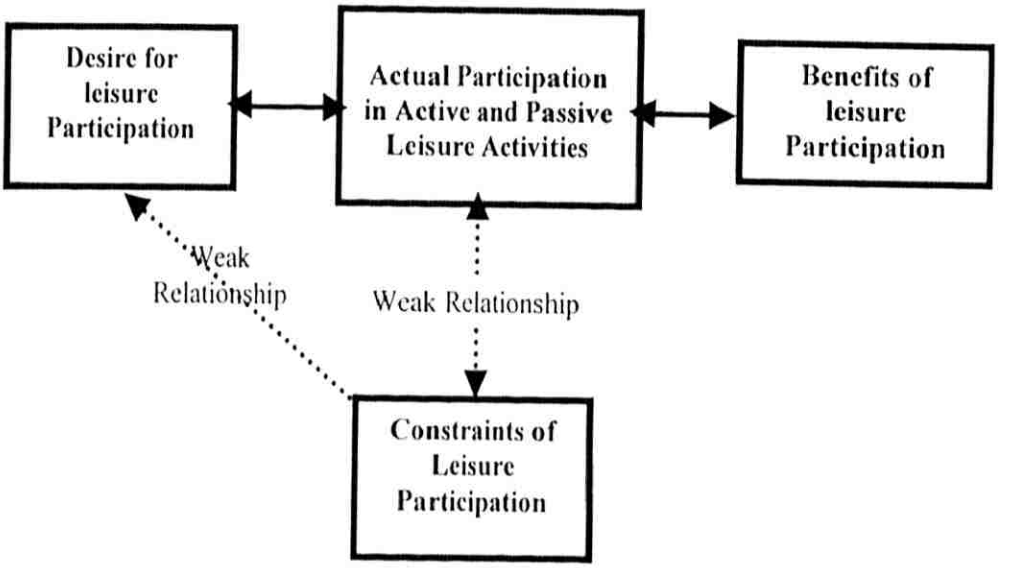

Figure (1); *Relationship between desire for leisure, benefits of leisure, constraints of leisure and actual participation in active or passive leisure activities*

1.13 Statement of the Problem

This study is concerned with the relationship between Libyan school adolescents' leisure perceptions and their participation in leisure activities. It aims to investigate the relationship that exists between adolescents' perception of constraints and benefits of leisure and their desire and actual participation in leisure activities. It also aims to study the differences among gender, grade levels and SES in adolescents' leisure perception and participation. The study is divided into the following sections:

i) The relationship between school adolescents' desire for leisure and their actual participation in leisure activities.

ii) The relationship between school adolescents' perceived benefits of leisure and their actual participation in leisure activities.

iii) The relationship between school adolescents' perceived constraints of leisure and their actual participation in leisure activities.

iv) The relationship among school adolescents' gender, grade levels and SES and their desire for leisure, their actual participation in leisure activities and their perceptions of constraints of leisure.

v) The relationship among school adolescents' gender and SES and their perceptions of benefits of leisure activities.

1.14 Major Research questions

On the basis of what this study attempts to investigate four research questions are posed:

(a) What are the relationships among adolescents' desire for participation in leisure, their perceptions of benefits and constraints of leisure and their actual participation in active and passive leisure activities?

(b) Do school adolescent boys and girls differ significantly in (1) the actual participation in active and passive leisure activities and (2) the desire for participation in leisure activities?

(c) Do school adolescent boys and girls differ significantly in (1) the perceptions of school, family and personal constraints and (2) the perceptions of physical, psychological, social and learning benefits of leisure?

(d) Do Forms 1, 2 and 3 students differ significantly in (1) the actual participation in active and passive leisure activities, (2) the desire for participation, (3) the perceptions of school, family and personal constraints of leisure?

1.15 Definition of Terms

Adolescence: Adolescence is defined by chronological age, from 12 to 18 years (Coleman, and Adamson, 1992; Edginton, Jordan, DeGraaf and Edginton, 1995). This study focuses on high school adolescents (age from 15 to 18 years)

categorized into the following three grade levels according to the Libyan Educational system:

(a) Form 1 Students of ages 15 to 16, are students in the first year of high schools;

(b) Form 2 Students of ages 16 to 17 are second year students in high schools;

(c) Form 3 Students of age 17 to 18 are Form 3 Students are in the third and final year of high schools.

Leisure: Although the work of various researchers on leisure studies has led to a better understanding of the theories of leisure, there are still no precise definitions of leisure among leisure professionals and researchers, Researchers have accepted three basic approaches to defining the concept of leisure. These three approaches are (a) the time approach, (b) the activity approach and (c) the experience approach.

The time approach defines leisure as the spare or free time. It is the time left after other commitments and obligations such as school and social obligations have been fulfilled. Generally speaking the activity approach defines leisure as non-work activity in which people engage during their free time. The experience approach defines leisure as the satisfaction of inner feelings that is derived from an activity – such as benefits, values and sense of meanings which gained from participation (Edginton, Jordan, DeGraaf and Edginton, 1995; Kelly,1990)

In this study, leisure refers to any form of active or passive activity (in school and out of school) which school adolescents participate by their free choice. The activity is not related to their academic work or family-related responsibilities.

Participation is engagement in a leisure activity or activities, individually or in a group.

Active leisure participation (ALP) is engagement in any physical activity, vigorous or non-vigorous in which adolescents take part during their free time. These include sports, picnicking, scouting, and gardening.

Passive leisure participation (PLP) refers to any audio-visual activities, printed media activities and social activities in which adolescents engage during their free time. Among them are watching sports and games, watching television, reading newspaper, magazines, listening to music, spending time with family or friends.

Constraints of leisure participation (CON): This study used the definition of Ellis and Rademacher. They have defined constraint of leisure as " any factor which precludes or limits an individual's frequency, intensity, duration, or quality of participation in recreation activities"(1986, p.33).

In this study, constraints of leisure are categorized as school, family and personal constraints.

School constraints (SCHOLCON)) refer to such school obligations that adolescents perceive to prevent them from participating in leisure activities. These include school assignments, pressure for preparation of examination and fear of interference to academic study.

Family constraints (FAMCON) refer to family responsibilities or chores which adolescents perceive to inhibit their participation in leisure activities These are family restrictions and parental discouragement of adolescents from participation in leisure activities..

Personal constraints (PERCON) refer to personal reasons that adolescents perceive to inhibit their participation in leisure activities. These includes physical or psychological illness, lack of desire for and interest in leisure participation, lack of time, lack of experience and skills, and some religious beliefs.

Benefits of leisure participation (BEN) The word "benefit" refers to any change that is viewed to be advantageous – an improvement in condition, or a gain to an individual or a group, or to another entity (Brown 1984 and Driver and Peterson 1986).

In this study, "benefits" refer to adolescent's perception of advantages of leisure in improving their physical, social, psychological and learning conditions as a result of their participation in leisure activities, that is to say, these activities contribute to their growth and development as individuals and as members of society.

Desire for leisure participation (DLP) A desire for some thing refers to a strong feeling that one may have toward an object, or an activity. In this study, the desire for leisure participation (DLP) refers to strong, positive feelings that school adolescents may have towards taking part in a leisure activity or activities.

Professional fathers in the Libyan context refer to those fathers who are university graduates or whose occupation have higher professional status such as

accountants, bank managers, doctors, engineers, schoolteachers, lecturers and educational administrators belonging to this group.

Non-professional fathers in the Libyan context are those fathers who have lower academic qualifications or technical and vocational skills and their occupation low in status. Example are technicians, clerical employees, skilled and unskilled worker.

1.16 Significance of the Study

Developed Western countries, especially the English-speaking countries, the United States, Canada and Great Britain, have historically evolved sophisticated ideas, technologies and values relating to work and leisure that are also considered useful and important for the developing countries like Libya. But, in spite of their apparent success in the Western social order, not all aspects of the Western model of leisure would be acceptable to Libyan people.

Libya has not been able to create its own leisure models that can suit culture and value systems. Therefore, Libya must operate the modern western leisure systems for the benefit of its people and towards their perfection and eventual integration within its own society in spite of some initial or continuing obstacles and cultural constraints. As Godbey and Jung argue, "the leisure styles of modern nations, particularly North America, have about them series of qualities which are widely desired among developing nations. The sense of individual freedom, mobility, style, and relative independence from church, state, and family are widely admired. Additionally, the opportunity to consume vast amounts of leisure facilities during

leisure time is not only admired but also emulated whenever possible..." (Driver, Brown, and Peterson, 1991.p.43).

Though this is not the main purpose the study, it will be significant in making the Libyan policy makers and academicians to become involved in the understanding of how Libyan school adolescents perceive the benefits and constraints of leisure and what type of leisure activities that they participate in, or have a desire to participate. The findings of this study are important for Libyan authorities to reflect and formulate sound policies in order to realize the fundamental aims of leisure today. For example, the study highlights the increased exposure of the Libyan adolescents participation in passive leisure activities and shows how they are becoming addicted to passive leisure participation. Their persistence in this habit is an indication of their 'easy' choice for passive leisure instead of participation in active physical leisure activities.

The findings of the study also highlight the delicate situation of female adolescents who have special personal, family and school constraints of leisure participation. This study would stress the importance of encouraging female adolescents to participate more in leisure activities through recruiting more female PE teachers to train them for providing proper leisure activities for their physical, psychological and social health, so that they play their various adult roles in the society as good wives, good mothers and good citizens.

Similarly, through the specific variables that this study is investigating such as the desire for participation in leisure among adolescents, the perceived benefits and constraints of leisure are also essentially those that have been formulated from the

inculcate among the Libyan adolescents the habits of active participation in the proper leisure activities fitness culture and to fulfill the National fitness ideals as laid down in the constitution and in the National Objectives for Public Leisure and Sports.

The study could also inspire the Research Departments of various Libyan universities to engage in research on leisure studies and to make it a permanent subject of study. Being the first study of its kind, it has the significance to be a trendsetter in innovative thinking in the field of leisure and on the question of inventing of appropriate leisure services according to the Libyan culture and norms. Research and innovations in this respect would go a long way to promote the habits of participation among school adolescents in various leisure activities. The study will also contribute in actualizing the declared policies of the Libyan government on making sports and fitness culture popular among adolescents true to the national motto of "Sports for the masses".

1.17 Limitations of the study

The following factors limit the findings of the study:

(1) Since students from Tripoli high schools were chosen as participants in the survey, and since high schools from the rural areas as well as technical and vocational high schools were not included, the results cannot be generalized to all high schools in the country.

(2) School adolescents' leisure activities are those activities in which Libyan school adolescents usually participate, in school and out of school.

(3) Leisure activities are classified into active and passive leisure activities but they are not representative of all the types of active and passive leisure activities.

(4) Since the subjects of the study are school male and female adolescents, the selected constraint variables are limited to only school, family and personal constraints.

The selected benefit variables include physical, social, psychological and learning benefits that are generally discussed in various leisure studies and theories of adolescent's needs and development. They do not apply to other benefits that may be political, economic, ideological and religious.

Finally, this study is limited only to investigate adolescents' perceptions of benefits and constraints for leisure of the Libyan school adolescents, and also how these variables are related to age, gender, grade levels and SES variables. There are other aspects of leisure participation by the Libyan adolescents which ought to be examined by future studies such using facilities of leisure, with whom and where adolescents spent more time for leisure, days of the week adolescents spent more time in leisure and the average number of hours spent in active and passive leisure activities.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review of selected literature on the subject under study is presented in six major sections. The first section discusses literature on adolescents and leisure participation. The second section reviews studies related to gender differences in leisure participation. The third section pertains to studies related to age differences in leisure participation, while the fourth section examines studies related to the impact of educational and occupational status on leisure participation. The fifth section reviews studies on the impact of parents and teachers on leisure participation. And finally the sixth section looks at studies related to the benefits of participation in leisure activities.

2.1 Leisure Participation in Relationship to Adolescents

Leisure participation in general and its relevance to adolescents' development did not gain much attention in the literature until the early 1980s. In 1990s there was an increased interest in all aspects of adolescents' leisure experience. It ranges from identity formation functions of leisure among male and female adolescents (Shaw, Kleiber, and Caldwell, 1995), to the generation of self-esteem and freedom (Kelly, 1990) as well as identity, and generation of benefits of leisure participation (Driver, Brown, and Peterson, 1991). Although the studies differ in their emphases and in the

implications of their findings, all of them agree that the crucial understanding of leisure and its benefits are important for adolescent's overall development.

During childhood and adolescence, the individual is socialized into leisure habits and attitudes through two main agencies: the family and the school (Coleman and Adamson, 1992). School adolescents' leisure activities which are carried out either among friends and peers or among members of the family, are mostly social, cultural, and physical in nature that take place during their free time.

Pare (1992) investigated 1068 events in the daily life of adolescents. He found that young adolescents who participated in leisure, perceived that the school, apart from being an educational institution is also a place for leisure activities and a meeting ground for friends. They also perceived home to be a primary place for leisure and other social activities.

In recent times, the most popular leisure time activity that pre-occupies the school adolescents is watching television. Television replaces the more active and outdoor activities because it is easy, cheap and requires no effort. (Kelly, 1990). Studies of television viewing among adolescent that have been carried out, indicated that the rate of television viewing is lower among adolescents than among the younger children (Comstock, Chafee, Katzman, McCombs, and Roberts 1978), and that it declines with age. (Chaffee, Mcleod, and Atkin 1971; Glick and Levy, 1962;).

In their recent study, Bibby and Posterski (1992) have investigated the intensity of viewing television among adolescents. Their findings indicated that more than 80% of the 15-year olds in the United States of America watched television at least 2 hours a day, while 35% reported 4 hours or more of television viewing. Only

3% indicated that they rarely or never watched television. Bozhenko (1990) surveyed 700 school students in Russia, itemized types of leisure activities and hours per week of leisure time enjoyed by students. He also found that television viewing consumed much of students' leisure time.

Similar findings were obtained by Walker, Ross and Gray (1997), in their investigation of sports and active leisure participation level of 1769 New Zealand male and female adolescents whose ages ranged from 5 to 17. Their survey reported that 76% of females and 83% of males were active to some degree, while 17% of males and 24% of females undertook low levels of activity (as measured by the number of hours participated in activity per week).

Most of time spent on television viewing and listening to music by adolescent students is devoted to popular music (Kelly, 1981) as compared to serious classical music. But, on the whole, 'pop' music has a special preference among school adolescents' while viewing television and watching popular music programs. A study of Pronovost and Papillon (1988) also supported the findings that listening to 'pop' music is wide-spread among youths of 15 to 24 years old. Their sample comprised 2013 school adolescents across Canada.

But Larson and Kubey (1983) has shown that the American adolescents watched television more than they listened to radio music. Their survey was based on a sample of 75 adolescents from one high school in suburban Chicago, selected by a random stratification procedure, with equal numbers of girls and boys from 9th, 10th, 11th and 12th grades. Among American adolescents, television watching was reported as a primary activity on 194 occasions or 7.1% of the total time while music

listening was reported as a primary activity on 39 occasions or 1.4 of the total time. For one week, the sample of 75 adolescents carried electronic pagers and filled out self reports in response to signals. The results of their investigation indicated that adolescents watched television more than they listened to music. Television watching was reported as a primary activity in their daily life. Music listening was reported as the second activity in their daily life. This finding in the USA is consistent with the researcher's expectations, adolescents reported more total television watching ($t = 2.18$, $p < .05$). In the study there was no significant age difference in the extent of music listening but significant social context patterns such as preference on spending more time with family and friends while watching television and listening to music was evident. Also the time spent on watching television and listening to music was unrelated to sexual and socio-economic status.

Reading books, newspapers and magazines is also popular among adolescents, in some cultures. For example, Heather's longitudinal study (1982) examined leisure reading among 13- to 15-year-old students in England. Each subject was interviewed once a term for five terms, and was asked to keep a "reading diary" containing information about the books that they had read. The results indicated that adolescents probably read more books more than their teachers had thought. The other findings included (i) the amount of reading among school adolescents tended to decline over time, but this pattern was not invariable; (ii) reading habits were affected by the pressure of examination and homework, summer holidays, other leisure activities, family commitments and difficulty in finding suitable books; (iii) magazine reading was prevalent and declined less than book reading; (iv) most of the books read were

adult books; (v) library, friends and family were the three main sources of books; and (vi) books were chosen because of their authors. Also Bibby and Posterski (1992), in their study on adolescents' reading stated that 50% of the female adolescents and 30% of the male adolescents claimed to be frequent readers.

The studies reviewed above suggested that although adolescents in industrialised countries like the United States, Canada and New Zealand, have wide choice of leisure activities, they tend to spend more of their leisure time in passive leisure activities instead of participating in active leisure such as sports and physical exercises

2.2 Gender and leisure participation

Researchers have examined similarities and differences in participation in leisure activities between males and females. Their studies have shown that male adolescents in industrialised countries spent more time on leisure activities and have access to a wider range of opportunities than did their female counterparts. Most of the literature dealing with male-female participation in leisure activities shows "women's use and enjoyment of free time are affected by gender roles in society and that these roles can be disadvantageous (Bolla, Dawson, and Harrington.1991). Their study argued that " the nature of the lives of women which involve primary child care and household responsibilities...mean that access to free time and activity are particularly problematic for women" (p.323). This remains the case even if they are studying full time or are professionally employed (Baron and Byrn, 1977; Schneider and Smith 1973, Shaw, 1985 and Stafford, 1980). Studies carried out in the USA and

Canada indicated that male adolescents' participation in sports and recreation was greater in frequency than that of the females (Jubenville, 1971; Standlee and Popham, 1958; Walker, Ross and Gray 1997).

Carrington, Chivers, and Williams (1987) who investigated 50 male and 46 female adolescent students (aged 11 - 24 yrs) of South Asian descent in the USA, found significant gender differences in leisure opportunities and participation. Their interview data indicated that the leisure activities of female adolescents were less varied and less active than those of males. The leisure participation of female adolescents was subject to greater parental control, particularly when out-of-home activities were involved.

The studies carried out by Mauldin and Meek (1990) highlighted the differences in leisure participation between schoolboys and girls aged from 3 to 17 years. They showed that males spent more time on leisure activities than did female students. The most recent research in support of these findings is that of Walker, Ross and Gray (1997). They studied 1769 students in New Zealand of 5 to 17 year-olds. Their findings indicated that 74% of boys were involved in 2.5 hours of activity per week than 64 % of girls.

Stone and Wu (1993) examined gender difference in reading for pleasure. Their results indicated that more female than male adolescents read books for pleasure, and this difference was associated with females' habits of using the print media.

However, other studies on leisure carried out in the industrialised world have found that both males and females appear increasingly to share similar activities as

more opportunities are opened for females. For example, the 1983 Canada Fitness Survey of gender differences in types of leisure activities indicated that 57% of males and 55% of females were reported to be physically active (measured by the average hours participated in leisure activities per week).

There is also evidence of regional variations in gender participation rates in the United States according to the Report of the Outdoor Recreation Resource Review Commission (ORRRC) study (1962a). Male adolescents of ages 12 and above, were found to participate more than their female counterparts in leisure activities while female adolescents from the Western States in America were found to participate equally or slightly more than males in passive leisure activities, such as walking for pleasure, picnicking, sightseeing or pleasure driving.

2.3 Age and leisure participation

A wide range of leisure studies, related to theories of human development, carried out in the United States and elsewhere, have concluded that age has a clear relationship to sports and outdoor leisure participation (Smith, and Theberge,1987). The intensity of such participation tends to decline with age. However, the decline is not uniform and varies with the type of activities and with countries. More strenuous physical leisure activities decline more rapidly with age than less strenuous ones. Some American samples show "declines with age until the mid 20 then increases in participation in the late 20s and early 30s, followed by decline" (Smith and Theberge, 1987).

Specifically for adolescents, Pressey and Kuhlen (1957) have demonstrated that the desire for leisure participation changes dramatically at ages 15 to 16 when adolescents begin to show an increasing preference for leisure activities requiring less physical energy. According to Coleman (1978), there are also shifts of attitudes to personal and social preferences in leisure participation with age. These shifts are naturally reflected in the preferred pursuits of people of different age groups (Hendry, 1983). Empirical literature comprising data from various American and Canadian studies confirm the finding that there is a clear decline in sports and outdoor recreational participation with age. The samples in these studies include high school and university students (Witt, 1971 and Chrouser, 1973). Studies by Kenyon (1966); and Robinson (1967) have shown that the frequency of participation declined earlier in life for females than males. In 1966, Kenyon found that the decline with age was less for watching television, listening to sports news, or attending sport events than for actual participation in sport.

However, a different finding from participants in Canada was reported by Curtis and White (1984). Their analysis showed that while age was inversely related to participation in general leisure activities, the intensity of participation in particular activities (measured by frequency) increased with age. Curtis and White's findings suggested that participants in sports did not relinquish their desire/interest to participate in leisure activities as they grew older. Adolescent participants changed the nature of their participation; the number of activities that they were involved in was reduced, but they participated actively in their desired activities.

In a recent study on age differences in leisure participation among 1316 school adolescents, Garton and Pratt (1991) found that active sports predominated among the younger adolescent age groups but gregarious and social activities among the 15 to 16 year olds. They increased their participation in passive leisure activities such as talking, listening to music and visiting friends up to age 16, but then at the age of 17, a decline followed.

A recent study carried out by Walker, Ross and Gray (1997) who investigated 774 males and 744 females in New Zealand with different age groups. The participants of 5-8 years, 9-12 years, 13-15 years and 16-17 year groups was 33%, 29%, 22% and15% respectively It found that there is difference among the 16-17 year olds and 9-15 year olds in participation in physical activity.

2.4 Impact of Fathers' Educational and Occupational Status on Leisure Participation

Pitt (1967) noted that "participation in leisure activity is not necessarily due to having more available time and money, but it is more correlated with educational standard" (p.463). Wolf (1969) also confirmed that there is strong relationship between participation in leisure activities and the level of father's education. The higher level of fathers' education, the greater the participation of adolescents in leisure activities. Education is also related to family income and occupation. Families with higher educational background tended to support and encourage their children to participate in various activities.

Several studies have been carried out over the past three decades to support the conclusion that the higher the formal education the greater the leisure participation (Cheek, 1971a; Etzkorn, 1964; Hall, 1973; Jubenville, 1971 and Mecer, 1973) of in the United States reported that level of education was associated with leisure participation.

A national survey conducted by Sutton–Smith, Roberts, and Kozelka (1963) found education to be positively associated with active participation in sports, as well as with passive participation in watching sport events on television or listening to sports news on the radio. A recent study by Falk (1995) which surveyied museum visits by adolescents, found the level of father's education to be positively correlated with museums going ($r = .23$, $p = .0001$). The concluded that higher education of one's parents is associated with greater participation in leisure activities by the young adolescent individuals (Hall,1973; Hobart,1975).

However, data from the studies of Christensen and Yoesting (1973; 1976) found that education lost its explanatory power in multivariate analysis. Hendricks (1971) failed to find any effect of education on leisure participation in his urban sample but did found a weak relationship with urban leisure activities.

Fathers' occupational status is also a very commonly studied component of the larger socio-economic status complex of variables. Occupational prestige level has been found to be positively associated with sport or outdoor recreational participation. A strong relationship between fathers' occupation and adolescents' participation in leisure activities had also been found in a variety of random samples taken from cities, states and countries (Burdge, 1969; Clark, 1956 and Zurn, 1971).

However, Kenyon (1966) found no significant effect of occupational status on leisure participation in general but he found the expected positive association of occupation with vigorous physical recreation. But Wippler (1968) and Christensen and Yoesting (1973, 1976) found zero-relationship between fathers' occupation and adolescents' leisure participation. Also, Christensen and Yoesting (1976) have argued that the apparent effect of fathers' occupational status on adolescents' outdoor facility use was in fact more the result of the association of their educational level with their occupational status, and to a lesser extent the result of the association of their income with their occupation.

2.5 Influence of Parents on Leisure Participation

Children and adolescents tend to seek and require the approval of adults in many of their daily activities (Fowler, 1981; Cratty, 1983). Previous research indicated that adolescents' participation in leisure activities was related to parents' encouragement for participation (Greendorfer, 1978; Kenyon and McPherson, 1973; Koehler, 1973; Sofranko and Nolan, 1972). Moreover, studies by Butcher (1983) Koehler (1973), Larson and Spreitzer (1974) and Smith (1979) found that leisure participation by high school and college youths was related to parental encouragement in such activities.

The findings of the Hultsman study (1993) showed that out of the 757 adolescents questioned, 76.1 % of them they perceived parental influence to be very strong. The study indicated that the influence of parents in adolescents' participation in leisure activities was higher among other variables.

2.6 Benefits of Participation in Leisure Activities

Donald and Havinghurst (1959), in their study, found that the main values of leisure activities among adults were intrinsic because their pleasure derived from the activity or the leisure activity was seen to be a change from their work. According to Corbin and William (1973), the main reasons for leisure participation among adults are psychological and physical health, self-expression and continual development. Engstron (1974), who gathered self-reports for participation in physical activities from Swedish high school youths, reported that the principal values mentioned were body condition and health, followed by passing time, intrinsic pleasure, competence and competition. Anderson, Jensen, Harsen and Sonne (1969) reported similar results from a national survey of Danish youth and adults. They found that the subjects participate in active leisure activities rather than to participate in passive leisure activities. The subjects were most likely to mention health or comradeship as the values. Similarly, Steel and Zurcher (1973), who reviewed literature on satisfaction and motivation for leisure, found that the major values for participation were preparation for life, relaxation, and recreation, expression, affiliation, separation, socialization, fulfilment of the wishes of others, statue and prestige.

Reasons for participating in competitive swimming were investigated by Brodkin and Weiss (1990). Their subjects were young children (6-9 years), older children (10-14 years), high school and college students (15-22 years), young adults (23-39 years), middle adults (40 - 59 years), and older adults (60-74 years). Their results revealed that, compared to all other age groups, older adults considered value characteristics of competitive swimming lower in importance as a reason for

participation, while fun was rated higher in importance by older adults and younger children. In addition, young and middle age adults rated health or fitness the highest as their reasons. Other study findings indicated that fun and enjoyment was one of the most important reasons for adolescents' participation in sports and physical activity (Fry, McClement, and Sefton, 1981; Gill, Gross and Huddleston, 1983; Gould, 1982).

Cowley and Ross (1997) explored the reasons for adults' participation in physical activities. The importance of each of the 19 reasons was analysed. Based on a maximum potential value of 4.00, the mean values ranged from 1.19 to 3.12. The five reasons rated as most important were fitness (M = 3.12), enjoyment (M = 3.10), mastery (M = 3.00), stress relief (M = 1.19), and self-concept (M =2.81).

There are few investigations that analysed stress-reduction effects of participation in physical activity. The best known study was the work of Tensley and his associates (Tensley and Kaas, 1979), and (Driver and Knopf, 1976). They working separately and together, developed two different sets of psychometric instruments for identifying and measuring the motivational bases of recreation choice. Some of the reasons were clearly stress-related. Tensley (1985) had applied the 'self report' method to evaluate the relative importance of particular leisure activities and settings in helping different types of participants in to cope with their stress. Recently Tensley used factor analysis to reduce the 27item scale to 8 "psychological benefits of leisure" (Tensley and Tensley 1988).

Studies had investigated psychological benefits of leisure and considered treatment of anxiety and depression could be reduced through participation in leisure activities. Physical activity had repeatedly been associated with decrease in tension

and state of anxiety in normal population (Berger, 1984a, 1984b; Berger and Owen, 1983; Boutcher and Lander, 1988; Morgan, 1987). Thayer (1987) also reported-tension reduction benefits that lasted for several hours after exercise in non-clinical participants. He found that a 10 minute walk resulted in reduction of tension levels which were significantly below pre-test levels of 30, 60, and 120 minutes post-exercise. Similarly significant decrease in tiredness and increase in energy were also reported 30 and 60 minutes after walking. Ryans in his book (1983,p 10) stated that 60% of the 1,750 physicians who were polled reported that they prescribed exercise for the management of anxiety, and 80% of them indicated that they prescribed exercise for the management of depression.

Leisure activities also involve many opportunities for learning both attitudes and values of leisure participation. A personal history of picnicking, camping and wilderness experiences is likely to inculcate learned attitudes towards nature (Driver, 1991). Several leisure theorists had asked leisure participants for their reasons for engaging in leisure activities in general or for participating in their favourite activities.

Beard and Ragheb (1980) developed a leisure satisfaction scale designed to measure the extent to which individuals perceived that certain personal needs were met or satisfied through leisure activities. The scale assessed six types of leisure outcomes: psychological, educational, social, relaxation, physiological, and aesthetic. Students rated relaxation outcome as the most important and physiological benefits as least important. Educational benefits, for example, intellectual stimulation and learning about selves and surroundings tied for fourth position in importance with

aesthetic benefits. The mean score of the educational factor was 2.5 on a 5-point scale, indicating that the desire for education was between "seldom" and "sometimes" true.

Hawes (1978) carried out a nation-wide household survey to determine the kind of satisfaction obtained by men and women from their three favourite recreational activities. From a list of 32 possible types of satisfaction, both men and women rated "peace of mind" as the most important satisfaction. Women rated " a chance to learn new things" and " it gives me a chance to develop a skill" as the second and eighth most important. Men rated these two benefits as the sixth and eighth most important respectively (p.199).

Pierce (1980a) surveyed urban residents in the United States to determine the extent to which they received the following types of satisfaction from their free time leisure activity: intimacy, relaxation, achievement, power, time filling, and intellection. The intellectual factors included items such as, "It was intellectually stimulating", "It enlivened my mind", "I learned something new", and " I learned more about myself." Both men and women in the sample rated relaxation as most important. The women however, rated intellection as their second most important type of satisfaction whereas men intellection ranked fourth.

Spreitzer and Snyder (1975), in a study of 500 respondents in a Mid-Western American Metropolitan area, found that most people were of the opinion thought that sports had positive values for society as well as for the individual. Nearly 90% of the respondents considered physical activity to be valuable in teaching self-discipline, 80% felt that physical activity promoted the development of fair play, and 70%

thought that it fostered authority and good citizenship. Males and females expressed similar views about the values of physical activities.

Similarly, Nixon (1979) in a study of 525 college students found that 95% of the respondents agreed that physical activity developed self-discipline, 87% agreed that athletes enjoyed better health, 85% agreed that sports built character and citizenship, while 81% agreed that physical activity developed leadership qualities. Only 23 of the respondents thought that activity had value as preparation for life, and only 15% thought activity fostered belief in God and the country.

2.7 Summary of the Review of Literature

Research on leisure had assumed great importance especially in the advanced industrialised countries in the recent decades. Scholars, leisure professionals and educators agree that adolescents are socialised into leisure habits and attitudes through many institutes including school and family. The literature highlights findings on the nature of today's adolescents' lifestyles, the importance of their participation in leisure, benefits of leisure, constraints of leisure, desire for leisure and factors that have strong bearing upon adolescents' leisure participation. Though aspects of adolescents' leisure participation have been dealt with at length research findings remains inconclusive on various issues.

Among the trends is the males' increasing participation in passive leisure activities such as watching television for popular movies and music programs, and listening to radio, and female adolescents' participation in reading magazines, meeting and conversing with friends. Some writers have also pointed out that not all

leisure is necessarily good and hence the need to be selective in leisure participation. However, there is an overall agreement on the major benefits accruing to the adolescents by their participating in active leisure activities. On the roles of parents, peers and teachers in motivating adolescents to participate in leisure activities, studies indicate that adolescents consider parents to play more important role than teachers and peers. The educational and professional status of parents has a close association with the adolescents' participation in leisure activities.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This is a survey study designed to find out the extent of leisure perceptions and participation in various leisure activities by school adolescents in Libya. It is assumed that the extent of their participation in various leisure activities is a result of their desire for participation and their perceptions of benefits and constraints of leisure participation. Therefore, it examines the relationship of adolescents' perceptions of those benefits and constraints with their actual participation in certain selected leisure activities. The relationships between variables such as gender, grade levels age, and fathers' education and occupation are also investigated. The study used the survey technique and a questionnaire is used to collect data. Details of the sample, the instrument and procedure are presented.

3.1 The Sample

The subjects of this study comprised 1342 students whose ages ranged from 15 to 18 years (from Form 1 to Form 3). Subjects were selected at random from 28 high schools in the city centre of Tripoli, the Capital city of Libya. The city of Tripoli was selected because leisure facilities and opportunities are plentiful and available to students who wish to take part in leisure activities.

The sample comprised 48.1% male (n= 646) and 51.9% (n= 696) female school adolescents.

It was fairly evenly distributed among grade levels i.e. Form 1 = 32.6% (n= 437); Form 2 = 33.5% (n=450) ; and Form 3 =33.9% (n=455).

With regard to their fathers' education, 43.4% (n= 583) of the students had fathers with a university degree and a higher percentage 49.3% (n= 663) of them were those students whose fathers were professionals. Table 3. 1 shows distribution of the sample according to gender and age. of the respondents while Table 3.2 shows distribution of the sample according to heir father's education and occupation.

Table 3.1

Distribution of Subjects according to Age and Grade Levels

		Male	Female	Total
Form I	%	33.9	31.3	32.6
	N	(219)	(218)	(437)
Form II	%	32.8	34.2	33.5
	N	(212)	(238)	(450)
Form III	%	33.3	34.5	33.9
	N	(215)	(240)	(455)

Table 3.2

Distribution of Sample According to Father's Levels of Education and Occupation

	N	%
Level of Education		
No formal schooling	61	4.5
Primary school	104	7.7
Secondary school	219	16.3
High school	375	27.9
University level	583	43.5
Total	1342	100
Level of Occupation		
Professional	663	49.3
Technician, clerical and other skill worker.	566	42.2
Semi-skilled and unskilled worker	114	8.5
Total	1342	100

3.2. Instrument

The instrument used in this study was adapted from the published studies related to leisure perceptions and participation. As in previous research pertaining to leisure participation had been carried out in Libya, the list of adolescents' leisure activities and items of leisure constraints and leisure benefits, were selected from studies carried out in other countries especially in the developed industrialised world namely the United Sates, Canada, Europe, Australia and New Zealand (e.g. Garton and Pratt 1991; Driver, Brown, and Peterson, 1991, Edginton, Jordan, DeGraaf and Edginton, 1995; Kelly, 1990; Dumazedier, 1973). However, the classification of fathers' educational levels and occupational status was based on the groupings used in the Libyan Bureau of Statistics.

A questionnaire which contains 5 parts was designed to obtain information on: (a) adolescents' participation in leisure activities; (b) perception of constraints and benefits of leisure activities; (c) demographic details such as school grades, gender, SES; (d) the hours spent on leisure activities; (e) the days on which adolescents spent more time in leisure; (f) where and with whom the adolescents spent time during leisure and (g) adolescents' perception of the desire for leisure activities.

Part 1 of the questionnaire includes demographic variables like age and gender of the subjects and their father's education level and occupational status. Multiple-choice items are used to obtain the information.

Part 2 of the questionnaire consists of 14 active and 13 passive leisure activities (Table 3.3).

The grouping and selection of activities was devised purely for the purpose of analysis in this study.

The 14 active leisure activities are divided into two categories. The first category consists of 7 vigorous leisure activities: football, basketball, volleyball, table tennis and handball, gymnastic and running. The second category comprises 7 non-vigorous leisure activities: swimming, walking, exercise, visiting parks, picnic, boy/girl scout, and gardening.

The 13 passive leisure activities were also divided into two categories. The first category includes 6 electronic media related audio-visual leisure activities i.e. watching television, watching movies, playing computer games, listening to music, playing music, and watching sports and games. The second category consists of 7 printed-media related and socially significant activities such as reading newspapers and magazines, reading books for pleasure, playing cards, loitering, spending time with friends, spending time with family and visiting relatives.

Respondents were asked to indicate on 5-point Likert scale to indicate the number days in a week they participated in the given leisure activities. The responses ranged from (1) "not even a day" to (5) "four days or more in a week". This measure of participation which is based on days of the week as a reference of the extent of participation was considered to be significant. It was assumed that respondents may have no difficulty in recalling the frequency of their participation on days of a week while using one month or one year reference of participation was considered inappropriate as students may not recalled the frequency of their participation over longer periods of time, however, the one month and one year reference of

participation had been used in the majority of previous studies that used ordinal measures of frequency of sports and leisure participation (e.g., Howard & Crompton, 1984; Garton and Pratt, 1987).

Part 3 of the questionnaire posed 6 questions. Five of these questions were multiple-choice items. Respondents were asked to indicate (1) the days of the week on which they spent more time in leisure activities; (2) the places where they spent more time for leisure; (3) the people with whom they spent most time for leisure; (4) the facilities which they usually used more often in leisure: (5) average numbers of hours they spent in sports, in watching television and in reading books. The purpose of these questions was to have a clearer and detailed idea about the intensity of adolescents' participation in active and passive leisure activities, measured by the number of hours spent in each given activity, (See Appendix B, Part 3).

The intensity of the "desire for leisure participation" was measured by a 5-point Likert scale ranging from (1) "no desire "; (2) "desire for one day in a week"; (2) "desire for two days in a week"; (4) "desire for three days in a week; and (5) "desire for four days or more in a week". The desire for types of activities was ascertained by the following items: "desire for sport activities", "desire for picnic", "desire for scout movement", and "desire for watching TV", "desire for music" and "desire for reading for pleasure". The first three items was considered as a desire for active leisure participation, while the other three item were considered as a desire for passive leisure participation. The desire variable was used in the model of the study as an important predictor of participation in leisure activity along with the perception of the benefits of leisure. (see Appendix B. Part 3).

Part 4 of the questionnaire consisted of 12 items on leisure constraints. The 12 items of leisure constraints were categorised into three categories:

(a) 4 items for school constraints which include (i) lack of school facilities, (ii) too many school assignments, (iii) lack of organisation of out of school activities, and (iv) lack of encouragement from teachers);

(b) 4 items for family constraints which include (i) lack of encouragement from parents, (ii) no home facilities, (iii) lack of transportation, (iv) busy with family business); and

(c) 4 items for personal constraints which include (i) physically unable to participate, (ii) not aware of leisure places, (iii) leisure activities disturb academic study, (iv) religious beliefs. (See Appendix A.part 4). Constraints were investigated in relation to actual participation in leisure activities per week by such indicators as desire for participation, gender and SES. Respondents were asked to indicate their agreement or disagreement of each of the 12 constraint statements as a limiting or prohibiting factor for their participation in leisure activities; or as a reason for their non-participation, using a 5-point Likert scale ranking from (1) strongly disagree (5) to strongly agree.(See Appendix B, part 4).

Part 5 of the questionnaire consisted of 24 items on leisure benefits, measured by a 5-point Likert scale ranging from (1) "strongly disagree" to (5) "strongly agree". The respondents were asked to indicate their agreement and disagreement with each of the 24 items which were divided into four categories, each comprising 6 items.

Table 3.3

Classification of Active and Passive Leisure Activities

Active Leisure Activities		Passive Leisure Activities	
Vigorous	Non-vigorous	Audio visual	Printed & social
(1) football	(1) swimming	(1) watching TV	(1) reading newspaper
(2) basketball	(2) walking	(2) watching movie	(2) reading pleasure book
(3) volley ball	(3) exercise	(3) computer game	(3) playing cards
(4) table tennis	(4) visiting par	(4) listening to music	(4) loitering
(5) hand ball	(5) picnic	(5) play music	(5) spent time with friends
(6) gymnastic	(6) boy/girl scout	(6) watch sport and games	(6) spent time with family
(7) running	(7) gardening	(7) visiting relatives	

The first category was related to physical benefits which included (i) physical fitness, (ii) weight control, (iii) physical development, (iv) motivation for lifelong participation, (v) maintenance of good health, and (vi) reduction of physical illness.

The second category was related to social benefits which included (i) encourage contact with friends, (ii) provide opportunity to make friends, (iii) learn how to cooperate as a member of the group,(iv) get new experience from others, (v) overcome a sense of isolation and (vi) change the every day-routine.

The third category was related to psychological benefits which included (i) enjoy and relax, (ii) understand benefits of leisure, (iii) reinforce self-confidence and self-image, (iv) develop skills,(v) learn self-reliance and (iv) feel for self-expression.

The fourth category was related to learning benefits which included ((i) learn about matters related to school subjects, (ii) encourage participation in school activities, (iii) add new knowledge about leisure, (iv) discover links between study and leisure, (v) enhance knowledge and culture; and (vi) give mind a rest from study fatigue. (See Appendix B. Part 5)

3.2 Administration of the Instrument

Following procedure was observed for administration of the instrument. After the research proposal was approved by the Faculty of Education Higher Degree Committee, University of Malaya, permission was sought from the Research Division of Libyan Secretariat of Education and the Faculty of Applied Social Science in El Fateh University in Tripoli, Libya, to carry out this research in 28 selected high schools in the city Tripoli. On receiving permission, this researcher made preliminary visits to each of the 28 schools concerned to explain to the principals and teachers the purpose of the study and to make arrangements for collecting data from the subjects. Information such as the numbers of students in Forms 1, 2 and 3 classes and the general background data of students' leisure participation in and out of the school like where, how, and with whom they spent their leisure time were also gathered.

The questionnaire was translated into the Arabic language and then translated back into English by two bilingual Libyan teachers in order to ensure its accuracy and

to increase reliability which was further ascertained by holding discussions with post-graduate students and teachers interested in the field of sports and students' participation in leisure activities in general and in Libya in particular.

Each part of the questionnaire was subjected to the opinions of the university scholars. A number of scholars at the Faculty of Education University Malaya as well as at the University of Applied Social Sciences at Tripoli specialized in the field of research in social and physical sciences examined the draft questionnaire. After the instrument was better refined and retranslated into Arabic, a pilot test of the questionnaire was carried out on 17 Libyan High School Students of 15 to 18 year age and studying at the Libyan School in Kuala Lumpur. These students were asked to indicate if any questions appeared ambiguous to them. After they had answered the questionnaire, they were interviewed in order to determine whether the instructions and the activities included in the questionnaire were clear and free from any ambiguity. The majority of these students indicated that they had no difficulty in understanding and answering all the items in the questionnaire. However, only 4 out of 17 students especially the younger ones did not fill in the items related to psychological benefits of leisure because they did not fully comprehend the implications of the items. The instrument was then finalized and its translated version was revised before it was administered in to the subjects.

The data were collected the researcher with the help of selected school teachers and school social workers from each school. A total of 1400 questionnaires were distributed at 28 schools over a period of 25 days, starting one month before the schools final examination at the schools. During the process of data collection, the

questionnaires were distributed for the subjects in their own classes by the researcher under the supervision of their teachers and with the help of the social workers. The teachers explained to the subjects the importance of the study, and asked for their co-operation. They were also of the need to be honest in answering the questions, and gave them assurance of strict anonymity and confidentiality of their answers. They were also given instructions to respect the privacy of others during the time of answering the questions and to remain quiet until they completed their questionnaire. The social workers then collected the questionnaires. The researcher thanked all participants, including teachers and social workers for their full cooperation. Only 58 out of 1400 responses were eliminated from the analysis because these were either incomplete, defaced or showed evidence of a marked bias. Thus, 1342 or 95.85% questionnaires responses were analysed.

3.4 Validity and Reliability of Leisure Constraints

To examine the perceptions of leisure constraints among school adolescents, a 10-item Likert-type scale was used. Items for this scale were selected from the theories advanced by Rymore and Godbey (1994), and Hultsman (1993). Only items representing school constraints, family constraints and personal constraints were selected for inclusion in the study because of their relevance to school adolescents. Students were asked to indicate their agreement or disagreement on each of the given constraint as a reason for their not participating in their desired leisure activities. To validate the scale, a principal component analysis was first performed in order to examine the factor structure of constraints scale. Secondly, factor loading was

estimated. Thirdly, Kaiser's (1960) criterion was applied to decide on the number of factors to be retained. Only those components with an eigenvalue greater than 1.0 were retained. However, the results indicated that two of the items failed to distinctively load on one of the three factors. The two items which yielded the problem of factorial complexity were abandoned from further analysis and interpretations, therefore only 10 items were used to measure leisure constrains.

Finally, to estimate the reliability of the retained factors, the study used Cronbach's alpha procedure. The Cronbach's alpha scores were computed to be for family constraints (.53), for school constrain (.77), and for personal constraints (.45) respectively (See Table 3.4).

The results of the empirical analysis were not inconsistent with the expectation that the 10 constructed item scale measures three perceived constraint-related factors (Table 3.4). The three factors which jointly and substantially explained the variability of the students' responses to the 10-item scale, account for about 53% of the total variance. The eigenvalue for the first three factors, 2.55, 1.65, and 1.10 respectively, met the Kaiser's criterion on the number of factors to be retained, and therefore verified the presence of the three underlying factors.

Table 3.4 summarized the distribution of factor loadings across the 10-item scale. The first factor was significantly loaded a four items. These items were "parents do not encourage" (.494), "too busy with family business" (.556), "lack of transportation" (.712), and "house is far from leisure facilities" (.756). These four items, which suggested elements of constraints of leisure participation, reflected the dimension of family-related constraints. The second retained factor was significantly

loaded with items that represent school-related constraints. They are, "too many school assignment" (-.809), "school does not organize out of school activities" (-.855), "teachers do not encourage" (-.792) reflected the underlying factor. Finally, the third factor was loaded with the last three items on the scale that implied personal-related constraints. These items are, "physically not able to participate" (.704), "do not know where the facilities are" (.623), and "religious beliefs do not allow me to participate" (.714).

3.5. Validity and Reliability of Leisure Benefits

To investigate perception of leisure benefits, a 24-item Likert type scale was used. The items were selected from Driver (1991). The present study covers 4 categories of leisure benefits, namely, physical benefits, psychological benefits, social benefits and learning benefits which were represented by 6 items in each category. To validate the scale, first the principal component analysis was conducted on the correlation matrix of the 24 items of leisure benefits. Second, factor loadings were estimated. Third, Kaiser's criterion was applied to decide on the number of items to be retained. Fourth, to estimate the reliability of the retained factor, the study used Cronbach's alpha procedure. The Cronbach' alpha was computed for physical factors as (.76), psychological factors as (.75), social factors as (.73) and learning factors as (.50) (See Table 3.5).

Table 3.4

Loadings for Three-Factor Solution

Items	Perception of Constraints		
	Family	School	Personal
1. Too many school assignment	.177	-.809*	.139
2. School does not organize out of school activities.	.124	-.855*	.094
3. Teachers do not encourage	.159	-.792*	-.002
4. Parents do not encourage	.494*	-.228	.221
5. House is far from leisure facilities	.756*	-.209	.274
6. Lack of transportation	.712*	-.197	.050
7. Too busy with family business	.556*	.083	-.050
8. Physically not able to participate	.142	-.053	.704*
9. Do not know where the facilities are.	.404	-.151	.623*
10. Religious beliefs do not allow me to participate.	.016	-.033	.714*
Cronbach's Alpha	.53	.77	.45

* Statistically significant at alpha = .05

The results of the empirical analysis showed that there were 4 underlying dimensions measured by the students' responses to the 16 items (Table 3.5) and these account for 56% of the total variance.

Of the 24 items included in the analysis, 8 of them found to be problematic, were they produced factorial complexity and inconsistency with the other items. Therefore, these items were excluded from any further analysis and interpretation, living a total of 16 items on the scale.

The variance for the first component with the largest eigenvalue was 5.461, while the subsequent eigenvalues were 1.446, 1.091, and 1.018. All estimated factor loadings of 1.0 and above were large enough to be significant, even the weakest loading (.568) was statistically significant at p =.01.

Table 3.5 summarizes the distribution of factor loadings across the 16-item scale. The first category was significantly loaded on four items; the items were "physical fitness" (.758), "weight control" (.763), "contribute to physical development" (.762), and "maintain good health" (.740). These 4 items reflected the dimension of physical benefits of leisure. The second retained category was significantly loaded on 4 items that represents psychological benefits of leisure, these items were " reinforcing self-confidence and self-image" (.760), "develop skills" (-. 772), "learn self-reliance" (-. 805), and "feeling of self-expression" (-.663). The third retained category was significantly loaded on 3 items that represents social benefits of leisure. The items are, " encourage contact with friends" (.827), "provide opportunity to make friends" (.840), and "learning how to cooperate with a group" (.767). The fourth was loaded with the last 5 items on the scale that implied learning benefits of leisure. These were " encourage participation in school activities" (.619), "add new knowledge about leisure" (.568). "Discover link between study and leisure" (.710), "enhance knowledge and culture" (.695), and "give mind rest after study fatigue" (.638).

Table 3.5

Loadings for Rotated Four-Factor Solution

Items	Leisure Benefits			
	Physical	Psychological	Social	Learning
1. Physical fitness	.758*	-.186	.235	.210
2. Weight control	.763*	-.293	.423	.293
3. Contribute to physical development	.762*	-.342	.447	.265
4. Maintain good health	.740*	-.441	.555	.310
5. Encourage contact with friends	.406	-.294	.827*	.263
6. Provide opportunities with friends	.342	-.245	.840*	.257
7. Learn how to cooperate in groups	.362	-.370	.767*	.311
8. Reinforcing self confidence and image	.439	.760*	.396	.342
9. Develop skills	.424	-.772*	.380	.322
10. Learn self-reliance	.332	-.805*	.430	.371
11. Feeling of self-expression	.122	-.663*	.257	.228
12. Encourage participation in school activities	.226	-.254	.181	.619*
13. Add new knowledge about leisure	.155	.021	.162	.568*
14. Discover link between study and leisure	.305	.323	.226	.710*
15. Enhance knowledge and culture	.225	-.447	.321	.695*
16. Give the mind a rest after study fatigue	.173	-.370	.282	.638*
Cronbach's alpha	.76	.75	.73	.50

* Statistically significant at alpha = .05

CHAPTER 4

RESULTS OF DATA ANALYSIS

The Statistical Package for the Social Science (SPSS) was used to analyse the data collected. To obtain answers to the research questions the data were subjected to (a) descriptive analysis, (b) correlation analysis, (c) multiple regression analysis, and (d) multivariate analysis of variance (MANOVA).

MANOVA was deemed appropriate for this study because the procedure allows for simultaneous testing of gender, grade levels, and SES differences on several dependent variables. Thus, this procedure reduces the likelihood of an inflation of the error rate. Using a global test (overall F-test), this procedure provides protection against capitalising on chance, which is contingent upon conducting repeated univariate analysis. In addition, Stevens (1992) in his book, "Applied Multivariate Statistics for the Social Science," argues that

> Although the groups of the investigation may not significantly different on any of the variables individually, jointly the set of variables may reliably differentiate the groups. This is, small differences on several of the variables may combine to produce a reliable overall differences. Thus, the Multivariate test will be more powerful in this case (p. 153).

The results of the study are organised in the following major categories:

1) The relationship between males' desire for leisure participation and their actual participation in leisure activities.

2) The relationship between females' desire for leisure participation and the actual participation in leisure activities.

3) The desire for sports and physical activities and the hours spent in sports.

4) The desire for watching television and the hours spent in watching television.

5) The relationships among the desire for leisure participation, gender, and grade levels.

6) The relationship between the perceived benefits of leisure and participation in leisure activities

7) The relationship between perceived constraints of leisure and participation in leisure activities.

8) The relationships between leisure constraints and benefits by age.

9) The relationship between students' participation in leisure activities and their fathers' education, occupation and

10) The relationships among leisure constraints, benefits, fathers' education and occupation

11) The relationships among active leisure participation, gender, and active leisure participation grade levels.

12) The relationships among passive leisure participation, gender and grade levels.

13) Students' perception of the equal importance of leisure activities and school study.

14) The person and place where students spent most of their leisure time.

15) Days of the week in which students spent more time in leisure activities.

16) The average numbers of hour students spent in sports, reading papers and watching television.

17) The leisure facilities used in leisure time

4.1 Male Students' Desire for Leisure Participation and their Actual Participation in Leisure Activities

This section presents the results of data analysis that attempted to answer research question one. Specifically, the purpose of this analysis was to explore if a relationship existed between the respondents' desire for leisure participation and their actual participation in both the active and passive leisure activities. The Pearson Product Moment Correlation Coefficient was used to ascertain the strength of the relationship between the variables.

The results are presented in four sub-sections, the first two sub-sections deal with the relationship between the desire for participation and actual participation in vigorous and non-vigorous activities. The next two sub-sections present the correlation between the desire for participation and actual participation in audio-visual activities and printed media activities.

Table 4.1 presents the correlation coefficients for the relationship between the male students' desired leisure participation and the reported participation in vigorous leisure activities. The data indicated that the correlations between the desired and reported participation ranged from $\underline{r}$ = - .007 to $\underline{r}$ = .334. With the exception of the relationship between the students' desire for participation in sport

activities and their participation in football (r = .334), no other correlation coefficient exceeded a value of .30. A relationship between participation in football and desire for sport activities is not unexpected and like wise the relationship between participation in football and desire to listen to music.

The data indicate that the overall strength of the linear relationship between desired and the reported participation was insignificant. In addition, of the 42 correlation coefficients presented in this analysis, 50 per cent of them indicated relationships, $p < .05$.

Table 4.1

Correlation Coefficients of the Males' Desired Leisure Participation and Vigorous Leisure Participation

	Desired for Participation					
Vigorous Activities	Sport Activities	Picnic	Scout	Watch TV	Listen to music	Reading books
Football	.334**	.155**	.001	.090*	.052	.011
Basketball	.130**	.073	.008	-0.033	.026	-.007
Volleyball	.099*	.082*	.107**	.062	.095*	.100*
Table Tennis	.055	.144*	.117**	.038	.059	.112**
Handball	.057	.081*	.100*	.051	.049	.036
Gymnastics	.104**	.005	.100	.113**	.085*	.079
Running	.040	.025	.003	.173**	.153**	.108**

** Significant at $p < .01$, * Significant at $p < .05$

Table 4.2 summarizes the results of correlation analysis between list of the desired activities and the reported participation in non-vigorous activities participated by male respondents.

The results of non-vigorous activities indicated that in general the relationship between the male students' desire for participation in leisure and the non-vigorous activities that they reportedly had participated in, were generally weak. The correlation coefficients ranged between $\underline{r}$ = -.030 and $\underline{r}$ = .302. Of the 42 bivariate relationships, only the desire for scouting was somewhat moderately related to their participation in scout activities, $\underline{r}$ =.302, p = < .001. The other linear relationships were less than $\underline{r}$ = .30. A correlation between scouting participation and desire for scouting is to be expected. Likewise a correlation between participation in scouting and reading books is not.

Table 4.3 summarizes the results of correlation analysis between desire for participation and actual participation in an Audio--visual leisure activities by the male respondents. The result show that the correlations between the male students' desire and their participation in audio-visual (passive activities) ranged from $\underline{r}$ = - .04 to $\underline{r}$ = .527. With the exception of the relationship between the male students' desire for (1) watching television and their participation in watching television ($\underline{r}$ = .386), (2) watching television and listening to music ($\underline{r}$ = .327), (3) listening to music and reported listening to music ($\underline{r}$ = .527), and (4) sports activities and watching sports ($\underline{r}$ = .297), the correlation coefficients did not exceed .30.

Table 4.2

Correlation Coefficients of the Males' Desired for Leisure and the Non vigorous Leisure Participation

Non-Vigorous Activities	Desire for Participation					
	Sport activities	Picnicking	Scouting	Watching TV	Listening Music	Reading books
Swimming	.110**	.135**	.028	.054	.129**	.087*
Walking	.077	.063	.004	.206**	.232**	.108**
Exercise	.107**	-.019	-.003	.141**	.142**	.058
Visit Park	.082*	.270**	.105**	.006	.087	.017
Picnicking	.149**	.204**	.116**	.126**	.097*	.044
Scouting	.003	.102**	.302**	.004	.013	.001
Gardening	.113**	.112**	.039	.103**	.109**	.055

** Significant at p = < .01, * Significant at p = <.05

Thus, the overall strength of the linear relationship between aspects of the desire and reported participation seemed to be insignificant. While there is a correlation between watching sports and desire for sport activities, desire for sport activities does not necessary lead a desire to watching TV or vise versa.

Table 4.4 summarizes the results of correlation analysis between aspects of the male students' desired for leisure participation and their reported participation in the printed and social leisure activities. The results show that the correlation between their desire and actual participation ranged from $\underline{r}$ = -.46 to $\underline{r}$ = .37. With the exception of the relationship between the students' desire for reading books and their

reported reading of papers and magazines (r = .39), no other linear relationship exceeded a value of r = .30. Correlation was found between time with friend, and desire for sport activities r=.25, between desire for watching TV and spend time with friends r = .26 between listening to music spend time with friends r = .22.

Table 4.3

Correlation Coefficients of the Males' Desire for Leisure Participation and Participation in Audio-Visual Activities

	Desire for Participation					
Audio-visual Activities	Sport activities	Picnicking	Scouting	Watching TV	Listening to music	Reading Books
Watching TV	.205**	.130**	- .003	.386**	.266**	.105**
Watching Movie	.065	.134**	.130**	.085*	.090*	- .027
Playing Computer	.101**	.076	.124**	.103**	.158**	.037
Listening music	.140**	.148**	- .004	.327**	.527**	.136**
Playing music	.070	.131**	.195**	.114**	.110**	.159**
Watching sport	.297**	.091**	- .004	.200**	.212**	.231**

** Significant at p < .01, * Significant at p < .05

The results are presented in the following four sub-sections. The first two sub-sections deal with the relationship between the desired participation and the actual participation in vigorous and non-vigorous leisure activities.

The next two sub-sections present the correlation between the desired participation and actual participation in passive leisure activities (audio-visual, printed media and social activities). For this analysis, the researcher applied Pearson's Correlation Coefficient.

Table 4.5

Correlation Coefficients of the Females' Desire and the Reported Participation in Vigorous Activities

Vigorous Activities	Desire for Participation					
	Sport Activities	Picnicking	Scouting	Watching TV	Listening Music	Reading Books
Football	.191**	.051	.100**	.038.	.095*	.013
Basketball	.056	-.250	.104**	-0.03	.042	-.082*
Volleyball	.137**	.051	.102**	.086*	.015	.032
Table Tennis	.032	.005	.019	.03	.032	-.06
Handball	.066	-.001	.076*	.055	-.021	-.036
Gymnastic	.125**	.004	.102**	.083*	.085*	-.047
Running	.072	.117**	.057	.101**	.950*	.074*

** Significant at $p < .01$, * Significant at $p < .05$

Table 4.5 presents the correlation coefficient for the relationship between aspects of the female students' desire for leisure participation and their participation in vigorous leisure activities. The data indicated that the correlation between the

females' desire for participation and aspects of their participation ranged from $\underline{r}$ = -. 01 to $\underline{r}$ = .19. The overall correlation between their desire for participation and actual participation in reported activities is weak. Thus, the data indicated a lack of linear relationship between female students' desire and their participation in vigorous activities.

Table 4.6

Correlation Coefficients of the Females' Desire and Participation in Non-Vigorous Activities

	Desire for Participation					
Non-vigorous Activities	Sport activities	Picnic	Scout	Watch TV	Listen Music	Read Books
Swimming	.114**	.134**	.153**	.090*	.167**	.032
Walking	.092*	.118**	- .036	.212**	.186**	.109**
Exercising	.122**	.004	.019	.156**	.173**	.061
Visiting Parks	- .013	.115**	.054	.015	.018	.067
Picnicking	.004	.148**	.004	.134**	.187**	.168**
Scouting	.027	.051	.196**	- .054	- .049	.056
Gardening	.009	.023	.251**	.123**	- .005	- .066

**Significant at $p < .01$, * Significant at $p < .05$

Table 4.6 summarizes the results of correlation analysis between the female respondents' desired participation and their actual participation in non-vigorous activities. The results indicated that the correlations between females' desire for

leisure and their actual participation ranged from $\underline{r}$ = - .01 to $\underline{r}$ = .25. These relationships are weak.

Table 4.7

Correlation Coefficients for the Relationship between Female Students' Desire for their Actual Passive Leisure Participation in Audio--Visual activities

	Desire for Participation					
Audio-visual Activities	Sport ctivities	Picnicking	Scouting	Watching TV	Listening Music	Read Books
Watching TV	.004	.072	-.141**	.369**	.230**	.177**
Watching Movie	- .036	.085*	.073	.170**	.139**	.012
Playing Computer	.019	.033	.125**	.171**	.055	.062
Listening to Music	.082*	.134**	-.144**	.360**	.448**	.189**
Playing Music	.133**	.004	.193**	.106**	.002	-.053
Watching Sports	.069	.055	.019	.160**	.121**	.096*

** Significant at $p < .01$, * Significant at $p < .05$

Table 4.7 summarise the results of the correlation analysis between aspects of the female students' desire for participation and their actual participation in audio-visual activities. The results indicated no correlations between desire for watching television and the actual participation in (1) watching television ($\underline{r}$ = .36), and (2) listening to music ($\underline{r}$ = .36). In addition, the relationship between female adolescents' desire to listen to music and the reported time spent in listening to music is $\underline{r}$ = .45, is higher than the correlation between watching TV and desire for listening music.

Table 4.8 summarises the results of correlation analysis between the female students' desire for leisure participation and their actual participation in printed media and social activities. The results indicated that their desire for reading books and their actual participation in reading newspapers and magazines was significantly related (r = .42). Reading papers and magazines has a higher correlation with desire to read books than the correlation between desire to read and reading books. Correlation of .34 was found between time with family and desire to watch TV.

Table 4.8
Correlation Coefficients for the Females' Desire and Participation in Printed Media and Social Activities

	Desire for Participation					
Media & Social Activities	Sport activities	Picnicking	Scouting	Watching TV	Listen Music	Read Books
Reading paper & Magazines	.089*	.102**	-.052	.216**	.298**	.422**
Reading Books	.066	.125**	-.250	.235**	.230**	.369**
Playing Cards	.093*	.164**	.059	.165**	.203**	.182**
Loitering	.101**	.056	.082*	.087*	.037	.004
Time with friends	.062	.102**	0.057	.125**	.133**	.006
Time with family	.041	.108**	.098**	.342**	.253**	.183**
Visit relative	-.089*	.111**	.019	.111**	.145**	.062

** Significant at $p < .01$, * Significant at $p < .05$

4.3 Relationship between Desire for Sport Activities and Hours Spent in Sports Activities

A major interest of the study was to explore the relationship between the amount of time the respondents reported to have spent in sports and physical activities and their desire for these leisure activities. The study was also to ascertain for differences in the amount of time male and female adolescents spent in sports and physical activities.

To answer these questions, the researcher applied the multiple regression procedure. Table 4.9 summarises the results of the multiple regression analysis.

In this analysis, the reported amount of time spent in sports and physical activities served as the criterion measure. The respondents' desire for participation in sports and gender were the independent variables. The results indicated that the overall relationship between time spent and the independent variables was statistically significant: $F(2, 1339) = 60.74$, $p < .05$, $MSE = .63$. Desired participation and gender jointly account for about 12% of the variability in the amount of time spent in sports ($R^2 = .124$), and the standard error was .80.

In addition, the reported amount of time spent on sports and physical activities was significantly associated with the respondents' desire for participation in sports ($t = 7.74$, $p < .05$) and gender ($t = -9.202$, $p = <.05$).

Table 4.9

Results of Regression Analysis on the Desire for
Sports and Physical Activities and the Hours Spent in Sport Activities

	B	S.E.	Beta	t	p-value
Desired Participation	.131	.017	.204	7.742	.001
Gender	-.414	.045	-.243	-9.200	.001
Constant	2.224	.098		22.932	.001

4.4 Relationship between Desire for and Hours Spent in Watching Television

The section discussed the results of data analysis on the relationship between the amount of time spent in watching television and the respondents' desire for the gender. The multiple regression was used to examine this relationship. The criterion measure for the regression analysis was the reported amount of time spent in watching television. The desire for watching television and gender served as the predictors. Table 4.10 presents a summary of the results of the multiple regression.

The results indicated that the relationship between the amount of time spent in watching television and the two independent variables was statistically significant; $F(2, 1339) = 69.71$, $p = .001$ MSE = .69. These two variables account for almost 11% of the total variance ($R^2 = .107$), and the standard was error of .93. However, further analysis indicated that the desire factor rather than the gender factor was more important in influencing the variability in reported time spent in watching television; ($t = 1.245$, $p < .05$). In summary, the students' desire for watching television appears to be an important factor predicting the amount of time they spent in watching it.

Table 4.10

Results of Regression Analysis on the Desire for Watching TV and the Hours Spent in Watching Television

	B	S.E.	Beta	T	p-value
Desire for Participation	.220	.018	.3221	2.450	.001
Gender	.096	.051	.0049	1.890	.060
Constant	1.714	.104		16.473	.001

4.5 Relationship of Desire for Leisure Participation with Gender, and Grade Levels

The relationships among students' desire for leisure participation, gender, and grade level were concern of this study. To answer this question, MANOVA was conducted on the six items which measure the desire to participate in specific leisure activities. The items were the desire for sport activities, picnicking, scout movement, watching television, listening to music and the desire for reading for pleasure. On the 6 activities there were active leisure and 3 passive leisure activities. The active leisure activities comprise sports, picnicking and scouting while the passive leisure activities consist of watching television, listening to music and reading books and magazines. It is assumed that these are the most popular active and passive activities among adolescents.

The results of the MANOVA indicated the variability in students' desire is significantly related to gender. Overall the gender effect is statistically significant: Wilks's Λ = .865, F (6, 1331) = 34.77, p = .001. Gender level account for 14% of the

total variance. Furthermore, the relationship between the students' desire for leisure and grade level was also significant: Wilks' Λ = .954, F (12, 2662) = 5.286, p = .001. Gender level account for 5% of the total variance.

Table 4.11 shows descriptive statistics and F-ratios yielded from the follow-up univariate analysis. The univariate test between subjects indicated that the students' desire for leisure participation was associated with gender. The data revealed that gender significantly accounted for four of the activities; These are desire for sports $F(1,1336) = 84.46$, picnicking $F(1,1336) = 41.4$, music $F(1,1336) = 48.70$, and the desire for reading $F(1,1336) = 22.13$, at $p < .05$. With the exception of the desire for sports, desire for leisure was higher for females than for males.

In addition, grade level is related to three of the desired activities. These are scouting, music, and reading. The univarite test yielded statistically significant F-ratios, $F(2,1336) = 10.4$ for the desire for scout, $F(2,1336) = 11.88$ for the desire for music and $F(2,1336) = 13.28$ for the desire for reading.

The grade-level effect was significant at $p < .05$. Form I students desired scout activity more than the students of other grade levels which, Form III students outscored students in other grade levels in desire for music and reading.

Table 4.11

Means Standard Deviations and F-tests of Desire for Leisure Participation according to Gender and Grade Levels

Desired Activities	Male n = 646 M	Male n = 646 SD	Female n = 696 M	Female n = 696 SD	Total n = 1,342 M	Total n = 1,342 SD	n	F- test* Gender Effect F	Gender Effect p	Grade Level Effect F	Grade Level Effect p
Sports											
Form I	3.48	(1.26)	2.64	(1.31)	3.06	(1.35)	437	84.46	.01	.99	.37
Form II	3.38	(1.21)	2.70	(1.33)	3.02	(1.32)	450				
Form III	3.36	(1.26)	2.95	(1.34)	3.14	(1.31)	455				
Total	3.41	(1.24)	2.76	(1.33)							
Picnicking											
Form I	2.48	(1.11)	2.82	(1.10)	2.65	(1.15)	437	41.4	.01	.77	.46
Form II	2.56	(1.04)	2.83	(1.20)	2.70	(1.13)	450				
Form III	2.44	(1.10)	3.05	(1.26)	2.76	(1.23)	455				
Total	2.50	(1.08)	2.90	(1.22)							
Scout activities											
Form I	2.03	(1.23)	2.32	(1.40)	2.18	(1.32)	437	.08	.78	10.4	.01
Form II	1.98	(1.21)	1.87	(1.17)	1.92	(1.18)	450				
Form III	1.88	(1.18)	1.76	(1.00)	1.82	(1.08)	455				
Total	1.97	(1.20)	1.98	(1.21)							
Watching TV											
Form I	3.70	(1.39)	3.58	(1.42)	3.64	(1.40)	437	1.82	.18	.88	.41
Form II	3.60	(1.29)	3.87	(1.42)	3.74	(1.37)	450				
Form III	3.68	(1.39)	3.84	(1.42)	3.76	(1.41)	455				
Total	3.66	(1.36)	3.77	(1.43)							
Listen to music											
Form I	3.35	(1.46)	3.68	(1.33)	3.51	(1.40)	437	48.70	.01	11.88	.01
Form II	3.43	(1.46)	4.13	(1.25)	3.80	(1.35)	450				
Form III	3.69	(1.35)	4.19	(1.17)	3.95	(1.38)	455				
Total	3.49	(1.39)	4.01	(1.26)							
Reading											
Form I	2.96	(2.26)	2.96	(1.20)	2.96	(1.26)	437	22.13	.01	13.28	.01
Form II	2.80	(1.26)	3.47	(1.32)	3.16	(1.33)	450				
Form III	3.24	(1.27)	3.54	(1.24)	3.40	(1.26)	455				
Total	3.00	(1.27)	3.34	(1.28)							

Note: F- and p-values for the Univariate Gender Effect and Grade-level Effect

Table 4.11 shows that students in Form Three obtained higher score than students in the other forms in desire for sport (M = 3.14, SD = 1.31), desire for picnicking (M = 2.76, SD = 1.23), desire for watching TV (M = 3.76, SD = 1.41), desire for music (M = 3.95, SD = 1.38), and desire for reading (M = 3.40, SD = 1.26). In addition, the analysis revealed that grade level differences in the desire for scouting F (5,1336) = 10.4, p = .001, the desire for music F(5,1336) = 11.88, p = .001 and the desire for reading F(5,1336) = 13.28, p = .00.

4.6 Perceived Benefits of Leisure and Participation in Leisure Activities

One of the aims of the study is to investigate whether students' perception of leisure benefits is related to their participation in leisure activities. This section presents the results of the data analysis that answers research question thirteen. Pearson Product Moment Correlation Coefficients was used to answer these questions. The results are presented in two sections, the first section deals with the correlation between students' perception of the benefits of leisure and their participation in active leisure activities. The second section deals with the correlation between students' perception of the benefits and their participation in passive activities. The data are presented in Tables 4.12 and 4.13.

Table 4.14 presents the results yielded from the MANOVA on the perceived leisure benefits. The analysis revealed statistical significant gender differences in the perception of leisure benefits: Wilks' $\underline{\Lambda}$ = .017, $\underline{F}$ (8.2674) = 2224.401, p < .05. This variable account of total variance 87%. With the exception of perceived learning benefits of leisure, the female students scored more ($\underline{M}$ = 20.33) than male students ($\underline{M}$ = 20.02).

Table 4.12
Correlation Coefficients for the Perceived Benefits of Leisure and Participation in Active Leisure Activities

	Benefits of Leisure			
Reported Activities	Physical Benefits	Social Benefits	Psychological Benefits	Learning Benefits
Football	.138**	.071**	.048	.018
Basketball	.031	.046	.009	.011
Volleyball	.044	-.001	.039	.045
Table Tennis	.114**	.112**	.126**	.004
Handball	.034	.075**	.033	.012
Gymnastic	- .026	.012	-.014	.032
Running	.088**	.093**	.096**	.059*
Swimming	.087**	.106**	.095**	.038
Walking	.092**	.066*	.038	.062*
Exercise	.069*	.068*	-.007	.028
Visit Parks	.008	.059	.039	.035
Picnicking	.056*	.063*	.091**	.021
Scouting	.005	.042	- .002	.005
Gardening	.054*	.061*	.044	.087**

** Significant at $p < .01$, * Significant at $p < .05$.

Table 4.13

Correlation Coefficients for Perceived Benefits of Leisure and Participation in Passive Leisure Activities

	Benefits of Leisure			
Reported Activities	Physical Benefits	Social Benefits	Psychological Benefits	Learning Benefits
Watching TV	.121**	.103**	.131**	.067*
Watching Movies	-.054*	-.023	- .024	.026
Computer Games	.094**	.042	.054*	.053
Listening to Music	.114**	.108**	.115**	.063*
Reading Papers & Mg	.076**	.066*	.062*	-.018
Reading Books	.073**	.088**	.066*	.013
Playing Cards	.095**	.065*	.074**	.078**
Loitering	.074**	.061*	.027	.065*
Playing Music	.059*	.055*	.065*	.089**
Time with Friends	.081**	.140**	.002	.061*
Time with Family	.060*	.132**	.055*	.003
Visiting Parks	.054*	.066*	.019	.037
Watching Sport & Games	.127**	.093**	.084**	.071**

** Significant at $p < .01$, * Significant at $p < .05$

Table 4.14

Means, Standard Deviations, and F-tests of the Perceived Leisure Benefits by Gender

Reported Benefits	Male n = 646 M (SD)	Female n = 696 M (SD)	Total n = 1342 M (SD)	F-test F –ratio	P
Physical Benefits	16.91 (2.57)	16.47 (2.94)	16.68 (2.78)	24320.95	.001
Social Benefits	12.58 (2.10)	12.32 (2.34)	12.44 (2.23)	20894.69	.001
Psychological Benefits	16.78 (2.73)	16.90 (2.78)	16.84 (2.76)	25075.10	.001
Learning Benefits	20.02(3.68)	20.33(4.30)	20.17 (4.03)	16969.45	.001

4.7 Relationship between Perceived Constraints and Leisure Participation

In this section, correlation coefficient analysis, was used to determine whether the students' perceived constraints of leisure were related to participation. Three categories of perceived constraints comprise school constraints, family constraints, and personal constraints. Data in Table 4.15 indicate that and the correlations between perceived constraints and reported active leisure participation are inconsequential.

Although a substantial number of relationships appeared to be statistically significant, the strength of each relationship is weak. The value of the highest correlation low, being only .15. This is the relationship between personal constraints and reported participation in walking. In summary, the study does not provide any evidence a link between perceived constraints and participation in active leisure activities.

Table 4.15

Correlation Coefficients for Relationship between Perceived Constraints and Participation in Active Leisure Activities

Active leisure Activities	Constraints of Leisure		
	School Constraints	Family Constraints	Personal constraints
Football	-.064*	- .057*	-.076**
Basketball	-.038	-.001	.019
Volleyball	.013	.075**	.041
Table Tennis	.055*	.070**	.058*
Handball	.033	.063*	.074**
Gymnastic	.062*	.026	.058*
Running	.032	.060*	.065*
Swimming	.069*	-.011	-.019
Walking	.065*	.043	.151**
Exercise	.021	-.052	-.066
Visit Parks	-.039	.003	.005
Picnicking	.008	.008	-.001
Scouting	-.029	.034	.056*
Gardening	.013	.003	.068*

** Significant at $p < .01$, * Significant at $p < .05$.

The results in Table 4.16 indicate that the correlations between perceived constraints of leisure and students' reported participation in passive leisure activities appeared to have no linear relationship. The relationships were weak, ranging from $\underline{r} = -.005$ to $\underline{r} = .127$. To determine where there are gender differences in perceived constraints, the data were subjected to a MANOVA. Table 4.17 presents the descriptive statistics yielded from the MANOVA. The results indicate that there was, in general, a

significant relationship between students' perception of leisure constraints and gender. The MANOVA revealed the presence of significant gender difference in students' perception of school and family leisure constraints: Wilks' Λ = .064, F (6.2676) = 1316.06p < .05. Gender account for 75% of the total variance. As shown in Table 4.17 the female students obtained higher mean scores than those of male students. The mean scores for the female students in perceived constraints were 9.30 for school constraints, 10.53 for family constraints and 6.25 for personal constraints. The mean scores for the male students were 8.84 for school constraints, 10.27 for family constraints, and 5.87 for personal constraints.

The test for gender effects indicated that students' perception of school constraints and family constraints were significantly associated with gender. The univariate analysis revealed that there was significant gender difference in perception of school constraints ($F(1,1340) = 4319.39$, $p < .0$), family constraints ($F(1,1340) = 5446.87$, $p < .05$), and personal constraints ($F(1,1340) = 3831.21$, $p < .05$). Female students scored higher on perception of school, family and personal constraints male students. Appendix A.9 shows perception of constraints by age, the younger the age the more the constraints. By the age range of 17-18, school-related constraints overweigh family or personal constraints. This could be due to the elder adolescents, specifically F3 students in the final year of high school becoming more seriously involved in academic work and final examinations.

The data in table 4.18 indicate that the correlations between perceived constraints and reported desire for participation ranged from - .002 to .172. Although the results were statistically significant, the strength of the relationships was weak. Thus, the data indicate a lack of linear correlation.

Table 4.16

Correlation Coefficients between Perceived Constraints and Participation in Passive Leisure Activities

	Constraints of Leisure		
Passive Leisure Activities	School Constraints	Family Constraints	Personal Constraints
Watching TV	.047	.067*	.012
Watching Movies	-.005	.025	.002
Playing Computer	.062*	-.019	.004
Listening to music	.127**	.035	.011
Reading papers & Magazines	.05	.017	-.019
Reading Books	.045	.027	- .001
Playing Cards	.042	.023	- .028
Loitering	.076**	.037	- .001
Playing music	.034	.053	.073**
Time with Friends	.053	.029	- .018
Time with Family	.079**	.006	- .002
Visit Relatives	.030	.037	.027
Watching Sports & Games	-.016	.030	-.046

** Significant at $p < .01$, * Significant at $p < .05$

Table 4.17

Means, Standard Deviations, and F-tests of
Male and Female's Perception of Constraints of Leisure

Constraints of Leisure	Male n = 646 M (SD)	Female n = 696 M (SD)	Total n = 1342 M (SD)	F-test F	P
School constraints	8.84 (3.55)	9.30 (3.61)	9.08 (3.86)	4319.39	.001
Family Constraints	10.27(3.60)	10.53 (3.70)	10.41(3.65)	5446.87	.001
Personal Constraints	5.87 (2.51)	6.59 (2.71)	6.25 (2.64)	3831.21	.851

Table 4.18

Correlation Coefficients for Perceived Constraints and Desire for Leisure

	Constraints of Leisure		
Reported Desire for leisure	School Constraints	Family Constraints	Personal Constraints
Desire for Sport activities.	.07*	-.039	-.084**
Desire for Picnicking	.139**	.022	.014
Desire for Scouting	.002	.031	.153**
Desire for Watching TV	.156**	-.002	-.018
Desire for Listening to Music	.172**	.011	-.031
Desire for Reading Books	.106**	.061*	- .033

** Significant at $p < .01$, * Significant at $p < .05$

4.8 Relationship between Perception of Leisure Constraints by Age

One of the research questions for this study is to determine whether there is a significant relationship between reported perception of constraints and age of respondents. Results of the MANOVA's for this question are summarized in Table 4.19. The results indicated that there is a significant overall relationship between the students' perceptions of leisure constraints and their ages: Wilk's Λ = .015, $F(21.3828) = 612.952$, $p < .05$. This variable accounted for 76% of total variance.

Test for 'between-subject effects' indicated that students' perceptions of constraints and benefits of leisure were associated with their age. Data analysis revealed age differences in their perception of family constraints, personal constraints. The F-ratio for each of perceived constraints of leisure was statistically significant at p = .05.

Table 4.19

Means Standard Deviations and F-tests of Perceived Constraints by Age

	Age of Respondents					
Leisure Constraints	15 to 16 n = 436 M (SD)	16 to 17 n = 357 M (SD)	17 to 18 n = 549 M (SD)	Total n = 1342 M (SD)	F-test F	p
School Constrains	8.58 (3.57)	9.60 (3.27)	9.15 (3.75)	9.08 (3.60)	2902.851	.001
Family Constrains	9.84 (3.61)	10.73 (3.52)	10.65 (3.73)	10.41 (3.65)	3671.815	.001
Personal Constrains	16.27 (2.75)	6.34 (2.51)	6.13 (2.64)	6.25 (2.64)	2501.444	.001

The descriptive statistics show that subjects of ages 16 to 17 scored higher on perception of school constraints ($\underline{M}$ = 9.16), family constraints ($\underline{M}$ =10.73) and personal constraints ($\underline{M}$ = 6.34) than from those of other ages.

4.9 Relationship between Students' Participation in Leisure Activities and Fathers' Education, and Occupation

This section examines whether fathers' education and occupation were related to students' active and passive leisure participation. MANOVA was used to analyse four categories of relationships. The first category tested the relationship between fathers'' education and students' participation in active leisure activities (Table 4.20). The second category comprised relationship of fathers' education with students' passive leisure participation (Table 4.21).

The third category was concerned with the relationship between fathers' occupation and students' active leisure participation (Table 4.22). The last category in this section investigated the relationship between fathers' occupation and students' passive leisure participation (Table 4.23).

Table 4.20 presents the descriptive statistics yielded from the MANOVA analysis of the relationship between fathers' education and students' active leisure participation. The results indicated that there was significant relationship between fathers' education and students' overall active leisure participation: Wilks' $\underline{\Lambda}$ = .091, $\underline{F}$ (28.2654) = 21.61, $p < .05$. This variable accounted for 70% of the total variance.

Test for univariate dependent variable indicated that the students' participation in the 14 active leisure activities was significantly associated with fathers' education. The F ratio for each of these 14 activities was statistically significant at $p = .05$.

The results of MANOVA yielded an overall relationship between fathers' education and students' passive leisure participation, Wilks' $\Lambda = .044$, F (26,2656) = 384,54, $p = .001$. Fathers' education account for 79% of the total variance (table 4.21).

In spite of the significant difference in participation in each leisure activity between 2 levels of fathers' education, the data must be interpreted with extreme caution, This is because some of the differences are very small. In some cases, despite having smaller mean scores, the difference is significant. For instance, although students whose fathers are non-university graduates had the same mean scores on running as students whose fathers are university graduates, the difference is significant

Table 4.22 presents the descriptive statistics yielded from MANOVA on the relationship between fathers' occupation and students' active leisure participation. The results indicated that there was a significant relationship between fathers' occupation and students' participation in active leisure activities: Wilks' $\Lambda = .092$, F (28,2654) = 218.43, $p < .05$. Father's occupation account for 70% of the total variance.

Table 4.20

Means Standard Deviations and F-tests for Students' Participation in Active Leisure Activities by their Father's Level of Education

Reported Activity	Level of Father's Education: Non-university Level n = 759 M (SD)	University Level n =583 M (SD)	Total n = 1342 M (SD)	F-test F	p
Football	2.17 (1.51)	2.24 (1.49)	2.20 (1.50)	1439.55	.001
Basketball	1.39 (0.91)	1.56 (1.10)	1.46 (0.10)	1451.74	.001
Volleyball	1.55 (1.04)	1.61 (1.15)	1.57 (1.09)	1405.79	.001
Swim	1.91 (1.41)	2.18 (1.52)	2.02 (1.47)	1294.83	.001
Tennis	1.30 (0.77)	1.48 (1.11)	1.38 (0.94)	1465.46	.001
Handball	1.35 (0.88)	1.31 (0.86)	1.33 (0.87)	1558.49	.001
Gymnastic	1.53 (1.12)	1.58 (1.17)	1.56 (1.14)	1252.18	.001
Walking	3.09 (1.62)	3.03 (1.66)	3.07 (1.64)	2345.31	.001
Running	2.09 (1.43)	2.02 (1.42)	2.06 (1.42)	1412.72	.001
Exercise	1.89 (1.32)	2.02 (1.44)	1.94 (1.37)	1339.81	.001
Visit Parks	1.77 (1.06)	1.69 (1.10)	1.73 (1.07)	1749.67	.001
Picnicking	1.85 (1.12)	1.90 (1.13)	1.87 (1.12)	1867.91	.001
Scouting	1.27 (0.85)	1.39 (0.98)	1.32 (0.91)	1430.65	.001
Gardening	1.55 (1.18)	1.55 (1.14)	1.55 (1.17)	1182.82	.001

Results in Table 4.23 show the relationship between fathers' occupation and students' participation in passive leisure activities. Significant relationship between fathers' occupation and students' passive leisure participation was observed: Wilk's Λ, .045 F (26,2656) = 379.659, $p < .05$. Father's occupation account for 80% of the total variance.

The descriptive statistics in Table 4.22 show that students whose fathers were professionals indicated significantly greater participation in football, basketball, volleyball, scouting and playing tennis than those whose fathers were not professionals. In contrast, those whose father were non-professionals participated more in swimming, handball, gymnastics and gardening.

The test for 'between-subject effects' indicated that the students' participation in both active and passive leisure activities was significantly associated with their fathers' occupation and education, significant at $p = .05$.

In spite of the significant difference in participation in each leisure activity between 2 levels of fathers' occupation, the data must be interpreted with extreme caution, This is because some of the differences are very small. In some cases, despite having smaller mean scores, the difference is significant. For instance, although students whose fathers are non-professionals had the same mean scores on 9 passive leisure activities as students whose fathers are professionals, the difference is significant

4.10 Relationship between Leisure Constraints, Benefits, Fathers' Education, and Occupation

This section was to examine whether father's level of education and occupation were related to perception of constraints and benefits of leisure participation.

Results from MANOVA in Table 4.24 presents the distribution of means and standard deviations of the relationship between father's education and occupation with perception of leisure constraints. Although the results indicated no statistical significant relationship between father's occupation and perception of leisure constraints: Wilks' Λ = .995, F (3.1336) = 2.451, p = .061, the results revealed that father's education was significantly related to leisure constraints: Wilks' Λ = .993, F (3, 1336) = 3.051, p = .028.

Test for 'between-subject effects' indicated that, the students whose fathers were professionals and had university education scored significant higher on perception of school constraints for leisure, whereas students whose fathers were non-professionals and had non-university scored significant higher on family and personal constraints for leisure.

Table 4.25 presents the results of the relationship of fathers' education and occupation to perception of leisure benefits. The MANOVA results indicate no significant relationship between fathers' education and occupation with perception of leisure benefits: Wilks' Λ = .997, F (4.1335) = .922, $p < .05$. Test for 'between-subject effects' indicated that students whose fathers were professionals and with university level education scored higher on perception of leisure benefits than non-professionals and had no university level.

The higher the level of education and occupation of the fathers, do not mean the higher the students' perceptions of leisure benefits. In other words, in case of students who do not have enough time and finance to spend on leisure activities, the best predictors for their participation and non- participation is their fathers' status of education and occupation. Fathers who have higher education will get good occupational, good family income and will in turn help them to secure better and more participation in leisure activities for their adolescent. Fathers who may have more money but little education and no professional status, are likely not to consider the benefits of leisure participation for themselves and for their family members.

4.11 Relationship among Active Leisure Participation, Gender, and Grade Levels

A major purpose of this study is to examine whether students' participation in active leisure activities is related to gender and grade level. To examine this concern, multivariate analysis of variance (MANOVA) was applied. In this analysis, the 14 active leisure activities were classified into two categories, (a) vigorous and (b) non-vigorous leisure activities. Each category was analysed separately, and MANOVA was used to test the data for significant differences were the independent variables on fixed factors are gender and grade level.

Table 4.21

Means and Standard Deviations and F- tests for Students' Participation in Passive Leisure Activities by their Father's Level of Education

Reported Activities	Level of Father's Education				
	Non-university level n = 759 M (SD)	University Level n = 583 M (SD)	Total n = 1342 M (SD)	F-test F	p
Watching TV	4.15 (1.36)	4.14 (1.38)	4.15 (1.37)	6195.881	.001
Watching Movies	2.58 (1.52)	2.85 (1.63)	2.70 (1.57)	1988.084	.001
Playing Computer Games	1.93 (1.43)	2.40 (1.62)	2.14 (1.53)	1350.03	.001
Listening Music	3.54 (1.59)	3.65 (1.65)	3.59 (1.62)	3311.344	.001
Reading Papers & Magazines	2.82 (1.54)	2.89 (1.61)	2.85 (1.57)	2204.248	.001
Reading Books	2.54 (1.52)	2.61 (1.64)	2.57 (1.57)	1791.606	.001
Playing Cards	1.78 (1.28)	1.96 (1.39)	1.86 (1.33)	1319.816	.001
Loitering	1.61 (1.23)	1.56 (1.12)	1.59 (1.19)	1207.094	.001
Playing music	1.62 (1.18)	1.66 (1.22)	1.64 (1.20)	1259.467	.001
Spending Time with Friends	3.37 (1.48)	3.36 (1.52)	3.36 (1.50)	3375.921	.001
Spending Time with Family	3.98 (1.38)	4.05 (1.41)	4.01 (1.39)	5569.996	.001
Visiting Relatives	2.60 (1.24)	2.70 (1.26)	2.64 (1.25)	3015.003	.001
Watching Sports	2.78 (1.51)	2.84 (1.54)	2.81 (1.52)	2279.931	.001

Table 4.22

Means Standard Deviations and F-tests for Students' Participation in Active Leisure Activities by their Father's Level of Occupation

Reported Activities	Father's Level of Occupation: Professional n = 662 M (SD)	Non-professional n = 680 M (SD)	Total n = 1342 M (SD)	F-test F	p
Football	2.28 (1.50)	2.13 (1.50)	2.20 (1.50)	1443.487	.001
Basketball	1.50 (1.07)	1.42 (0.93)	1.48 (0.10)	1440.051	.001
Volleyball	1.61 (1.15)	1.53 (1.03)	1.57 (1.09)	1406.835	.001
Swimming	1.95 (1.42)	2.09 (1.51)	2.03 (1.46)	1282.166	.001
Table Tennis	1.44 (1.08)	1.32 (0.78)	1.38 (0.94)	1456.40	.001
Handball	1.30 (0.87)	1.36 (0.87)	1.33 (0.87)	1550.017	.001
Gymnastic	1.52 (1.11)	1.59 (1.17)	1.56 (1.14)	1253.088	.001
Walking	2.93 (1.66)	3.20 (1.61)	3.07 (1.64)	2364.778	.001
Running	2.06 (1.42)	2.06 (1.42)	2.06 (1.42)	1411.454	.001
Exercise	1.92 (1.37)	1.96 (1.38)	1.94 (1.37)	1336.811	.001
Visit Park	1.71 (1.02)	1.76 (1.12)	1.73 (1.07)	1748.174	.001
Picnicking	1.89 (1.10)	1.86 (1.14)	1.87 (1.12)	1867.163	.001
Scouting	1.37 (0.96)	1.28 (0.86)	1.32 (0.91)	1427.447	.001
Gardening	1.54 (1.10)	1.56 (1.22)	1.55 (1.17)	1183.106	.001

Table 4.23

Means and Standard Deviations of Students' Participation in Passive Leisure Activities By their Father's Level of Occupation

Reported Activities	Father's Level of Occupation: Professional n = 662		Non-Professional n = 680		Total n = 1342		F-test	
	M	(SD)	M	(SD)	M	(SD)	F	P
Watching TV	4.17	(1.36)	4.12	(1.37)	4.15	(1.37)	6162.071	.001
Watching Movies	2.74	(1.60)	2.65	(1.55)	2.70	(1.57)	1971.612	.001
Playing Computer	2.16	(1.55)	2.11	(1.52)	2.14	(1.53)	1304.1	.001
Listening to Music	3.66	(1.65)	3.51	(1.58)	3.59	(1.62)	3314.787	.001
Reading Papers & Magazine	2.94	(1.57)	2.76	(1.56)	2.84	(1.57)	2211.571	.001
Reading Books	2.64	(1.60)	2.50	(1.54)	2.57	(1.57)	1794.989	.001
Playing Card	1.85	(1.34)	1.86	(1.32)	1.86	(1.33)	1310.813	.001
Loitering	1.57	(1.14)	1.61	(1.23)	1.59	(1.19)	1207.235	.001
Playing Music	1.60	(1.18)	1.70	(1.21)	1.64	(1.20)	1261.093	.001
Spending time with friend	3.37	(1.50)	3.36	(1.50)	3.36	(1.50)	3375.892	.001
Spending time with family	4.07	(1.39)	3.95	(1.37)	4.01	(1.39)	5577.313	.001
Visiting Relatives	2.73	(1.24)	2.55	(1.25)	2.64	(1.25)	3028.506	.001
Watching Sports	2.81	(1.53)	2.81	(1.51)	2.81	(1.52)	2278.721	.001

Table 4.24

Differences in Perceived Constraints by Fathers' Occupation and Education

Leisure Constraints	Fathers' Education	Fathers' Occupation: Professional n = (662) M (SD)	Fathers' Occupation: Non-professional n = (680) M (SD)	F-test: Occupation F	Occupation p	Education F	Education p
School Constraints	Non-university	8.73 (3.60)	8.90 (3.53)	.054	.817	6387	.009
	University	9.48 (3.80)	9.23 (3.23)				
	Total	9.20 (3.71)	9.08 (3.59)				
Family Constraints	Non-university	10.00 (3.38)	10.62 (3.74)	2.82	.093	.251	.617
	University	10.37 (3.85)	10.47 (3.68)				
	Total	10.23 (3.68)	10.58 (3.62)				
Personal constraints	Non-university	6.03 (2.39)	6.28 (2.71)	5.935	.015	2.727	.099
	University	6.16 (2.70)	6.67 (2.59)				
	Total	6.11 (2.60)	6.40 (2.70)				

Table 4.25

Differences in Perceived Benefits by Fathers' Occupation and Education

Benefits of Leisure	Fathers' Education	Fathers' Occupation: Professional n = 662 M (SD)	Fathers' Occupation: Non-professional n = 680 M (SD)	F-test: Occupation F	Occupation p	Education F	Education p
Physical benefits	Non-university	16.72 (2.51)	16.48 (2.96)	2.674	.102	1.173	.279
	University	16.93 (2.60)	16.63 (2.97)				
	Total	16.85 (2.56)	16.52 (2.97)				
Social benefits	Non-university	12.47 (2.08)	12.43 (2.22)	3.647	.56	.482	.488
	University	12.59 (2.25)	12.13 (2.44)				
	Total	12.55 (2.18)	12.35 (2.28)				
Psychological benefits	Non-university	16.87 (2.39)	16.80 (3.07)	.966	.326	.023	.879
	University	16.94 (2.64)	16.69 (2.55)				
	Total	16.91 (2.55)	16.78 (2.94)				
Learning benefits	Non-university	20.06 (3.06)	20.00 (3.16)	.937	.333	.937	.333
	University	20.56 (4.94)	19.97 (4.90)				
	Total	20.37 (4.33)	19.99 (3.68)				

4.11.1 Relationship among Vigorous Leisure Participation, Gender, and Grade Levels

In the first MANOVA, the seven vigorous leisure activities served as the dependent variables. The activities were playing football, basketball, volleyball, table tennis, handball, gymnastics, and running. Each item provides five categories of responses ranging from "not even a day" to "more than four days a week". Students' gender and grade level serve as the independent variables.

The results of the MANOVA yielded an overall relationship between students' participation in vigorous leisure activities, gender and grade levels. Significant gender differences in students' participation in vigorous leisure activities were observed: Wilks' Λ = .619, F (7, 1330) = 116.93, p = .001. Gender account for 38% of the total variance. Furthermore, the relationship of the seven vigorous leisure activities to grade levels was statistically significant: Wilks' Λ = .983, F(14, 2660) = 1.67, p = .05. Grade level account for 1% of the total variance.

Table 4.26 presents the descriptive statistics yielded from the MANOVA. In football, the males (M = 3.12) participated more than females (M = 1.35). This difference was statistically significant: F(5,1336) = 722.6, p = .001. The results indicated that, the participation in football is related to gender. The data indicated small differences between the three levels of schooling. The mean scores of participation in football of F1, F2 and F3 were 2.22, 2.24, and 2.14 respectively. The differences were statistically insignificant.

Similarly, significant gender differences were in basketball, table tennis and gymnastics. The males' mean scores for basketball, table tennis, and gymnastics were

1.65, 1.49, and 1.81 respectively while those of the females' were 1.28, 1.27, and 1.32. However, the reported participation among students in different grade levels in these three activities was comparable; the results of the follow-up univariate F-test were statistically insignificant.

In addition, Table 4.26 indicates that running is related to both gender and grade level. The data show more males ($\underline{M}$ = 2.15) participated in running than the females ($\underline{M}$ = 1.97). This gender difference was found to be statistically significant: $\underline{F}(5,1336) = 5.34$, $\underline{p} = .02$. The results also showed that the Form I students scored the highest in participation ($\underline{M}$ = 2.18) than Form II ($\underline{M}$ =1.96) and Form III ($\underline{M}$ = 2.05) students.

The follow-up univariate test indicated that the differences were statistically significant: $\underline{F}(5, 1336) = 5.3$, $p = .02$.

Of the seven vigorous leisure activities, students' participation in volleyball and handball was not related to gender or grade level. The males' mean score was higher participation in volleyball 1.59 and for handball 1.35 while the mean scores for the females was 1.55 for volleyball and 1.31 for handball. However, the gender effect was statistically insignificant: at $\underline{p} > .05$. Similarly, the grade level differences in these two vigorous leisure activities were not significant.

To sum up, the statistical analysis on vigorous leisure activities revealed that participation in football, basketball, table tennis and gymnastics are significantly associated with gender. Running was related to both gender and grade level, but participation in volleyball and handball were related to either gender or grade level.

4.11.2. Relationship among Non-vigorous Leisure Participation, Gender, and Grade Levels

MANOVA was conducted on seven items pertaining to non-vigorous leisure activities. These activities were swimming, walking, exercise, visiting parks, picnicking, scouting, and gardening. MANOVA revealed the presence of significant gender difference in participation in non-vigorous leisure activities, Wilks' $\Lambda = .945$, $F(7,1330) = 10.96$, $p = .001$. Gender account for 5% of the total variance.

The relationship between the seven non-vigorous leisure activities and grade level was statistically significant: Wilks's $\Lambda = .962$, $F(14,2660) = 3.76$, $p = .001$. Grade level account for 3% of the total variance.

Table 4.27 presents the mean, standard deviation, and F-test of the students' participation in each of the non-vigorous leisure activities according to gender and grade levels. In swimming, the mean scores for the male students was 2.33 compared to 1.73 for the females. The difference is statistically significant: $F(5,1336) = 58.8$, $p = .01$. In addition, Form III students ($M = 2.11$) reported more participation in swimming Form I ($M = 2.02$) and Form II ($M = 1.94$) students. The variability in swimming accounted the grade level is statistically insignificant: $F(5, 1336) = 1.53$, $p > .05$.

Similar pattern of relationship was observed in students' participation in visiting parks and scouting.

Table 4.26

Means Standard Deviations and F-tests of Vigorous Leisure Participation according to Gender and Grade Levels

Vigorous Activities	Male n = 646 M	SD	Female n = 696 M	SD	Total n = 1,342 M	SD	n	F- test* Gender Effect F	p	Grade level F	Effect p
Football											
Form I	3.20	(1.48)	1.24	(0.70)	2.22	(1.51)	437	722.60	.01	1.00	.38
Form II	3.24	(1.48)	1.35	(0.95)	2.24	(1.55)	450				
Form III	2.93	(1.44)	1.44	(1.03)	2.14	(1.44)	455				
Total	3.12	(1.47)	1.35	(0.91)							
Basketball											
Form I	1.60	(1.12)	1.41	(0.93)	1.51	(1.03)	437	47.30	.01	.45	.64
Form II	1.71	(1.19)	1.21	(0.76)	1.45	(1.02)	450				
Form III	1.66	(1.14)	1.23	(0.68)	1.41	(0.95)	455				
Total	1.65	(1.15)	1.28	(0.80)							
Volleyball											
Form I	1.54	(1.07)	1.64	(1.64)	1.59	(1.06)	437	.40	.53	.08	.93
Form II	1.61	(1.16)	1.52	(0.08)	1.56	(1.12)	450				
Form III	1.63	(1.12)	1.51	(1.05)	1.56	(1.08)	455				
Total	1.59	(1.11)	1.55	(1.06)							
Table Tennis											
Form I	1.42	(1.00)	1.26	(0.69)	1.34	(0.87)	437	18.60	.01	2.02	.13
Form II	1.62	(1.20)	1.29	(0.88)	1.44	(1.05)	450				
Form III	1.43	(0.95)	1.28	(0.81)	1.35	(0.88)	455				
Total	1.49	(1.06)	1.27	(0.80)							
Handball											
Form I	1.34	(0.83)	1.48	(1.00)	1.41	(0.92)	437	.69	.41	2.96	.06
Form II	1.40	(1.00)	1.26	(0.83)	1.33	(1.91)	450				
Form III	1.33	(0.87)	1.20	(0.69)	1.26	(0.78)	455				
Total	1.35	(1.47)	1.31	(0.85)							
Gymnastics											
Form I	1.81	(1.31)	1.45	(1.00)	1.63	(1.18)	437	65.80	.01	1.35	.26
Form II	1.70	(1.21)	1.32	(0.93)	1.50	(1.09)	450				
Form III	1.93	(1.40)	1.20	(0.71)	1.53	(1.15)	455				
Total	1.81	(1.31)	1.32	(0.89)							
Running											
Form I	2.19	(1.49)	2.17	(1.55)	2.18	(1.52)	437	5.34	.02	5.30	.02
Form II	2.08	(1.36)	1.85	(0.34)	1.96	(1.35)	450				
Form III	2.20	(1.34)	1.91	(1.40)	2.05	(1.38)	455				
Total	2.15	(1.40)	1.97	(1.43)							

* Note: F- and p-values for the Univariate Gender Effect and Grade-level Effect

The mean scores of the males ($\underline{M}$ = 1.82) was significantly form the mean scores of the females ($\underline{M}$ = 1.65) in visiting parks ($\underline{F}(5,1336) = 8.1$, $p = .004$) and in scouting ($\underline{F}(5,1336) = 4.44$, $p = .035$). On the other hand, the grade-level differences in visiting parks and scouting were not significant at $p = .05$.

Table 4.27 shows that participation in walking and exercise are related to gender and grade level. The males' mean scores for the three non-vigorous activities were 3.26 for walking, 2.09 exercise, and 1.63 gardening. The mean scores of the females were 2.89, 1.65, and 1.17 for walking, exercise and gardening respectively. The differences were statistically significant for walking, ($\underline{F}(5,1336) = 18.1$, $p = .01$); for exercise, ($\underline{F}(5,1336) = 14.5$, $p = .001$); and for gardening, ($\underline{F}(5,1336) = 6.90$, $p = .09$). In addition, the students' participation in these three activities were also significantly related to grade level.

In summary, findings indicated that the students' participation in non-vigorous activities are related except for picnicking. Males had higher mean scores on these activities. Grade level is significantly related to walking, exercise and gardening. Finally, picnicking is related to neither gender nor grade level.

4.12 Relationship among Passive Leisure Participation, Gender, and Grade Level

One of the concern of the study was to examine whether students' participation in passive leisure activities was related to gender and grade levels. MANOVA was applied to analyse the data on related passive leisure participation.

Table 4.27

Means Standard Deviations and F-tests of Non-vigorous Leisure Participation according to Gender and Grade Level

Non-Vigorous Activities	Male n = 646 M	SD	Female n = 696 M	SD	Total n = 1,342 M	SD	n	F- test* Gender Effect F	p	Grade Level Effect F	p
Swimming											
Form I	2.24	(1.53)	1.80	(1.31)	2.02	(1.45)	437	58.8	.01	1.51	.21
Form II	2.25	(1.47)	1.67	(1.27)	1.94	(1.40)	450				
Form III	2.51	(1.67)	1.73	(1.32)	2.11	(1.55)	455				
Total	2.33	(1.56)	1.73	(1.30)							
Walking											
Form I	2.89	(1.67)	2.80	(1.62)	2.84	(1.64)	437	18.1	.01	8.2	.01
Form II	3.31	(1.57)	2.88	(1.69)	3.08	(1.65)	450				
Form III	3.59	(1.51)	2.97	(1.63)	3.26	(1.60)	455				
Total	3.26	(1.61)	2.89	(1.65)							
Exercise											
Form I	1.76	(1.29)	1.74	(1.21)	1.75	(1.25)	437	14.5	.01	8.2	.01
Form II	2.16	(1.33)	1.77	(1.36)	1.95	(1.36)	450				
Form III	2.34	(1.48)	1.90	(1.44)	2.11	(1.48)	455				
Total	2.09	(1.39)	1.81	(1.34)							
Visiting Parks											
Form I	1.73	(1.09)	1.57	(1.10)	1.74	(1.10)	437	8.1	.01	2.86	.06
Form II	1.98	(1.23)	1.67	(1.08)	1.82	(1.16)	450				
Form III	1.76	(0.92)	1.55	(0.65)	1.65	(0.88)	455				
Total	1.82	(1.09)	1.65	(1.05)							
Picnicking											
Form I	1.74	(0.95)	1.85	(1.28)	1.80	(1.13)	437	2.41	.12	2.14	.18
Form II	2.10	(1.14)	1.80	(1.12)	1.94	(1.14)	450				
Form III	1.93	(1.04)	1.85	(1.14)	1.89	(1.10)	455				
Total	1.95	(1.06)	1.83	(1.18)							
Scouting											
Form I	1.45	(1.05)	1.35	(1.01)	1.40	(1.03)	437	4.44	.04	2.23	.11
Form II	1.31	(0.85)	1.25	(0.83)	1.28	(0.84)	450				
Form III	1.38	(0.92)	1.21	(0.75)	1.29	(0.84)	455				
Total	1.38	(0.95)	1.27	(0.87)							
Gardening											
Form I	1.69	(1.31)	1.63	(1.26)	1.67	(1.29)	437	6.90	.09	4.10	.02
Form II	1.63	(1.19)	1.48	(1.14)	1.55	(1.16)	450				
Form III	1.59	(1.14)	1.30	(0.92)	1.44	(1.04)	455				
Total	1.63	(1.21)	1.17	(1.12)							

* Note: F- and p-values for the Univariate Gender Effect and Grade-level Effect

In this analysis, the 13 items passive leisure activities were classified into two categories, namely (1) audio-visual activities, and (2) printed media and social activities. Each category was analysed separately.

Six items participation in audio-visual activities. Each of activities serves as a dependent variable. The activities were watching television, watching movies, playing computer games, listening to music, playing music, and watching sports and games. The other seven items which measure participation in printed media and social activities. They are, reading newspapers and magazines, reading books for pleasure, playing cards, loitering, spending time with friends, spending time with family and visiting relatives. Table 4.28 summarizes the descriptive statistics F-test for participation in audio-visual activities by grade and gender.

4.12.1 Relationships among Participation in Audio-Visual Activities, Gender, and Grade Levels

The results of MANOVA indicated that there was an overall relationship among students' participation in audio-visual media activities, gender, and grade levels. The MANOVA revealed the significant gender differences in students' participation in audio-visual activities: Wilks' $\Lambda = .836$, $F\ (6, 1331) = 43.456$, $p < .05$. Gender account for 16% of the total variance. The relationship between the six audio visual media activities and grade levels was statistically significant: Wilks' $\Lambda = .962$, $F\ (12,2662) = 4.31$, $p < .05$. Grade level account for 1% of the total variance.

Table 4.28

Means Standard Deviations and F-tests of Participation in Audio-Visual Media Activities according to Gender and Grade Level

Audio visual Activities	Male n = 646 M	SD	Female n = 696 M	SD	Total n = 1,342 M	SD	n	F- test* Gender Effect F	p	Grade Level Effect F	p
Watch TV											
Form I	4.24	(1.26)	3.91	(1.62)	4.08	(1.46)	437	1.86	.17	2.11	.12
Form II	4.17	(1.27)	4.03	(1.47)	4.10	(1.38)	450				
Form III	4.17	(1.32)	4.34	(1.18)	4.25	(1.37)	455				
Total	4.20	(1.29)	4.10	(1.44)							
Watch Movie											
Form I	2.83	(1.45)	2.78	(1.59)	2.80	(1.51)	437	73	.39	1.44	.24
Form II	2.73	(1.45)	2.58	(1.59)	2.65	(1.62)	450				
Form III	2.65	(1.51)	2.00	(1.55)	2.15	(1.54)	455				
Total	2.74	(1.54)	2.66	(1.61)							
Computer Games											
Form I	2.14	(1.52)	1.96	(1.45)	2.05	(1.49)	437	7.13	.08	1.19	.31
Form II	2.29	(1.56)	2.12	(1.55)	2.20	(1.56)	450				
Form III	2.32	(1.59)	2.00	(1.48)	2.15	(1.54)	455				
Total	2.25	(1.56)	2.03	(1.49)							
Listen to Music											
Form I	3.05	(1.61)	3.48	(1.66)	3.27	(1.65)	437	21.8	.01	13.5	.01
Form II	3.54	(1.54)	3.77	(1.65)	3.67	(1.60)	450				
Form III	3.51	(1..60)	4.10	(1.45)	3.82	(1.55)	455				
Total	3.37	(1.60)	3.79	(1.60)							
Play Music											
Form I	1.71	(1.30)	1.83	(1.35)	1.77	(1.33)	437	.87	.35	5.05	.07
Form II	1.59	(1.13)	1.67	(1.20)	1.64	(1.17)	450				
Form III	1.53	(1.11)	1.50	(1.03)	1.52	(1.07)	455				
Total	1.61	(1.18)	1.67	(1.21)							
Watch Sport and Games											
Form I	3.21	(1.51)	2.36	(1.34)	2.79	(1.49)	437	200.1	.01	.80	.45
Form II	3.48	(1.40)	2.12	(1.25)	2.76	(1.49)	450				
Form III	3.43	(1.44)	2.36	(1.53)	2.87	(1.58)	455				
Total	3.38	(1.46)	2.28	(1.39)							

* Note: F- and p-values for the Univariate Gender Effect and Grade-level Effect

As shown in Table 4.28, participation in listening to music is related to both gender and grade level. The males had lower mean scores in listening to music ($\underline{M}$ = 3.37) than the females ($\underline{M}$ = 3.79). The difference in passive leisure activity is statistically significant: $\underline{F}(1, 1336) = 21.8$, $p < .05$. The grade level difference is also significant: $\underline{F}(2, 1336) = 13.5$, $p < .05$. The analysis found that Form III female students ($\underline{M}$ = 3.82) participated more in listening to music than did the students of lower grade levels; $\underline{M}$ = 3.27 (Form I) and $\underline{M}$ = 3.67 (Form II). No significant gender and grade level differences were found in watching television and movies. Participation in computer games is not related to gender. The mean score for the males was 2.25) was higher than that of the females was 2.03). This mean difference is statistically not significant: $\underline{F}(1,1336) = 7.13$, $p=.08$. In addition, participation in playing music is reliably associated with grade level: $\underline{F}(2,1336) = 5.05$, $p = .07$.

4.12.2 Relationships among Participation in Printed Media and Social Activities, Gender and Grade Level

MANOVA was used to determine gender differences in the printed media and social activities. The analysis shows significant gender differences on passive activities: Wilks' $\underline{\Lambda} = .891$ $\underline{F}$ (7,1330) = 23.325, $p = .001$. Gender account for 11% of the total variance. Grade level differences in participation in seven passive activities were also significant: Wilks' $\underline{\Lambda} = .951$, $\underline{F}$ (14,2660) = 4.84, $p = .05$. Grade level account for 5% of the total variance.

Table 4.29 shows the relationships of the students' participation in the seven passive activities with gender and grade levels. The test for between-subject effects

indicated that gender significantly accounted for the variability in students' participation in five of the printed media and social activities. The univariate test produced statistically significant differences in the gender effects on reading papers ($F(1,1336) = 7.93$), reading books 9$F(1,1336) = 3.840$, loitering ($F(1,1336) = 134.8$), spending time with friends ($F(1,1336) = 12.92$) and visiting relatives ($F(1,1336) = 11.87$, at $p < .05$. It is interesting to note that the males outscored the females in loitering, spending time with friends, and visiting relatives. On the contrary, the females had mean scores in reading newspapers and magazines and reading books for pleasure among the females were higher than those of the males.

Of the seven printed media and social activities, two of them were significantly related with grade level. Grade level is related to the students' spending time with friends and spending time with family. The F-ratios for this between-subject effect were statistically significant: $F(2,1336) = 3.77$ (spending time with friends) and $F(2,1336) = 11.87$ (spending time with family). For visiting friends F I male students have higher mean score than F III. For loitering, FII s' mean scores lower than those for FI and FIII students while female students, FII is higher than FI and FIII.

4.13 Perception of the Equal Importance of Leisure and School Study

Subjects were asked to indicate their perceptions of equal importance of (a) their participation in activities and their school study, (b) and if participation in leisure activities in school and out of school should be given equal importance. The results inTable 4.30 shows that 73% of the students (N = 979) agreed that leisure and

school are equally important.76% of the students (N =1014) agreed that activities in school and out of school should be given equal importance.

4.14 With Whom and Where Students Spent Most of Their Leisure Time

The results in the Table 4.32 indicated that 38% (N = 514) of the students spent most of their leisure time with their friends 42% (N = 565) of them spent most of their leisure time with their family, while 20% of the students spent their leisure time alone. These results also show that 35% (N =467) of the students spent their leisure time out of home and out of school 50% (N = 671) of the students spent most of their leisure time at home, whereas only 15% of the students spent leisure time in school.

4.15 Days of the Week Which Students Spent More Time in Leisure Activities

The results in Table 4.32 show that 59% (N = 792) of the students spent more time in leisure activities on the Thursday and 65% (N = 876) of them spent more time in leisure on the Friday which is a public holiday in Libya. Only from 8 to 12 % of the students spent their time in leisure on other days of the week.

Table 4.29

Means Standard Deviations and F-tests of Participation in Printed Media and Social Activities by Gender and Grade Level

Printed Media & Social Activities	Male n = 646 M	SD	Female n = 696 M	SD	Total n = 1,342 M	SD	n	F- test* Gender Effect F	p	Grade Level Effect F	p
Reading newspapers & Magazines											
Form I	2.76	(1.57)	2.70	(1.60)	2.73	(1.58)	437	7.93	.05	2.11	.12
Form II	2.57	(1.46)	3.10	(1.58)	2.85	(1.55)	450				
Form III	2.82	(1.49)	3.07	(1.63)	2.84	(1.57)	455				
Total	2.71	(1.51)	2.97	(1.61)							
Reading books for pleasure											
Form I	2.63	(1.59)	2.51	(1.61)	2.57	(1.60)	437	3.84	.05	.55	.58
Form II	2.52	(1.43)	2.70	(1.59)	2.62	(1.52)	450				
Form III	2.28	(1.50)	2.72	(1.65)	2.51	(1.59)	455				
Total	2.48	(1.51)	2.65	(1.62)							
Playing cards											
Form I	1.95	(1.37)	1.74	(1.30)	1.85	(1.34)	437	.015	.98	.52	.59
Form II	1.93	(1.37)	1.88	(1.39)	1.90	(1.38)	450				
Form III	1.69	(1.10)	1.95	(1.39)	1.82	(1.27)	455				
Total	1.85	(1.29)	1.86	(1.36)							
Loitering											
Form I	1.95	(1.42)	1.26	(0.87)	1.60	(1.22)	437	134.8	.01	.13	.88
Form II	1.94	(1.27)	1.30	(0.92)	1.60	(1.14)	450				
Form III	1.99	(1.43)	1.18	(0.74)	1.56	(1.19)	455				
Total	1.69	(1.33)	1.24	(0.84)							
Spending time with friends											
Form I	3.27	(1.54)	3.17	(1.58)	3.22	(1.56)	437	12.92	.01	3.77	.02
Form II	3.66	(1.33)	1.15	(1.54)	3.39	(1.47)	450				
Form III	3.62	(1.43)	3.35	(1.48)	3.48	(1.46)	455				
Total	3.51	(1.45)	3.22	(1.53)							
Spending time with family											
Form I	3.69	(1.52)	3.59	(1.53)	3.64	(1.52)	437	1.22	.27	24.28	.01
Form II	4.24	(1.25)	4.07	(1.37)	4.15	(1.32)	450				
Form III	4.22	(1.22)	4.25	(1.28)	4.23	(1.25)	455				
Total	4.05	(1.36)	3.98	(1.42)							
Visiting relatives											
Form I	2.75	(1.28)	2.49	(1.27)	2.62	(1.27)	437	11.87	.01	1.21	.30
Form II	2.78	(1.25)	2.66	(1.25)	2.72	(1.25)	450				
Form III	2.75	(1.27)	2.44	(1.15)	2.59	(1.25)	455				
Total	2.76	(1.26)	2.53	(1.22)							

*Note: F- and p-values for the Univariate Gender Effect and Grade-level Effect

Table 4.30

Students' Perception of the Equal Importance of Leisure, School study and leisure activities in and out of school

	Responses	N	%
Leisure and study should be given equal importance.	Disagree	363	27
	Agree	979	73
In and out of school activities should be given equal importance.	Disagree	328	24
	Agree	014	76

Table 4.31

With Whom and Where Students Spent Time for Leisure Activities

Statement	Responses	N	%
With whom most of Their leisure time spent	With friends	514	38
	With family	565	42
	Alone	263	20
Where most of the leisure time spent	In school	203	15
	At home	671	50
	Out of home and school	467	35

Table 4.32

Days of the Week Students Spent More Time in Leisure Activities

Day	N	%
Saturday	110	8.2
Sunday	106	8.0
Monday	157	12.0
Tuesday	109	8.0
Wednesday	106	8.0
Thursday	792	59.0
Friday	876	65.0

4.16 Average Number of Hours Spent in Sports, Reading Papers and Watching Television

One of the aims of this study is to investigate the average number of hours that adolescents spend in active and passive leisure activities. Since study can not investigate all active and passive leisure activities, It focuses only on sports, readings and watching TV. These are curies out to present active and passive leisure activities because they are the most commonly participated leisure activities by school adolescents.

The results in Table 4.33 show the average number of hours which students spent in sports (active leisure) and in reading papers and watching television (passive leisure). The results revealed that 49% (N = 662) of the students participated in sports from 1 to 2 hours a day. 28% (N=377) of the students participated from 0 to half an hour, 15 per cent (N = 204) of the students participated in sports. From 3 to 4 hours, whereas only 7 per cent of the students participated more than 4 hours a day in sports.

With regard to the average hours spend in watching television in a day. The results show that 36 per cent (482) of the students watched television from 1 to 2 hours a day. 28 per cent (N=370 of the students watched television for more than 4 hours a day. 11 per cent (N = 141) of the students watched television from 0 to half an hour.

Table 4.33

The average hours spent in sports, reading papers and watching television

Activities	Hours	N	%
Sports	0 to half an hour	377	28
	1 to 2 hours	662	49
	3 to 4 hours	204	15
	More than 4 hours	99	7
Watching television	0 to half an hour	141	11
	1 to 2 hours	482	36
	3 to 4 hours	347	26
	More than 4 hours	370	28
Reading newspapers and Magazines	0 to half an hour	501	37
	1 to 2 hours	574	42
	3 to 4 hours	169	13
	More than 4 hours	98	7

4.17 Leisure Facilities that Libyan Students Use in Their Leisure Time

The study investigated the use of the given leisure facilities which was available to all students in the city of Tripoli (Libya). Subjects were asked to indicate whether they were using or not using the leisure facilities which were available for all in the city of Tripoli. The data in Table 4.34 shows that only 30 per cent (n = 399) of the students used sport centres and 40 per cent (n = 537) of them used schools in their leisure time activity. 26 per cent (n = 344) used public parks, 13 per cent (n = 171)

used the public pitches, and only 9 per cent (n = 119) of the students used scout movement as their facility of leisure. The facilities shown in the study are limited to those as provided by the Libyan government and are considered public and free for all.

Table 4.34

The Used Facilities of Leisure activities

Provided Leisure Facilities		N	%
Public Pitches	Using	171	13
	Not using	1171	87
Sport Centres	Using	399	30
	Not using	943	70
Youth Hostels	Using	226	17
	Not using	1116	83
Schools	Using	537	40
	Not using	805	60
Public Parks	Using	344	26
	Not using	998	74
Scout Movement	Using	119	9
	Not using	1222	91

CHAPTER 5

DISCUSSION AND CONCLUSION

This study investigated the Libyan school adolescents' perception of constraints and benefits of leisure activities and their relations to actual and desired participation in active and passive leisure activities. The relationship of the perceptions of leisure constraints and benefits to selected independent variables of gender, grade level, age and SES was also investigated.

Subjects of the study comprised 1342 students (from Form 1 to 3) of 15 to 18 years old, selected from 28 high schools located in the urban areas of Tripoli, the capital of Libya (North African Country). A questionnaire was designed to obtain information on the adolescents' participation in leisure activities and their perceptions of constraints and benefits of leisure activities. The questionnaire consisted of 5 parts: (1) students' background, (2) frequency of their participation in active and passive leisure activities, (3) perception of their desire for leisure participation, (4) the average hours spent in leisure and the facilities used, (5) their perceptions of 3 categories of leisure constraints namely school, family and personal constraints and (6) their perceptions of 4 categories of leisure benefits. A 5-point Likert type scale was used for measuring their perceptions of constraints and benefits of leisure. The desired leisure and the actual participation in leisure activities was measured by a 5 point scale and each category of benefits had 6

items. A multiple-choice response was used for measuring the average hours spent in leisure, facilities and places used for leisure and the people with whom they spent the leisure time was spent.

SPSS was employed to analyse the data. Descriptive statistics, factorial multivariate analysis of variance (MANOVA) and Pearson's product-moment Correlations were the statistical procedures used to compute the data.

In this Chapter, the summary of the main findings of the study are grouped for discussions and to draw up conclusion. These are seven sections:

5. 1 Relationship of Adolescents' Desire for Leisure and their Actual Participation in Active and Passive Leisure

The finding of the study indicated that the correlations between the male students' desire for leisure participation and their actual leisure participation ranged between -.04 to .527. With the exception of the correlations between (a) the desire for participation in sports and participation in sports .334; (b) desire for watching television and actual watching of television .386; (c) desire for listening to music and reported listening to music .523; and (d) desire for sport activities and watching sports .297, no other correlation coefficients exceeded a value of .30. As for correlation between female students' desire for participation and their actual participation in leisure activities, the findings indicated that the correlation ranged from -. 01 to .448. The correlations was found (a) between the desire for watching television and actual participation in watching

television .369; (b) between watching television and listening to music to be .360; (c) between desire for watching television and reading newspapers/magazines .216; (d) between watching television and spending time with family .342; (e) between listening to music and the actual time for listening to music .448 and (f) between desire for reading books and actual reading of newspapers and magazines .422.

The findings show that among the males and females' desire for one activity is related positively to actual participation in that activity. Those who showed more desire for watching television or reading books were likely to participate in these two passive leisure activities. The results also show that the desire for active sports is positively related to actual participation in sports activities. Thus, the findings supported the theoretical model of this study as well as other theories on the desire for participation in leisure and actual participation was found that, the greater the participation in a specific activity the greater the desire for participation in that activity Willets and Willets. 1986 obtained similar findings.

In summary, the findings indicated that the extent of participation in active and passive leisure activities was positively related the desire of participation in these activities.

5. 2 Relationship of Adolescents' Perceptions of Leisure Benefits and Participation in Active and Passive leisure Activities

The correlation coefficients of adolescents' perceptions of leisure benefits and reported participation in leisure activities ranged from -.001 to .140. Although 50 per cent of the108 correlation coefficients indicated were statistically significant, the strength of this relationship was very weak. The correlation of perceived physical benefits and participation in football was only .138 and the correlation of perceived social benefits and the time spent with friends was .140.

The study found the significant differences in perception of leisure benefits. Male students scored higher on perception of benefits than female students. Male students had higher mean scores than females on perception of physical benefits of leisure (M = 16.91) and social benefits (M = 12.58), whereas female students had higher mean than males on perception of psychological benefits (M = 16.90) and learning benefits of participation in leisure (M = 20.33). These findings could be due to active participation in leisure activities. For example, male adolescents play more football. Hence gained more physical and social benefits from this activity, while female students read more and spent more time with friends. Thus they gained more psychological and learning benefits from their leisure activities. Therefore, the results of the study indicated that, occupation was not related to perception of the benefits of leisure.

To sum up, the findings of this study did not support the theoretical model shown in (Figure.1) and were not consistent with the earlier works of Driver, Brown, and

Peterson (1991), Hawes (1978), Brodkin and Weiss (1990), Shaw and Caldwell (1993) and Biddle, Salis, and Cavil (1998).

5.3 Relationship of Adolescents' Perceptions of Constraints and Participation in Leisure Activities

Another purpose of study was to examine whether perceived constraints of leisure participation are related to participation in leisure activities. The findings of this study challenge the assumption that the constraints reduce participation. On the contrary, the data suggest that perceived constraints are not associated to participation in leisure activities. Hence, it can be concluded that constraints do not lower participation in leisure activities.

The findings of the study indicate that female students were more constrained than their male counterparts, and Form III students were constrained than F I and F II.

In Libya, school adolescents are strongly committed to school studies including doing home work, and preparing for examinations to such an extent that they hardly engage in leisure activities. Even school teachers including those in charge of physical education and sports, do not encourage them to participate although sport and game facilities are provided at schools. In Libya, young females are required by cultural traditions to be engaged more in activities such as including caring for siblings, helping parents and with household activities. They have to do working for others instead of working for their own benefits which include also leisure participation.

Adolescents' perceptions of constraints were also examined in relation to their fathers' education and occupational status. The results revealed significant relationships between fathers' occupation and perceptions of leisure constraints. Students whose fathers were professionals and had university education had higher mean scores on perception of school constraints for leisure, than whose fathers were non-professionals and had no university education. Adolescents with non-professional fathers had higher mean scores in family and personal constraints for leisure.

In the Libyan context, this study showed that adolescents whose fathers are highly educated and employed in the professional occupation or higher occupational categories obtained higher income, had more facilities for leisure and leisure time with their families. Therefore they did not have family constraints, they had only school and personal constraints. On the other hand, fathers who are non-professional workers, have less income, work longer hours and have little time for leisure participation with their families.

The findings also found significant relationship between fathers' education and perceived constraints. The difference in school constraints between fathers with university and non-university education was significant. The relationship of fathers' education to students' participation in leisure activities was significant. The results show that students whose fathers had university level education indicated significantly greater participation in active and passive leisure activities. These findings support findings of other studies that higher education of one's parents is associated with their

greater participation in sports and other leisure activities (e.g. Hall, 1973; Hobart, 1975; Falk, 1995 and Chritensen and Yoesting, 1976). Thus, it can be said that fathers' higher level of education and professional status produce more available financial resources that which can motivate adolescents to participate in leisure activities.

5.4 Relationship of Gender, Grade levels, and Leisure Participation

One of the purpose of this study is to investigate the differences between male and female students' participation in active and passive leisure activities.

The present study found that mean scores for male adolescents' participation in active (vigorous and non-vigorous) leisure activities was higher than those of female adolescents. Similarly the male students had higher mean scores on participation in playing computer games, watching sports, loitering, visiting relatives and spending time with friends. In contrast, female students had higher mean scores in watching television, watching movies, listening to and playing music, reading books, newspapers and magazines; playing cards, and spending time with family. These findings are accordance with the outcome of studies done by Baron and Byrn (1977); Schneider and Smith (1973); Shaw (1985); and Stafford (1980) which concluded that male students spent more time in active leisure activities and had more access to a wide range of activities than adolescents female.

In Libyan society, there are strong pressure from parents, elders and the society in general on young adolescents, both boys and girls, to behave strictly according to their

socially and religiously defined respective gender roles. These roles include acceptance of that leisure behaviour of girls should be more controlled than of boys. Therefore, while boys are expected and encouraged to be active in leisure participation, girls are expected to be active in working at home and taking part in passive leisure activities. However, both boys and girls spend their leisure in watching television or in other passive and home activities. Thus, preference of boys and girls is due to the widespread expansion of the media network.

The grade level differences in active and passive leisure participation was also investigated. Form 1 students had higher mean scores in participation in vigorous leisure activities, especially football, than FII and FIII. Form 3 students had scored higher mean than those in FI and FII in participation in swimming, walking, exercise and picnicking, while Form 2 students obtained high mean scores in reading newspapers, magazines and print media (See Appendix A, Chart A.4) Numerous leisure studies in the industrialised western countries (Pressey and Kuhlien, 1957; Coleman, 1978; Hendry, 1983 and Garton and Pratt, 1991) support the conclusion that the participation in active leisure activities such as sports increase with age. This conclusion, does not apply to Libyan young adolescents because the concept of play is generally associated with the younger children. Hence, as they grow up, they are expected more to be devoted to work and studies. Similarly, a recent study of age differences in leisure participation (Garton and Pratt 1991) found that sports predominated in the younger age groups while gregarious and social activities are popular among 15 to16 year olds, who engage in talking,

listening to music and visiting friend. Participation in active leisure activities declines with increasing academic demands of school.

The study further suggested that 38% of Libyan school adolescents spent most of their time with their families and 42% of them spent time with their friends while 20% of school students spent leisure time alone. Also 50% of school adolescents reported that they spent leisure time at their home while 35% of them spent their leisure time out of their houses. This suggests that adolescents did not make much use of outdoor facilities including school facilities. Apparently adolescents spent time in watching television, as the mean scores for watching television was 4.20 for males and 4.10 for female adolescents out of total scores of all leisure activities. The activities spent indoors are listening to music, reading papers, magazines and books.

5.5 Conclusion

The following conclusions are made. Relationship that pertaining to the theoretical model of this study (Figure1) can be summarized as follows:

1) Relationship between desire for leisure activity and actual participation in leisure activities is found only in desire for some activities. For these activities, the greater desire for that leisure activity the greater the participation in it (Table 4.1, 4.2 and 4.3).

2) Female students indicated higher in their desire for leisure participation than male students. However, they participated less in their activities than their male counterparts.

3) The relationship between perception of leisure benefits and actual participation in leisure activities was found to be weak, indicating that higher level of participation in leisure activities does not necessary imply perceptions of more leisure benefits.

4) The relationship between constraints and actual participation in leisure activities was found to be weak. This finding suggests that (a) higher level of perceived constraints do not necessary mean less participation in leisure activities; (b) The predominate constraints of leisure participation of Libyan adolescents were school and family constraints. The study was found that female students had higher mean scores than males in perceptions of school and personal constraints (Table 4.17).

5) The students whose fathers were professionals and had university education scored higher significantly in perception of school constraints of leisure whereas students whose fathers were non-professionals and had non-university scored higher in family and personal constraints (Table 2.24).

6) The correlation between perception of constraints and the reported desire for leisure participation was week.

7) Students of ages 16 to 17 scored higher in perception of school, family and personal constraints than from those of other ages.

8) This study showed that adolescents of age 15 to 18 (FIII) participate more in passive leisure activities. As they grew older trend towards participation in leisure activities.

9) Male adolescents participated more in active leisure activities than their female counterparts who take part in passive leisure activities more. This is because being female itself is a constraint in a traditional Arab society like Libya. Young females not much encouraged to engage in sports because of the concept that games and sports are for boys.

5.6 Implications of the Study and Suggestions

The above findings of the study have clear implications for the Libyan society in general and for the Libyan Secretariat of Education, Vocations and Youth Development. Following suggestions are offered for action:

1) Parents ought to encourage school adolescent to participate in active leisure activities and to involve in decision making processes in school policies and management of activities.

2) The image of the Libyan national policy (sport for all) ought to be promoted and has to be made successful so that more young people are motivated to participate in leisure activities.

3) Although Islam does not prevent its followers from taking active part in healthy and useful leisure activities, Libyan female adolescents have lower participation in sport activities because of family and school constraints. Therefore, school and family related constraints ought to be removed with reform movements and misguided religion beliefs ought to be discouraged.

4) Special studies ought to be instituted to improve the status of school adolescents and families to enable them to take active part in indoor physical activities and any constraints that inhibit their participation ought to be removed.

5. 7 Recommendations for Further Research

The present study suggests future research in the following areas:

1) Few studies have been carried out to investigate Libyan school adolescents' participation in leisure activities and the problems encountered. . On the other hand, several related to delinquency, drug abuse, absenteeism, discipline have been carried out. Therefore it is suggested that studies on leisure activities, leisure perceptions, constraints and participation should be given prominence along with other studies on adolescence. The present study of the leisure perception and participation of school adolescents in Libya has shown that further studies are needed to provide Libyan adolescents and parents with more knowledge about adolescents' social world. Moreover, this study has discussed that Libyan adolescents spent more time indoors than outdoors. This should not

be the case as vigourous sports are needed for adolescents.

2) More research is needed to focus on the two types of leisure participation (active and passive leisure activities) and their relation to adolescents' perception of constraints and benefits of leisure.

3) The leisure participation of older adolescents and constraints should be investigated. Both rural and urban adolescents in all regions and districts of Libya should be studied.

4) Equally, more detailed studies on specific desired and participated leisure activities with their relation to the perception of leisure constraints and leisure benefits are needed in the future.

It is hoped that this study has contributed to the body of knowledge that aimed to assist those charged with the responsibility of planning and providing leisure opportunities for the adolescents in- or out- schools. On addition, it provides additional body of knowledge to those studying adolescent's leisure and its relationship to personality development of adolescents in Libya as well as in other Arab Countries. The data in the study can serve as a basic resource for future research in leisure especially in the Libyan context.

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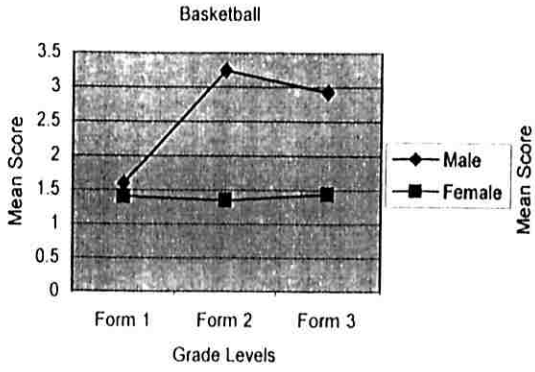
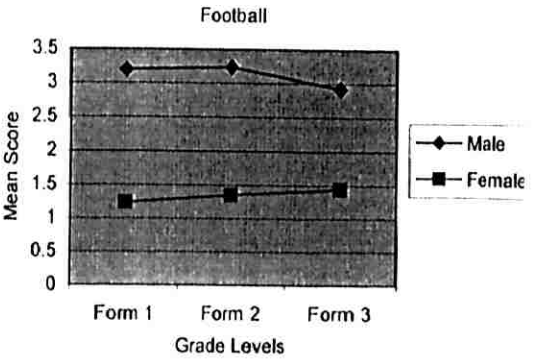
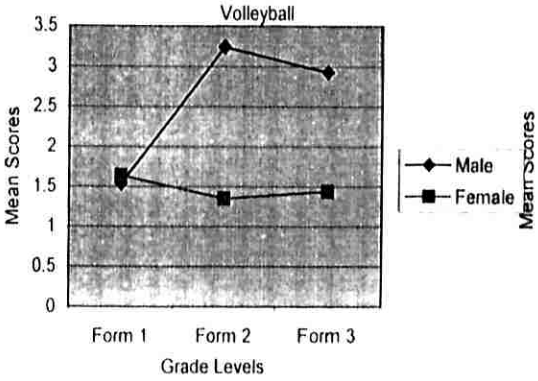
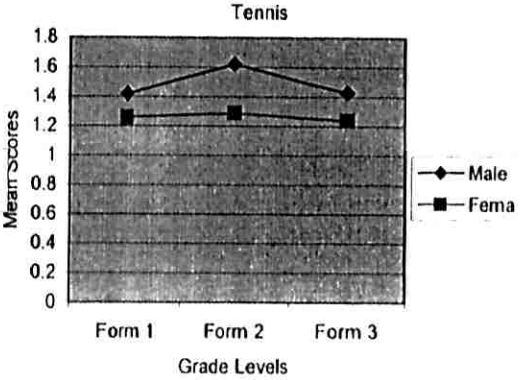
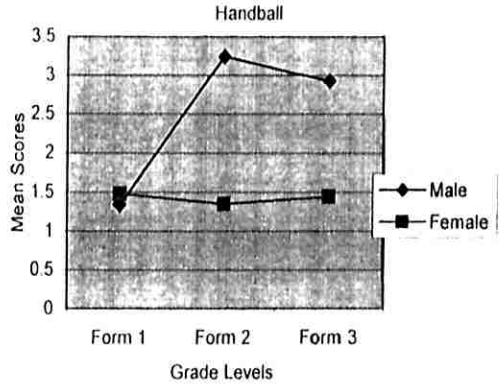
Mean Scores For Participation In Vigorous Leisure Activities By Gender And Grade Levels

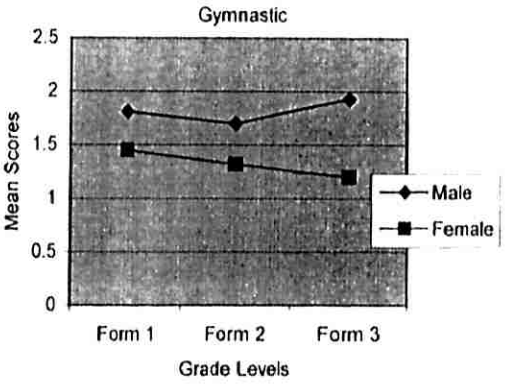


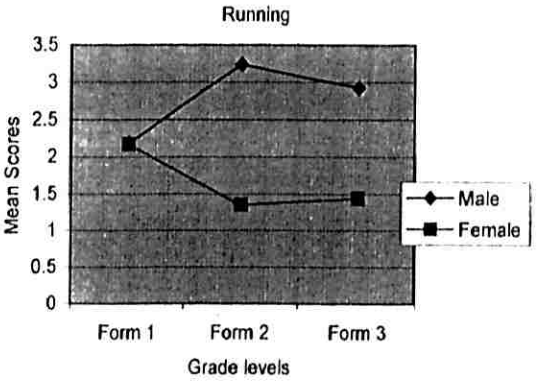




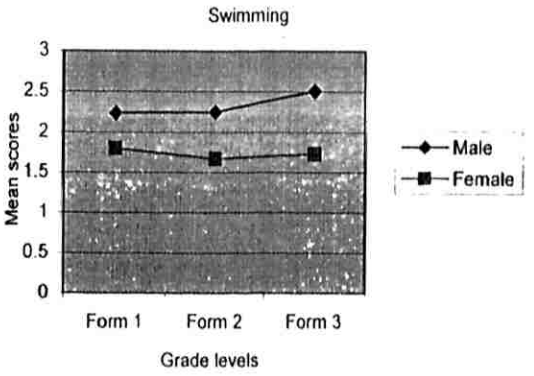


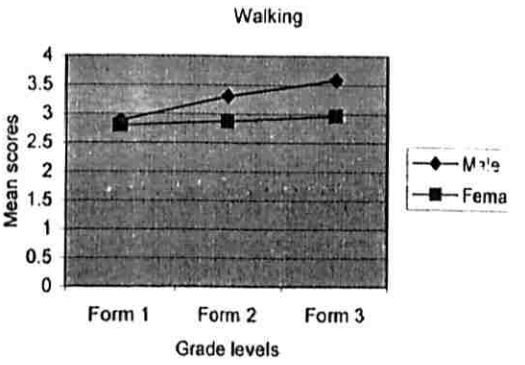


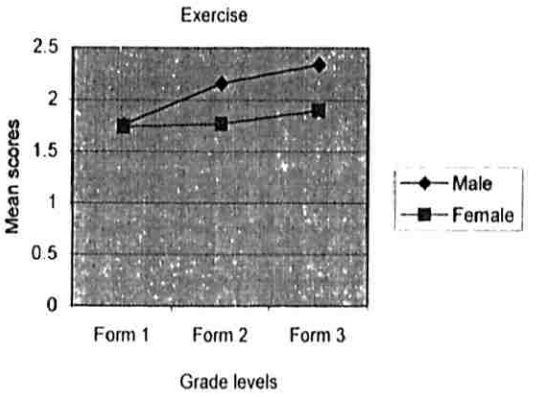


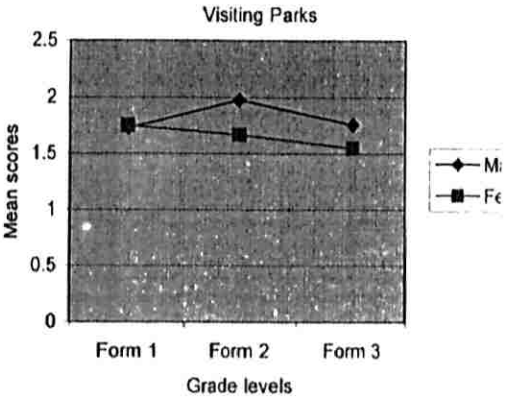


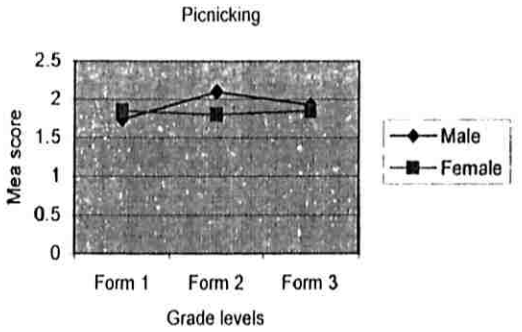
Mean Scores For Participation in non-vigorous Leisure Activities By Gender and Grade Levels

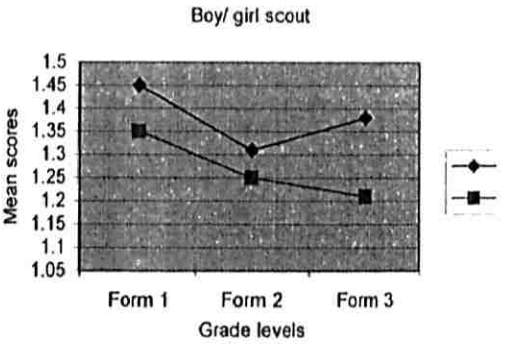


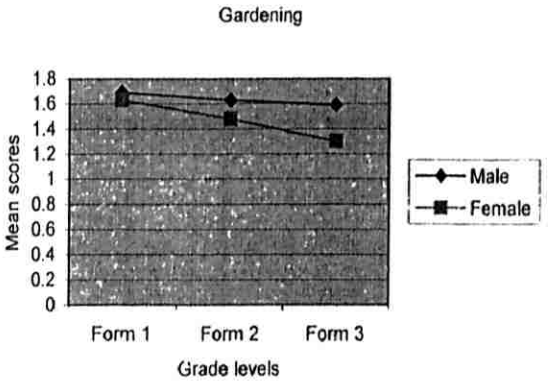




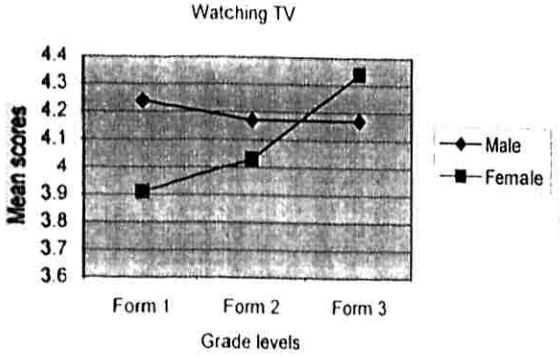


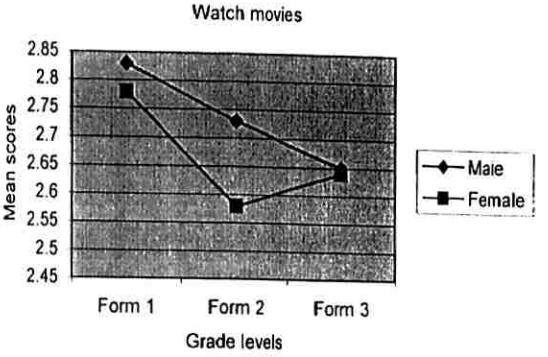


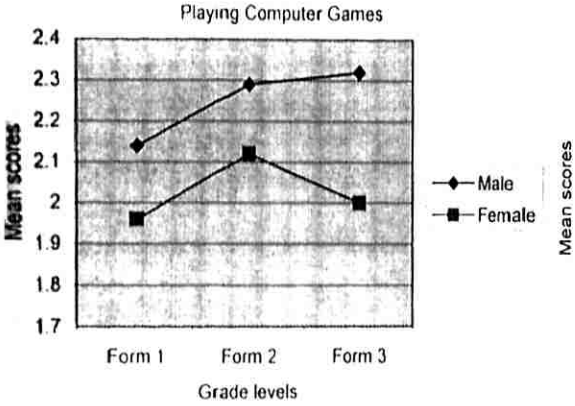


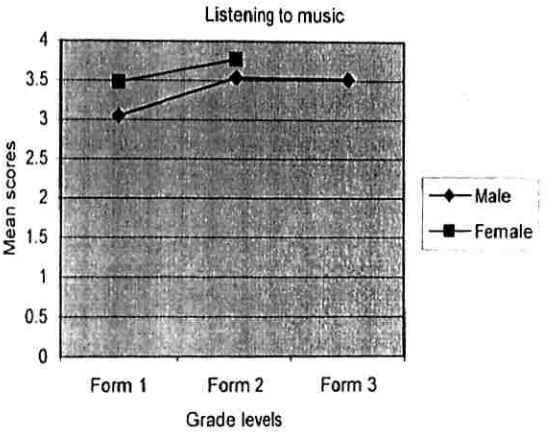


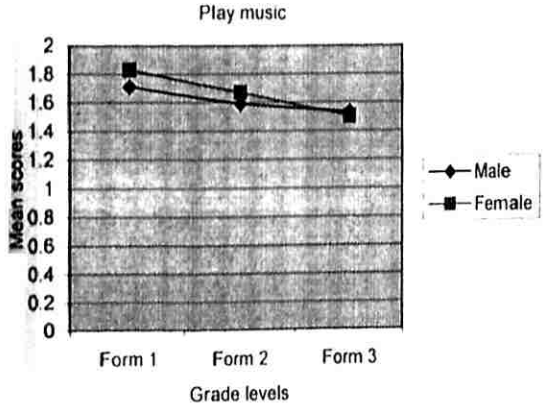
Mean Score for Participationin Audio visual Activities by Gender and Grade levels

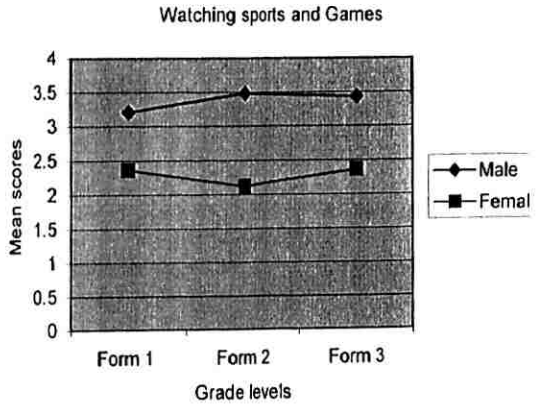






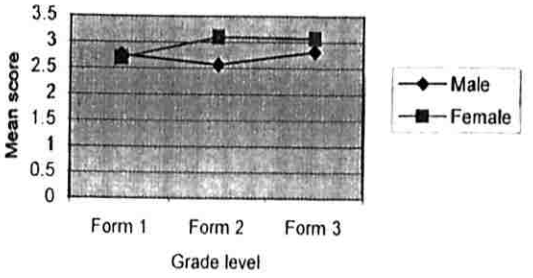




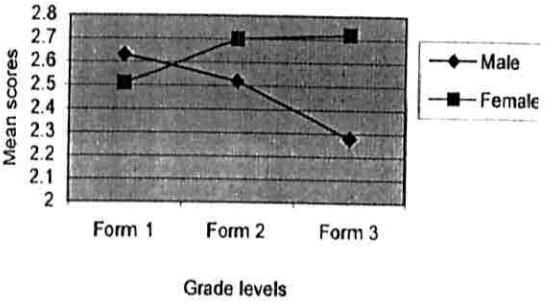


Mean Scores for Participation in Printed Media and Social Activities by Gender and Grade Levels

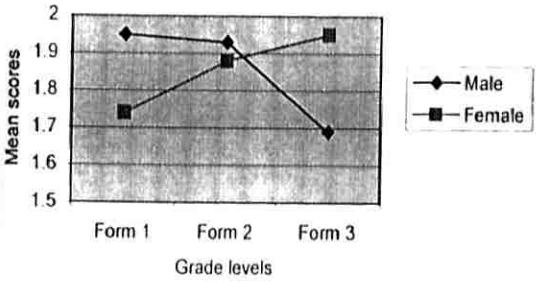
Reading Newspapers & Magazines



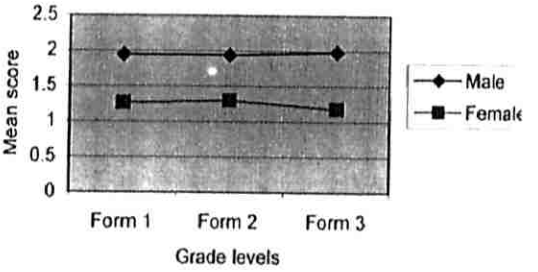
Reading Books for Pleasure



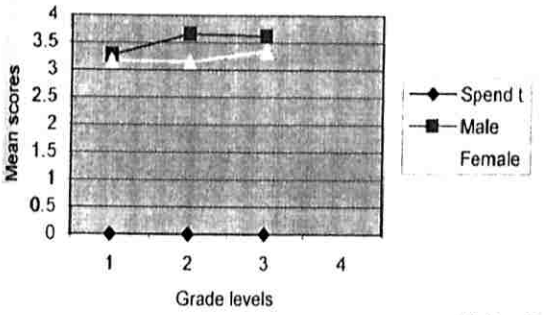
Playing Cards



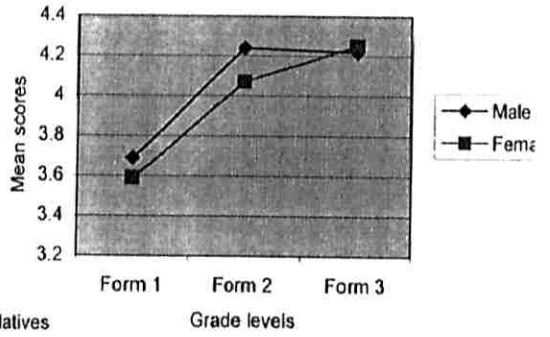
Loitering



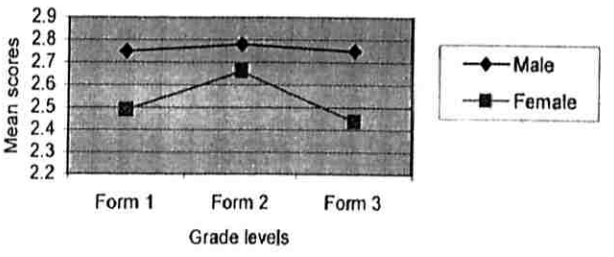
Spend Time With Friends



Spend Time With Family



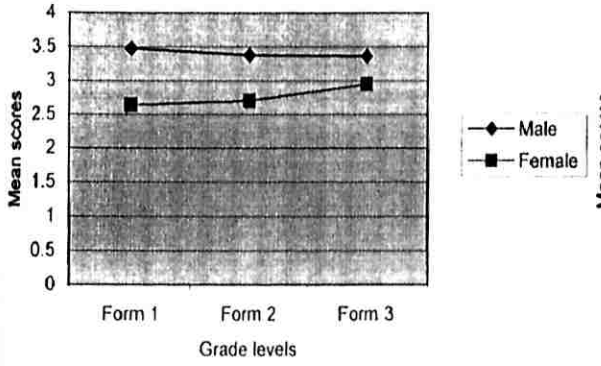
Visiting Relatives



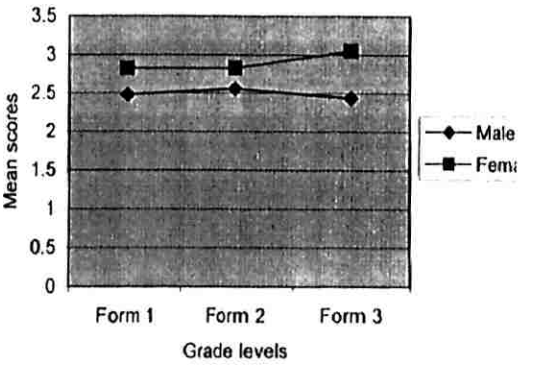
A5

Mean Scores for Desire for Leisure Participation according to Gender and Grade Levels

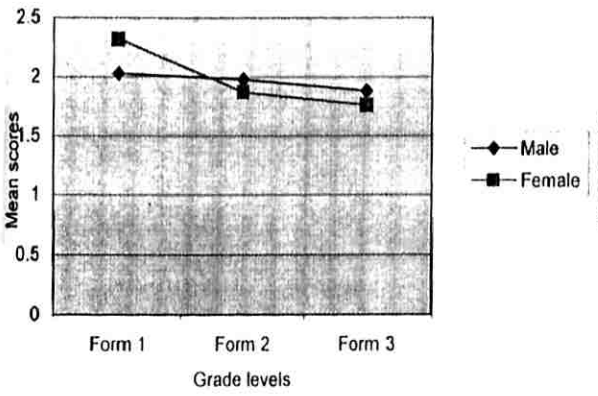
Desire for Sports



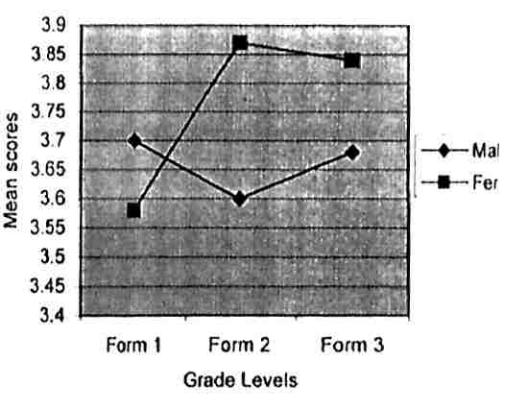
Desire for Picnicking



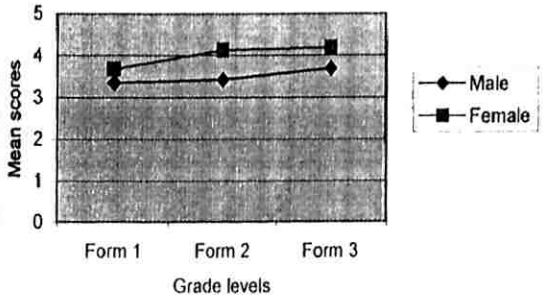
Desire for Scout Movement



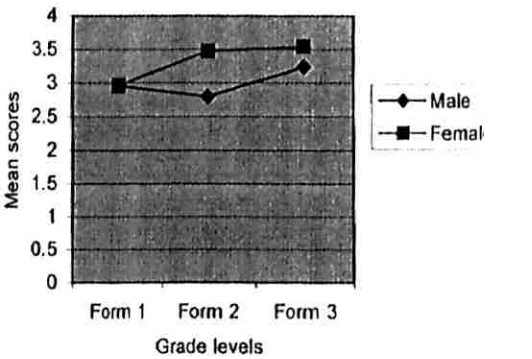
Desire for Watching TV



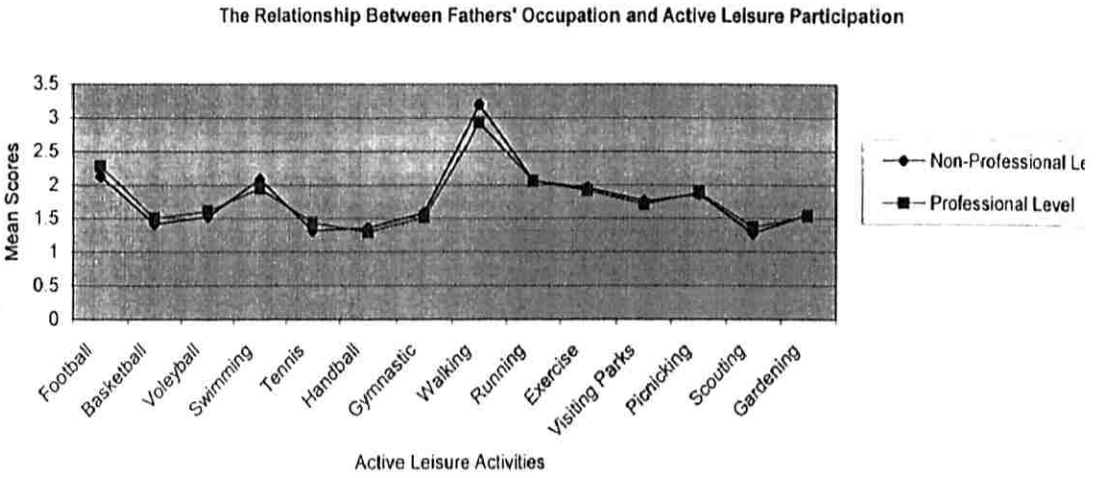
Desire for Music

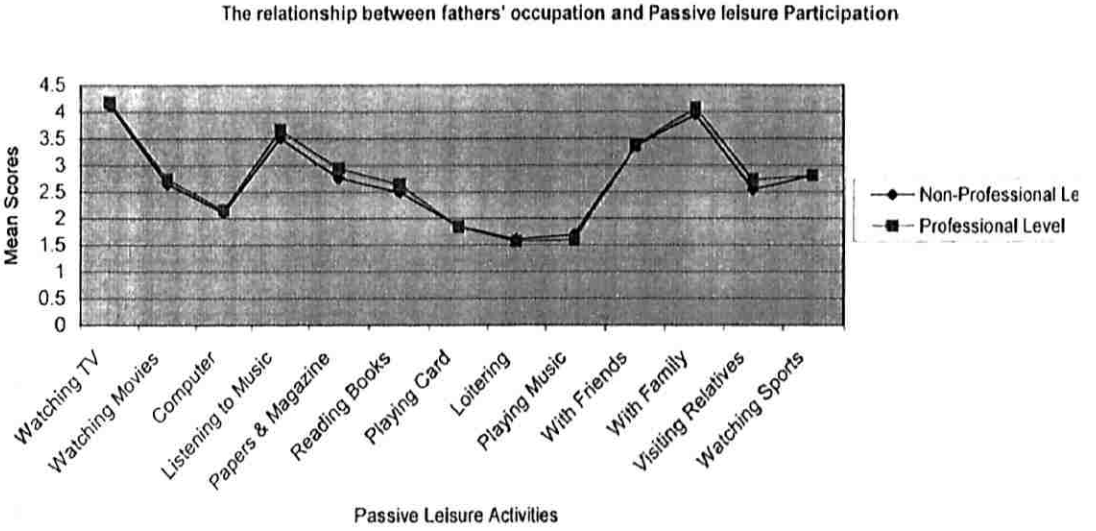


Desire for Reading

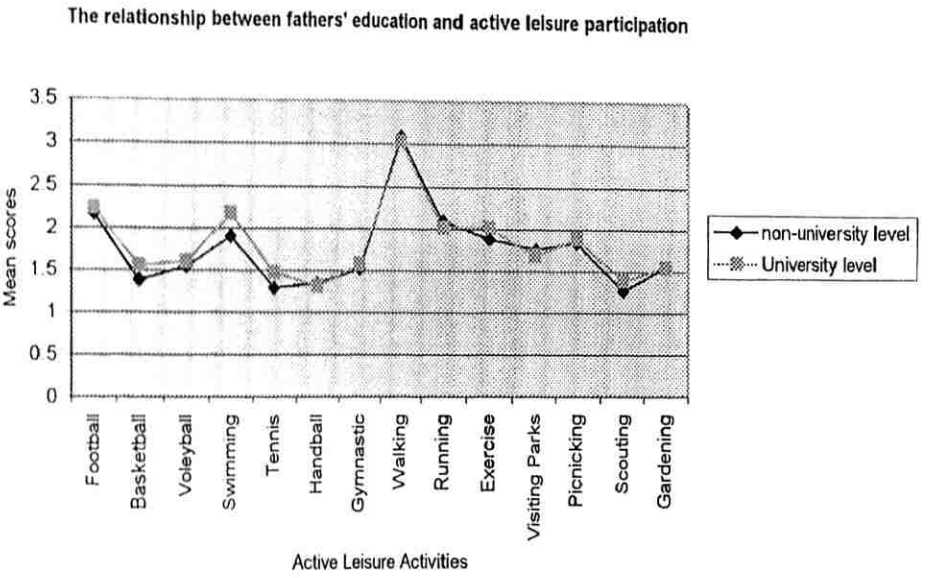


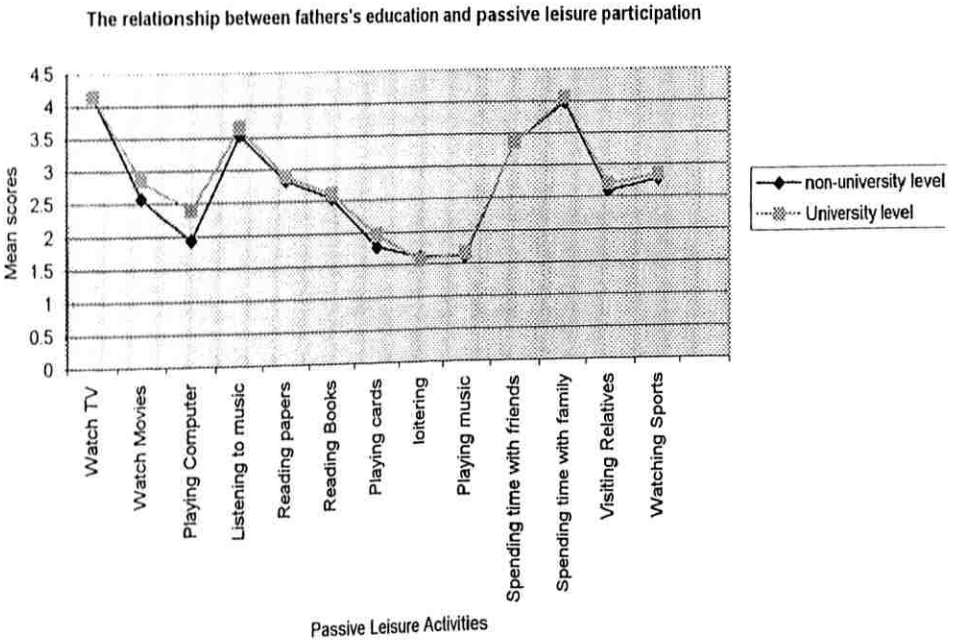
Mean Score For the relationship between fathers' occupation and Leisure Participation



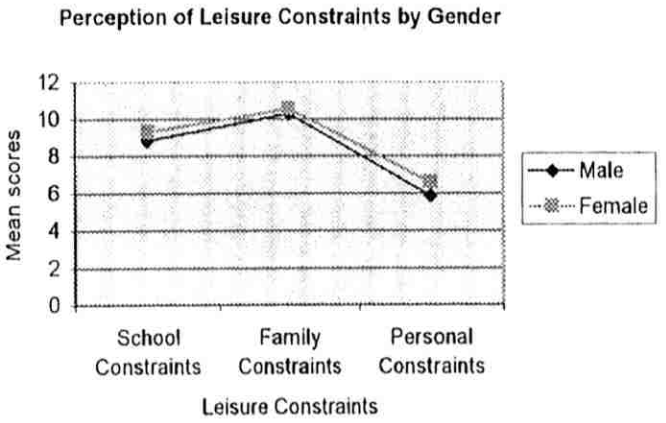


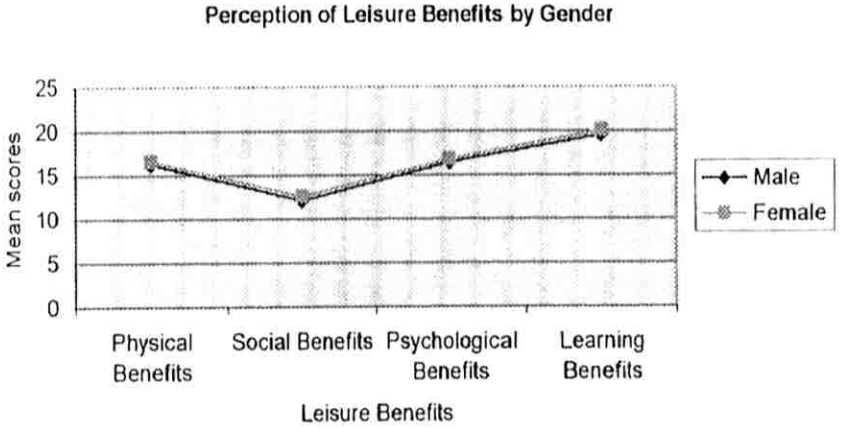
Mean Score for the Relationship Between Fathers' Education and Leisure Participation



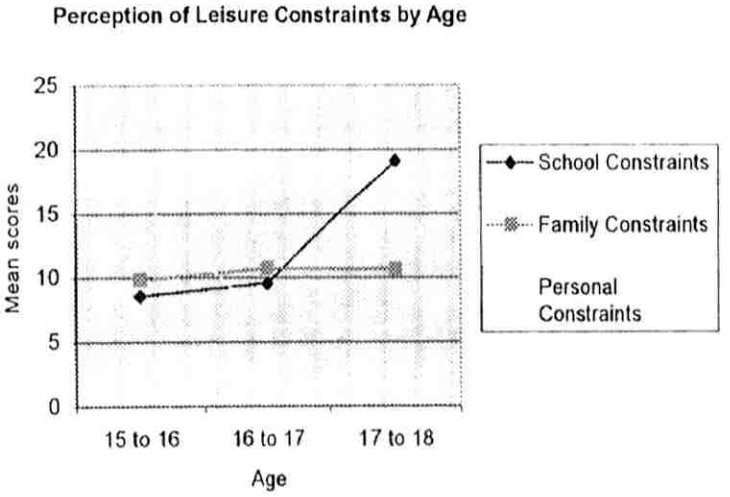


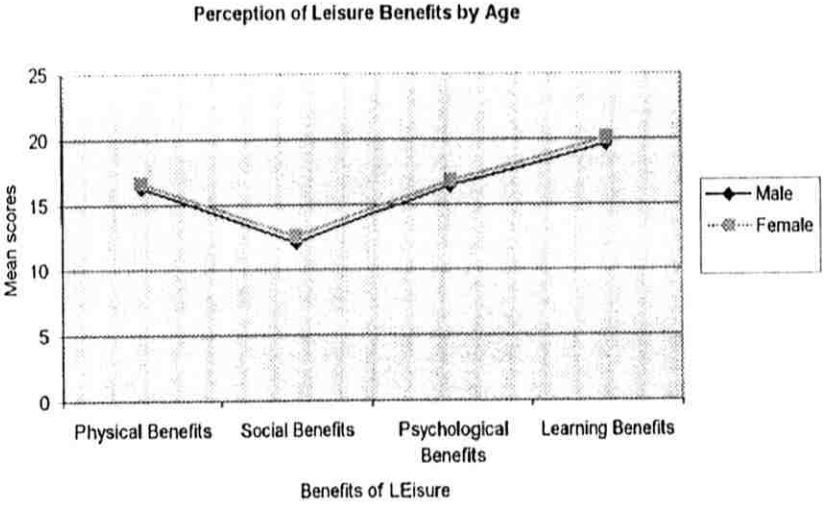
Mean Score for the Perception of Constraints and Benefits of Leisure by Gen





Mean Score for Perception of Constraints and Benefits of Leisure by Age





APPENDIX B

Dear Students

It is important to determine what are the reasons for participating in leisure activities among high school students in Libya. I have made this the focus of my doctorate work, because the information will be useful for planning leisure activities in high schools. Your frank and honest answers to the questions are very important; therefore your cooperation is greatly appreciated. Please do not put your name on the questionnaire since all responses are confidential.

Thank you

Sincerely

Abdul kader Atani

Faculty of Education
University Malaya

Please answer the following questions by placing a tick in the [✓] box in front of the statement.

PART 1

(1) - In what form you are?

- [ ] form one
- [ ] form two
- [ ] form three

(2) - How old are you?

- [ ] 15 to 16 years old
- [ ] 16 to 17 years old
- [ ] 17 to 18 years old

(3) - Are you a male or a female student?

- [ ] Male
- [ ] female

(4) - What is your father 's occupation?

- ☐ professional (teacher - engineer - doctor).
- ☐ Administrator
- ☐ Technician
- ☐ Clerical Employee
- ☐ Skilled Worker
- ☐ Semi-Skilled Worker
- ☐ Unskilled Worker

(5) - What is your father's level of education?

- ☐ No formal schooling
- ☐ Primary school level
- ☐ secondary school level
- ☐ high school level
- ☐ University level

PART 2

(6) - How many days in a week do you take part in the following leisure activities? Place a tick [✓] in the box which indicates your answer.

	Not even a day	one day in a week	two days in a week	three days in a week	four days and more in a week
Playing football	☐	☐	☐	☐	☐
Playing basketball	☐	☐	☐	☐	☐
Playing volleyball	☐	☐	☐	☐	☐
Playing hand ball	☐	☐	☐	☐	☐
Playing gymnastics	☐	☐	☐	☐	☐
Running	☐	☐	☐	☐	☐
Swimming	☐	☐	☐	☐	☐
Walking	☐	☐	☐	☐	☐
Doing physical	☐	☐	☐	☐	☐
Exercise	☐	☐	☐	☐	☐
Visiting parks	☐	☐	☐	☐	☐
Picnicking	☐	☐	☐	☐	☐
Boy scout	☐	☐	☐	☐	☐

	not even a day	one day in a week	two days in a week	three days in a week	four days and more in a week
Gardening	☐	☐	☐	☐	☐
Watching TV	☐	☐	☐	☐	☐
Watching movies	☐	☐	☐	☐	☐
Playing computer games	☐	☐	☐	☐	☐
Listening to music	☐	☐	☐	☐	☐
Playing musical instrument	☐	☐	☐	☐	☐
Watching sport and games	☐	☐	☐	☐	☐
Reading newspapers or magazines	☐	☐	☐	☐	☐
Reading books for pleasure	☐	☐	☐	☐	☐
Playing cards	☐	☐	☐	☐	☐
Loitering	☐	☐	☐	☐	☐
Spending time with friends	☐	☐	☐	☐	☐
Spending time with family	☐	☐	☐	☐	☐
Visiting relatives	☐	☐	☐	☐	☐

PART 3

(7) - Which day or days of the week do you most often spend your leisure time? (You can tick more than one answer)

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

(8) - where do you usually spend your leisure time ? (you can tick more than one answer)

- ☐ in school
- ☐ at home
- ☐ out of school and home

(9) - If you take part in any physical activity during the week> on the average, how many hours do you spend in each time when you take part in sport and physical activities? (Please tick only one answer).

- ☐ 0 to half hour
- ☐ 1 to 2 hours
- ☐ 3 to 4 hours
- ☐ more than 4 hours

(10) If you watch television during the week, on the average, how many hours per day do you spend in watching T.V.? (tick only one answer).

☐ 0 to half hour

☐ 1 to 2 hours

☐ 3 to 4 hours

☐ more than 4 hours

(11) If you read any books, newspapers or magazines for pleasure during the week, on the average how many hours you read per day? (tick only one answer).

☐ 0 to half hour

☐ 1 to 2 hours

☐ 3 to 4 hours

☐ more than 4 hours

(12) with whom do you usually spend more of your leisure time ? (tick only one in the box)

☐ with friends

☐ with family

☐ alone

(13) Do you feel that there should be more time for leisure activities?

☐ Yes

☐ No

(14) How many days in a week do you want to take part in the following leisure activities? For each of the activities listed below, with a tick [✓] indicate whether you want to take part in activities one day in a week , two days in a week , three days in a week, more than four days in week, or have no desire for it.

	no desire	one day in a week	two days in a week	three days in a week	four days and more in a week
Sport activities	☐	☐	☐	☐	☐
Picnicking	☐	☐	☐	☐	☐
Watching T.V	☐	☐	☐	☐	☐
Listening to music	☐	☐	☐	☐	☐
Reading books for pleasure	☐	☐	☐	☐	☐
Scouting	☐	☐	☐	☐	☐

(15) Which of the following facilities do you or your family use most for spending time in leisure? (tick more than one answer)

☐ Public pitches

☐ Sport centers

☐ Youth hostels

☐ School clubs

☐ Public parks

☐ Scout movement

PART 4

(16) What are the reasons that inhibit you from taking part in leisure activities in which you like to? In each reasons listed below, with a tick [✓] indicate whether you strongly disagree , disagree, undecided , agree or strongly agree.

	strongly disagree	disagree	undecided	agree	strongly agree
lack of facilities for leisure activities in school	☐	☐	☐	☐	☐
too much school assignments	☐	☐	☐	☐	☐
school does not organize out of school activities	☐	☐	☐	☐	☐
teachers do not encourage to participate.	☐	☐	☐	☐	☐
parents do not encourage to participate	☐	☐	☐	☐	☐
house is far from leisure facilities	☐	☐	☐	☐	☐
lack of transportation	☐	☐	☐	☐	☐
I'm too busy with family business	☐	☐	☐	☐	☐
I'm physically unable to participate	☐	☐	☐	☐	☐
I do not know where are the leisure and recreational places	☐	☐	☐	☐	☐
I believe that leisure activities disturb my study	☐	☐	☐	☐	☐
my religious believe do not allow me to participate.	☐	☐	☐	☐	☐

PART 5

(17) To what extent do you agree or disagree with the following benefits from leisure activities? In each of the statements listed below, with a tick [✓] indicate whether you strongly disagree, disagree, undecided , agree or strongly agree.

	strongly disagree	disagree	undecided	agree	strongly agree
physical fitness	☐	☐	☐	☐	☐
weight control	☐	☐	☐	☐	☐
contribute to my physical development	☐	☐	☐	☐	☐
motivate for lifelong participation in leisure activities	☐	☐	☐	☐	☐
maintain good health	☐	☐	☐	☐	☐
reduce physical illness	☐	☐	☐	☐	☐
encourage contact with friends	☐	☐	☐	☐	☐
provide opportunities to make friends	☐	☐	☐	☐	☐
learn how to cooperate as a member of the group	☐	☐	☐	☐	☐
get new experiences from others	☐	☐	☐	☐	☐
over come a sense of isolation	☐	☐	☐	☐	☐

	strongly disagree	disagree	undecided	agree	strongly agree
change the every day routine	☐	☐	☐	☐	☐
enjoy and relax	☐	☐	☐	☐	☐
understanding of the benefits of leisure	☐	☐	☐	☐	☐
reinforcing self-confidence and self-image	☐	☐	☐	☐	☐
develop skills	☐	☐	☐	☐	☐
learning self-reliance	☐	☐	☐	☐	☐
feeling of self-expression	☐	☐	☐	☐	☐
learning matters related to school subjects	☐	☐	☐	☐	☐
encourage participation in school activities	☐	☐	☐	☐	☐
add new knowledge about leisure	☐	☐	☐	☐	☐
discover the link between study and leisure	☐	☐	☐	☐	☐
enhancing our knowledge and culture	☐	☐	☐	☐	☐
give my mind a rest after study fatigue	☐	☐	☐	☐	☐

(18) In each of the statements listed below, with a tick [✓] indicate whether you agree or disagree ?

	agree	disagree
Leisure and study should be given equal importance. Study should be more important than leisure.	☐	☐
School activities and out of school activities should be given equal importance.	☐	☐
There are more health benefits to be gained from physical exercise and sports than watching television and listening to music.	☐	☐

Appendix C

The Libyan Context

With an area of 1,760,000 Sq. Km, Libya forms the largest Arabic country in Northern Africa and the fourth largest country on the African continent. In the North, along the Mediterranean, its coastline stretches to some 1955 kilometers. It therefore forms a link between Africa, Europe and the Middle East. The country traces its name from the ancient Libu tribe who inhabited the region west of Egypt in the 19th and 18th centuries BC. Historian Herodotus mentioned Libya when he visited Northern Africa in the second half of the fourth century BC. Because of its strategic situation, Libya had been raided and conquered by various races from across the Mediterranean. Among its ancient, alien conquerors were included the Phoenicians, the Assyrians, the Persians, the Greeks, and the Romans, then the Arabs, and in more recent history, the Italians and the British. All the conquests made strong impact on the culture and habitat of the Libyan peoples. But not until the 7th century Islamic conquest of the region by the Arabs who defeated the Romans and made the entire North Africa a part of the Islamic Caliphate, did long term peace and stability emerge in this region. The Arab-Islamic conquest has made the strongest, deepest and most lasting effect on the country, its culture and destiny. From 1551 to 1711, Libya became a part of the great Ottoman Islamic Empire and escaped the onslaught of European colonial expansion. But in 1911, Italy annexed Tripoli and made Libya its colony. However, during World War II, the British fought the Fascist regime of Italy, took over Tripoli and Benghazi and helped the Libyans eventually to regain control of

their country. Finally in 1949 by the Resolution 289 of the UN General Assembly, Libya gained its national independence.

Ten years after independence, large quantities of prime quality crude oil was discovered and Libya became a rich country, able to utilize its new found oil wealth to modernize its people and remove its poverty and backwardness. But the turning point in the development of Libya really appeared with the Great First Revolution of 1969 that launched its Development Policy aimed at turning Libya into a dynamic nation. It made determined effort to modernize the Libyan people to develop more progressive and forward looking outlooks. With the Revolution, the country adopted its new name as the Peoples' Socialist Libyan Arab Jamahariya, the latter term meaning Peoples' Democracy.

Population, its Distribution and Structure

Compared to the size of the country, its population has been quite small; 1.56 millions in 1954, 2.26 millions in 1973, 3,637 millions in 1984, and 4.992.838 millions in, 1999. However, after the discovery of oil, it began to increase rapidly at an annual rate of 4.2 per cent, from two to about four millions people in 1986. This increase was larger for women than for men. The distribution of population is acutely diverse. Although nationally speaking the population density stood at 205 million people for each one hundred kilometer in 1986, it varied from the more developed and thickly populated northern and western provinces to the sparsely populated middle and southern desert provinces where the average population of which stood at 0.05 people per square kilometer. So, about 10 per cent of the northern part of the

country is inhabited by 90 per cent of its people while the southern part which represents 90 per cent of the area has an estimated population of just over ten per cent of the total population. The male, female ratio stood at 51:49 respectively in 1984. With economic development and modernization, the extended family began to make way for more nuclear families. The employment pattern of population has changed with economic progress so that during the period between 1970-89, the number of professionals has increased from 6.9 thousands to 44.3 thousands with an annual rate of increase 9.7 per cent, the number of technicians and supervisors has increased from 24.9 thousands to 159 thousands at an annual increase rate of 97%; the number of clerks and book-keepers has increased from 23.8 thousand to 66.6 thousand at an annual increase rate of 5.3 per cent and number of skilled and semi- skilled workers increased from 207.1 thousand to 374.0 thousand at an annual rate of increase of 3 per cent.

Sports and Leisure in Libya

With its vast experiences of cultural contacts with diverse races such as the Greeks, the Romans, the Persians and Arabs it is natural that the Libyan people possess sturdy habits of hard work and an equally strong sporting spirit. However, traditional leisure was more informal and developed through the family and socialization. Sports were traditionally restricted to formally organized teams and sporting clubs. But the Revolution in 1976 set up a special Ministry of Youth and Sports who has, since 1979, under its new Sports Policy, changed the entire objective as well as structure of sports by announcement of its motto of " Sports for the Masses.

This means that sports participation is meant for all age groups and for both sexes with no exception; each according to his/her individual abilities. It was specifically related to fitness and health improvement as well stress reduction benefits.

To actualize this policy the government allocated sufficient budget provisions to the Ministry of Sports and launched a nationwide program of building of stadiums, Sport Centers, Playgrounds etc. Thus, between 1976 and 1986, 3 Sport Stadiums, 9 Sport Centers, 21 Sport Pitches, 190 Public Grounds, 7 Horse Riding Fields, 13 Youth Hostels and 8 Youth Seminar Resorts have been established. Since 1986, of course, the building programs of sport and other recreational activities has continued to expand.

The new policy strongly urged that sports should be meant for all Libyans, not just as spectators but more as active participants. One person or one team of players should not monopolize sports while society pays expenses of this monopoly for the benefit of this individual or team alone. Sports should not be considered only for the few professional players in teams; all Libyans should practice sports. Having determined these general objectives of sports, particular goals were then designed and huge budget provisions were created to meet all the expenses involved. Thus the Revolution has opened floodgate of opportunities for all Libyans and especially the young school adolescents for increasing participation in all kinds of leisure activities.

Schools and Sports

Education in Libya before the Revolution, like in other Muslim countries has evolved out of the traditional system. Over time, backwardness had deeply

entrenched into it. So, when modern Western colonial education including the Italian system were introduced, these were rejected. In Libya, the oppressive Italian occupation made the Libyans hate their education system it was not for the Libyan people but for colonial purposes. Since the Revolution, now the system has been completely overhauled but the school environment still remains limited to formal education.

In such an environment, the entire approach to schooling is antiquated. The curriculum is content loaded and focused on passing the terminal examinations. Parents are keen for their sons and daughters to excel in exam results and enter professions. Cramming and rote learning is the rule and not the all-round development of pupils' personality. Teachers are strict disciplinarians and mainly concerned with teaching their subjects in the formal manner. The Physical Education and Sports teachers, by and large, are trained in narrow lines and are not able to conceive all round development of physical fitness and personality development of the students. Therefore, for their Physical Education periods, they only manage to pass a ball to the boys and girls to play around by themselves. Rarely do they organize exchange programs and fixtures with other schools and institutions. Students generally associate more with School Social Workers for Counseling and Guidance and participation in extra-curricular activities. But their numbers are limited. Just one or two School Social Workers in a big school for example is not enough to plan and operate comprehensive school activities.

The curriculum is not activity based and teachers in general teachers are too busy and concerned with coverage of their syllabi and preparing students for

examinations. They do not share in the organization of extra curricular activities and to motivate students to participate in them. So while there are sufficient playgrounds and gyms in schools, the extra-curricular programs remain disorganized. Consequently, only exceptional students who had previous experience in games and other hobbies and activities are able to use them.

Parents have little regular contact with schools and teachers. At best they may attend only meetings of Parents Teachers Associations discuss issues only related to the academic problems rather than supporting schools for planning and operating the school activities. Of course, since the Revolution has introduced school reforms, which require all school personnel including teachers and students to discuss and plan for better school administration. These reforms are the essential part of the Peoples Democracy programs..

All these schooling condition therefore add to the various cultural, religious and social constraints that may inhibit young adolescents, desired participation in leisure activities in an organized way. They hardly get enough training and coaching from schools to engage in healthy and goal oriented leisure activities. Whatever leisure activities young male and female adolescents do get involved in are started haphazardly and voluntarily. Therefore except for the keen and naturally robust boys who develop taste for football, most young people resort to passive leisure activities. For girls the situation is even more restricted: they however engage in play activities at schools rather than at any place in the society.

Therefore, in Libya, if the national policy of 'Sports for All' has to be made successful, the entire schooling system has to be re-oriented to be based on the new

reform programs that require schools to be self-motivating and organized for the sake of the school and the community.