

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 Kuhler (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% and 15% 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 surveyed 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. Engstrom (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 Brodtkin 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; Boucher 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.