CHAPTER ONE

INTRODUCTION

1.1 Background

Leisure is said to be an important social, cultural, and economic force that has great influence on the happiness, well-being, and life satisfaction of individuals. However each generation has different expectations, values and attitudes that shape their leisure interests and pursuits (Edginton & Hamilton, 2002). Hence, leisure means different things to different people, resulting the different ways of viewing the concepts of leisure.

Much research has been conducted on time use and its association with leisure as to see how much time is spent for leisure and how often certain activities are being allocated for leisure for different individuals. However, little has been said about time use, leisure activities and its contribution to any forms of self satisfaction, or personal well-being although adolescence period is seen as a 'peak time of leisure needs' according to Hendry, et al. (1993) in his survey of young people in Scotland.

Adolescent leisure studies have also revealed that leisure experiences are associated with a variety of indicators of positive development (Caldwell & Baldwin, 2003; Mahoney, Larson, & Eccles, 2005; Wilson, Gottfredson, Cross, Rorie, & Connell, 2010). However, exploration of this literature reveals that leisure has been defined in several different ways: free time use, activity participation, and subjective experience (Kleiber, 1999).

It is appropriate to identify their leisure activities since measurement of leisure has long been an area of study addressed by time use research (Lundberg & Kornarovsky, 1934; Robinson & Godbey, 1997; Zuzanek, 1980). They have shown that an accepted approach of defining leisure varies from one person to another that it is possible to limit the study of leisure to a circumscribed set of activities. Leisure at the present time has also seen to play an important role in the lives of people in many developed and developing countries usually attributable to improve health, and extended life expectancy.

Thus this research topic has become the choice as the researcher sees leisure has also become significant in the lives of people because of its potential role in providing opportunities for personal well-being and self-fulfillment. Furthermore, leisure allows people to understand how the freedom of leisure requires people to make good choices for them and the community, as how Young Partners movement is seen as a catalyst to achieve this. In fact, positive leisure activities seem to be able to decrease the needs to seek experiences in more risky behaviors like substance use among youth (Caldwell & Darling, 1999; Caldwell & Smith, 2006). A study in Africa showed that leisure boredom, new leisure interests and healthy leisure would influence the choices adolescents make about substance use as at this stage of life they are facing with the challenge of identifying their interests in the process of identity formation (Erin, et al, 2010).

In view to this, the way leisure is emerging helps us to identify and learn about the societal setting of one's own country. In Malaysia, however, there is no data on the nature and scope on leisure time and it is hard to determine the most popular or preferred leisure activities in this country (Cousineau, 1995) though some noticeable

activities like visiting out, watching television, visiting friends or family members seem to be the most time consuming leisure activities through casual observation.

Like any other country, the geography and socio-economic conditions of Malaysia are key elements in the understanding of leisure amongst its people. Being a multiracial and multi-religious society, time spent for social activities or leisure after work or after school may differ from one race or ethnic community to another due to the freedom of following their own religious beliefs, traditions and cultural activities. However there are mechanisms used by the government to foster unity in a multiracial society and leisure recreational activities are seen to be one way of achieving this.

In view to this, sports and recreation are also seen to be a force for national unity, especially when there are interracial participation in various sports (e.g. basketball is well known among the Chinese and Sepaktakraw among the Malays) and other cultural, leisure and recreational activities. Sports and recreation can also be used to achieve personal well-being which later enables students to contribute to the harmony and betterment of the family, the society and the nation at large. This could be a positive reason why sports and recreational activities have been well inculcated in the Malaysian culture. In fact, sports have been in the physical education curricula of thousands of schools in Malaysia (Cooney, MacKendrick, & Cousineau, 1994), and Ministry of Education has made physical education compulsory in both the primary and secondary schools.

The government has made many efforts to achieve the objectives in promoting national unity through sports. Accordingly, the creation of the Ministry of Culture, Youth and Sports in 1964 was to encourage citizens to engage in both competitive sports and other

relaxing recreational activities. A lot of ideas were brought forward since then and for an example in 2007 'Night Sports' was introduced by the ministry to provide youths the chance to participate in sporting activities during free time at night. Though the program was described as 'unusual' but the objective was to divert youths from hang out at shopping malls or roadside after dusk. The Night Sports program encourages youth to participate in sports such as basketball, paintball, futsal and motor sports twice a month at selected venues. Its launch is seen as an innovative way to encourage a healthy lifestyle and should be seen in a positive way towards leisure pursuit rather than the possible negative behavior involved (Rahim, 2007).

As the economy develops and urbanization continues, more recreational places are also developed and more other recreational activities are also created. This gives more chances of participation for healthy living. However, activities like loafing after school hours at the shopping complexes are also increasing and seem to be a common phenomenon in most cities and urban areas in Malaysia and this raises the issue of time use among young people in this country. So the questions are whether they are aware of the recreational facilities provided by leisure providers and whether their leisure time has been used wisely?

To encourage more participation in sports and recreation especially among youth, the government has developed several policies to initiate the effort. Among those are the National Sports Policy, the National Youth Policy, and the creation of the National Fitness and Recreation Council. The National Sports policy, which is referred to as the "Sports for All' policy (Ministry of Youth and Sports Malaysia, 1985) proposes that the efforts of the government be 'directed toward the entire population' with the aim to

develop a healthy, disciplined and united society through greater participation and better opportunities in sports.

National Youth Policy that focuses on the age group of 15-40 representing almost half of the nation's population aims to encourage youth involvement in a variety of physical, social, cultural, and community activities. The rationale also seeks to foster integration and solidarity among the ethnic groups in Malaysia. Figure 1.1 shows the rapid growth of the proportion of Malaysia population within the range of 15-29 years and the tremendous increased from 2000 to 2010. Thus, it is logical that Young Partners policy requires a substantial investment from the government to ensure sufficient facilities and infrastructure to allow as many young Malaysians the opportunity to develop a healthy lifestyle.
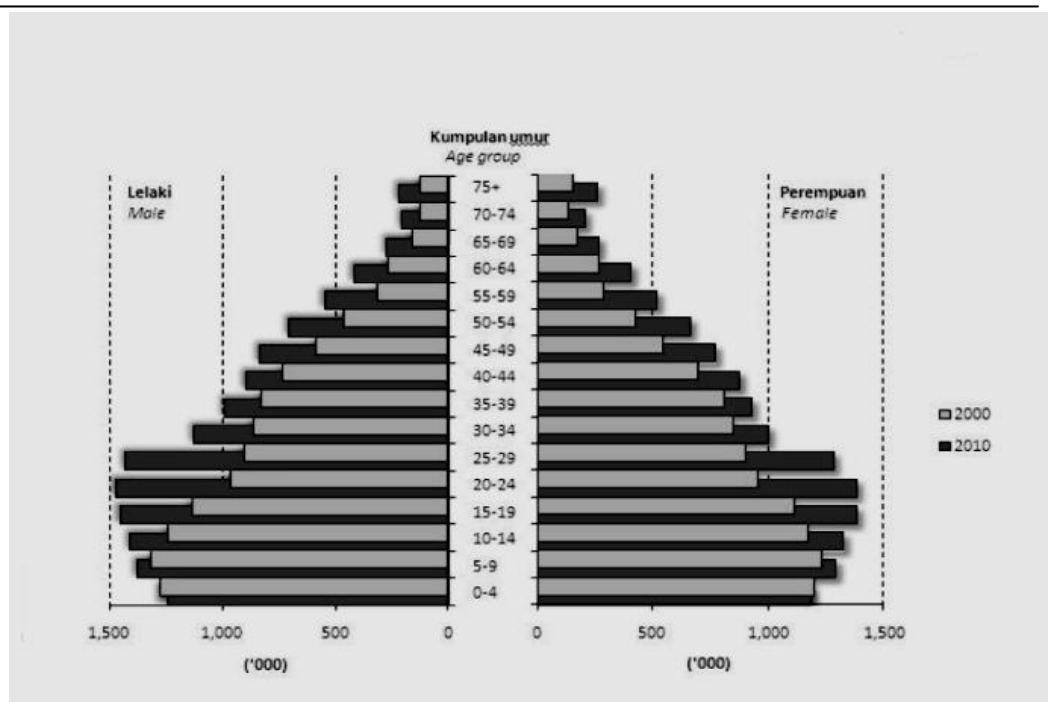
(Source: Department of Statistic Malaysia)

*Figure 1.1.*Number of population of Malaysia by sex and age group, 2000 and 2010

In relation to this, the launching of the Young Partners or 'Rakan Muda' campaign by the Ministry of Youth and Sports in 1994 has attracted much participation among the target group that makes it the largest youth movement in Malaysia. This is relevant to youth development context as young people need to be 'molded and guided in a systematic manner' (Dubi, 1995). In regard to this, the implementation has to adhere to the objectives of the Ministry of Youth and Sport and programs have to be carried out following the code of practice of Young Partners or 'Rakan Muda', which encompasses the requirements, structure and procedures towards producing accurate and high quality programs.

This shows that Malaysia has developed a variety of youth development strategies and plans to promote greater youth participation in the building of the society. This initiative was in response to a perceived decline in motivation for healthy involvement in recreation, morality, and an increase in deviant behaviors among youths. For example, a number of 2,822 young adolescents drugs addicts were detected in January 2010 as compared to 555 recorded in Jan 2009 (Malaysia Drug Agency Report, 2010), with an increased number of drugs addicts between the ages of 13-24. This increase especially among the younger generations needs to be addressed at once. Another reason could also be due to complaints and concerns about youth loitering around shopping complexes after school hours, while parents are working (Leon, 1993).

In response to the challenges addressed regarding the young generations, organized leisure and recreational programs are seen to be one of the solutions to fill their leisure time more beneficially. However, to implement leisure or any recreational programs, leisure behavior must be understood in the context of the local culture. A study by Asma, (1993) showed that cultural traits are pertinent to the understanding of leisure

and recreation in that country. For example, many recreation attitudes and practices which are considered appropriate elsewhere may not be appreciated in Malaysia. In Western countries, for instance, self-actualization and individualism guide much of peoples' lives. However, in Malaysia, harmonious relationship and collectiveness are the country's dominant values affecting leisure and recreation (Asma, 1993). It means involvement in recreation and leisure are mostly done in groups, either with friends or family members.

Physical environment can be another factor that may influence leisure and recreation activity in most places. Cousineau (1995) in his view on leisure and recreation in Malaysia believes that leisure time and recreation participation in the cities are also affected by the quality of the urban environment that make recreational activities less spontaneous due to pollution, humidity, rainy season and high temperature, although the country is full of opportunities for nature oriented activities in the presence of beaches, jungles, and mountains. The review also indicates that income influences leisure participation with an expectation that as income increases there will be more demand for leisure as a condition for a better quality of life. Thus, this study aims to explore leisure participation among youth in Malaysia, their leisure attitudes and satisfaction from different demographic backgrounds in the context of Young Partners or 'Rakan Muda' policy.

1.2 Young Partners Policy

The Young Partners or 'Rakan Muda' is the biggest youth movement in Malaysia. It was introduced in 1994 and considered as one of the most significant programs for youth in Malaysia. The Young Partners program is based on the transformation of an implementation philosophy in line with the Community Youth Development approach which emphasizes total involvement of youth and local communities. Young Partners was born in response to the national concern in molding young people with good principles and character. The mission was formulated to instill a sense of pride, belonging and confidence; Promote a sense of unity, loyalty and patriotism; Cultivate a thirst for knowledge; Inculcate an appreciation for high moral values and positive attitudes (National Youth and Sports Department, 1994).

This movement was demonstrated through Nine Lifestyles or '9 Gayahidup' with the elements for Mind, Skill, Spiritual, and Community Development and also for Physical Fitness. The 'Nine Lifestyles' was introduced to suit the needs of youth and accomplish the vision to mould youth to achieve excellence in the country by producing youth who are disciplined, responsible, conscientious, dynamic, proactive and active with exemplary qualities such as good leadership, perseverance, independence, patriotism, and highly competitive(Rakan Muda Development Department, 2010). The Nine Lifestyles include:

1. Games
2. Self Defense
3. Love for Nature
4. Culture
5. Innovation
6. Entrepreneurship
7. Fitness
8. Community
9. Recreation

The Second Phase of Young Partners was launched in 2008 which gave more emphasis on the development of youth within the community. The community approach program was designed to build good image amongst youth, instill positive values, disciplines, respect, voluntary spirit, co-operation, and patriotism, for the foundation of youth development in human capital. It was implemented by promoting Young Partners Lifestyles, as mentioned before, with the help of government support and resources so youth can spend quality leisure time through organized leisure programs handled by the government and other NGOs (Rakan Muda Development Department).

Several other ministries, organizations and non-governmental intermediaries are also involved in mobilizing it. This is to ensure that each lifestyle gets direct knowledge transfer and support from the respective agencies. Table 1.1 shows the names of several ministries that are relevant to the Nine Lifestyles introduced in the policy.

To sum up, the Young Partners policy, which implementation was to equip youth with knowledge and skill and good attitudes, which was later transformed into a more community based program, was an example of leisure time use through systematic program planning and activities set by the government.

Table1. 1

The Ministries and Young Partners Lifestyles

Ministry	Young Partners Lifestyles
Ministry of Unity, Culture, Arts and Heritage Malaysia	Arts and culture (*Rakan Seni Budaya)*
Ministry of Rural and Regional Development	Rural Mission Young Partners (*Rakan Muda Wawasan Desa*)
Ministry of Women, Family And Community Development.	Community Young Partners (*Gaya Hidup Rakan Masyarakat*)
Ministry Housing & Local Government	Secretariat for Housing Young Partners (*Rakan Muda Kawasan Perumahan*)
Ministry of Entrepeneur & Co-operartive Developmet	Entrepreneurial Lifestyle (*Gaya Hidup Rakan Wira Usaha*)
Ministry of Scinece, Technology & Innovations	Innovative Young Partners *(Gaya Hidup Rakan Inovasi)*
Ministry of Natural Resources & Environment	Love for Nature Young Partners (*Gaya Hidup Rakan Cinta Alam*)
Deparament of National Unity	Young neighbor (*Rakan Muda Jiran Muda*)

1.3 Theoretical Framework and Background Theories

The theoretical framework is first presented in the definable contents from the theory of the research and later presented in a structure form to explain the variables under which the study exists.
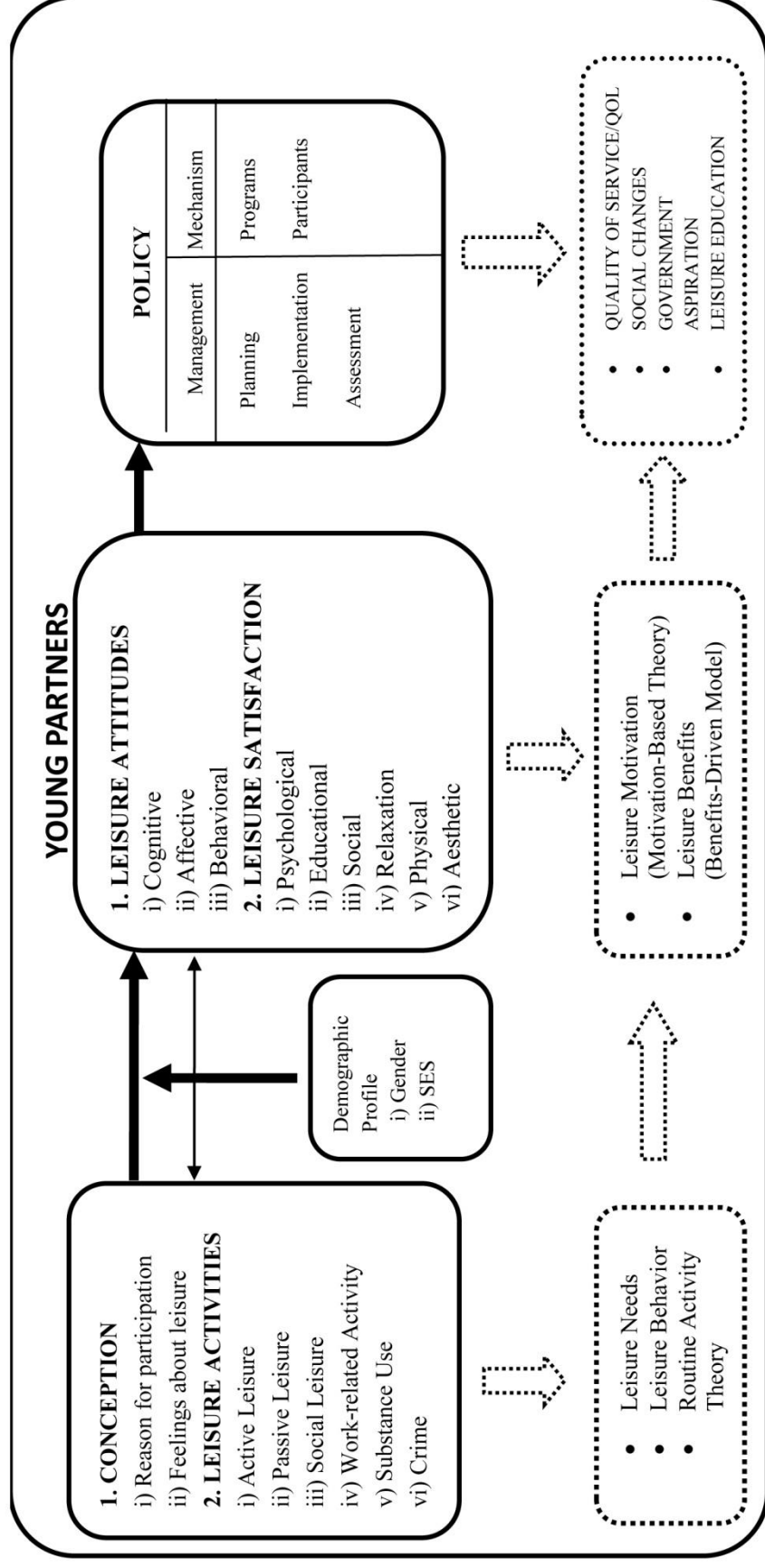
Figure 1.2 shows the overall theoretical framework of the implementation of the theory. The framework is summarized in a schematic diagram that presents the major variables and the relationships that brings out the outcomes or the implications of the research. It shows the direction of the study where youth concepts of leisure and leisure activities were examined. Youth Leisure Attitudes and Leisure Satisfaction from Young Partners participation were later examined before the policy is analysed from the management and mechanism aspects.

Youth conceptions of leisure and their frequency in leisure activities are the indicators for involvement in preferred activities actually demonstrate their leisure needs and leisure behavior as highlighted in the dotted arrows. Leisure needs are determined from the definition or by understanding the concepts of leisure (Mercer, 1973). Leisure behavior is developed from leisure needs where youth choose specific leisure behavior to satisfy their needs and needs may change over time (Iso-Ahola, 1980). Leisure activities also reflect the Routine Activity Theory (Cohen & Felson, 1979) which seeks to understand the role of lifestyles and routine activities have on delinquency, from structured or unstructured activities.

Next, youth leisure attitudes and leisure satisfaction seem to demonstrate their leisure motivation and leisure benefits. Leisure motivation which is adapted from Motivation-based theory from the Maslow Hierarchy Need types of motivations can be used to

measure reasons, feelings, satisfactions or other different aspects of motivations (Crandall, 1980). Finally, leisure benefits which are derived from Benefits –driven Model by Kraus (1997) conceptualized the benefits gained that can be used for managing of leisure programming. Detailed explanations on the theories are explained in the literature review.

Later, research implications are offered so strategies can be highlighted for policy makers and leisure practitioners so the quality of services can be enhanced. Social changes can also be the possible strategies in line with the government aspiration towards achieving its vision through organized leisure programs, producing young generations who are well-rounded and achieving quality of life of society. Most importantly leisure education or education for leisure should be introduced and the provision of government sponsored leisure activities should be available for youth for continuous healthy life style.

YOUNG PARTNERS

POLICY

Management	Mechanism
Planning	Programs
Implementation	Participants
Assessment	

- QUALITY OF SERVICE/QOL
- SOCIAL CHANGES
- GOVERNMENT ASPIRATION
- LEISURE EDUCATION

1. LEISURE ATTITUDES
i) Cognitive
ii) Affective
iii) Behavioral
2. LEISURE SATISFACTION
i) Psychological
ii) Educational
iii) Social
iv) Relaxation
v) Physical
vi) Aesthetic

Demographic Profile
i) Gender
ii) SES

1. CONCEPTION
i) Reason for participation
ii) Feelings about leisure
2. LEISURE ACTIVITIES
i) Active Leisure
ii) Passive Leisure
iii) Social Leisure
iv) Work-related Activity
v) Substance Use
vi) Crime

- Leisure Motivation (Motivation-Based Theory)
- Leisure Benefits (Benefits-Driven Model)

- Leisure Needs
- Leisure Behavior
- Routine Activity Theory

Sources: Gordon & Caltabiano (1996), Ragheb & Beard (1982), Kaplan (1975), De Grazia (1962), Edginton et al., (2002), Ragheb & Tate (1993), Kraus (1997), Mundy (1979), Cohen & Felson (1979), Mercer (1973), Coebatch (2002)

Figure 1.2. Theoretical Framework for Leisure Activities, Leisures Attitudes and Leisure Satisfaction in the Context of Young Partner Policy.

1.3.1 Conceptions of Leisure

Kaplan (1975) has identified some types of conceptualizations from several conceptions of leisure with each has its purpose within a definable content or context. This few conceptions are chosen as they are applicable in the context of this research. Further discussions are given in the review of literature:

1. The Humanistic model of leisure is an approach that first, leisure is conceived as 'free time' or time not devoted to paid vacations, Here, leisure activities are viewed primarily as re-creative and restorative, and second, the cultivation of the self, as a preoccupation with the values of high culture (Berger, 1962). De Grazia (1962) refers to this leisure as a "state of being, a condition of men."

2. The quantitative model of leisure sees leisure as time, where this approach is for those who seek to measure, experiment, or deal with the term "objective" purpose. Weiss (1965) referred to leisure as "that portion of the day not used for the exigencies of existence."

3. The Institutional conception of leisure. The construct is to be used in the "ideal type" tradition, established by Weber (1949) who sees leisure as:

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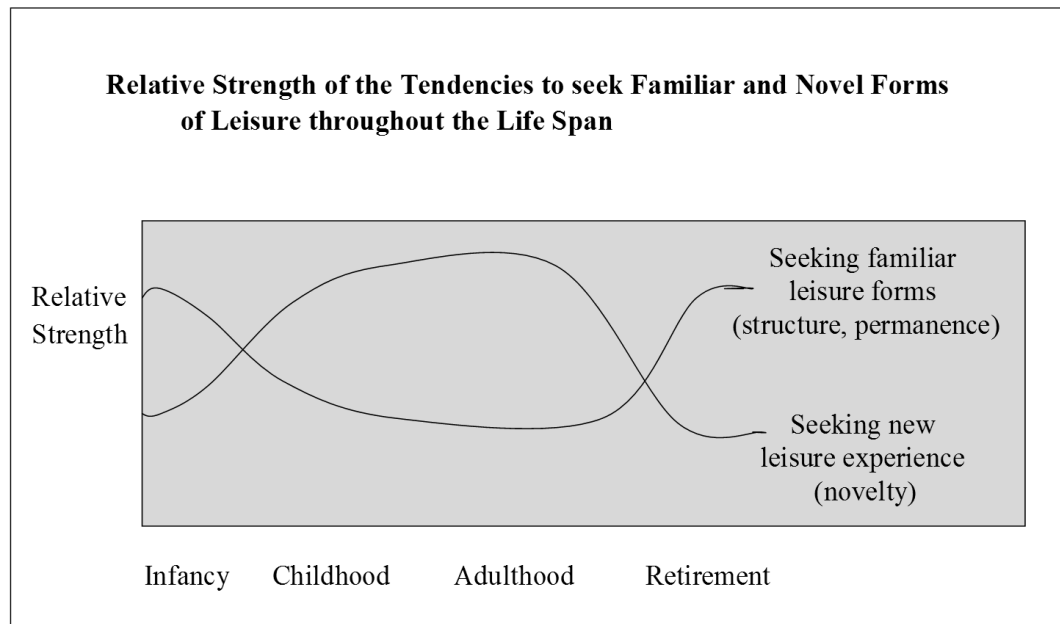
1.3.2 Leisure Time

In this research, leisure is conceptualized as time left over after all the necessary work or duties for maintaining life are done and is also referred to as the quantitative model of leisure as reflected in the survey instrument (Appendix 1). This approach is needed for those wish to measure or deal with the term for 'objective' purpose (Kaplan, 1975). For example, Fairchild (1944) defined leisure in his *Dictionary of Sociology* as:

"Free time after the practical necessities of life has been attended to. The adjective leisure means being unoccupied by the practical necessities, as leisure hours… Conceptions of leisure vary from the arithmetical one of time devoted to work, sleep, and other necessities, subtracted from 24 hours… to the general notion of leisure hour as the time which one uses as he please."
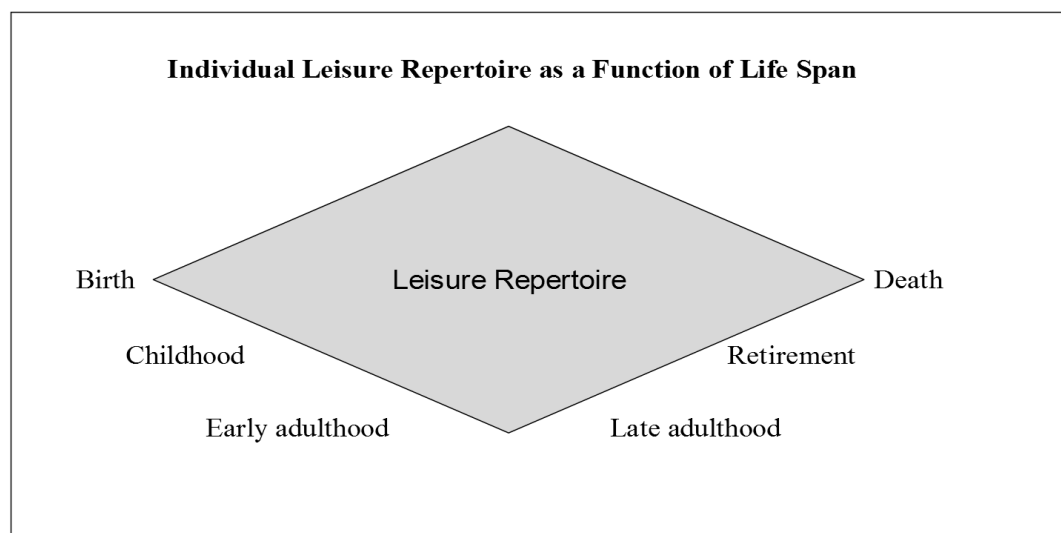
In measuring free time, many social scientists believe that leisure can be quantified or measured. De Grazia (1962) stated three ways to measure free time: First, to see what people spend their money for, second, to rank their activities by the frequency with which they are engaged in, and third, rank the length of time devoted to them. According to him, leisure and free time live in two different worlds. Anybody can have free time but not everybody can have leisure. Free time refers to a special way of calculating a special kind of time and leisure refers to a state of being.

1.3.3 Leisure and Life Span

The association of time use for leisure and stages of age may also bring significant findings. Understanding leisure and the life cycle implies that life involves a series of connected stages, that each influencing one another, but each being distinct (Sessoms, 1985). Education level, socioeconomic status, sex, and family status impact the nature of this cyclical process and one's participation in leisure is heavily affected by these types of cycle. For example, Figure 1.3 demonstrates two interesting tendencies. First, while individuals seek stability and the familiar at some points in their lives, they also seek novel experiences at other times. Second, in Figure 1.4, it demonstrates that the number of daily leisure activities that make up a person's leisure repertoire steadily increases, reaching a peak during early adulthood and declines upon reaching old age (Edginton et. al., 2002).

**Relative Strength of the Tendencies to seek Familiar and Novel Forms
of Leisure throughout the Life Span**

Relative
Strength

Seeking familiar
leisure forms
(structure, permanence)

Seeking new
leisure experience
(novelty)

Infancy   Childhood   Adulthood   Retirement

*Figure 1.3.*Leisure and life span

Individual Leisure Repertoire as a Function of Life Span

Birth   Leisure Repertoire   Death

Childhood   Retirement

Early adulthood   Late adulthood

Source: Edginton et al. (2002). Leisure and Life satisfaction

*Figure 1.4.*Relationship between leisure repertoire and life span

This explains that during their teens, youth are most excited to try almost all types of physical activities. Then, adolescence period is the time they want to explore and establish identities. This is the time they participate in a variety of activities, even high risk activities like motorcycle racing in order to expand their horizon. Later, when they become workers or college students, when their energy is at peak, most will search for extensive leisure opportunities (Chubb & Chubb, 1981). It means those who are in the early and middle adulthood have the most leisure activities available to them with more active participation as well.

Youth is the period of transition from childhood to adulthood and the importance of leisure-time activities in the psychological, cognitive and physical development of young people is recognized in all societies. Similarly, a person's interest and participation in leisure is influenced by the stages within his/her lifecycles. For example, after age 16, less time is spent with peer group because heterosexual relationships become more important. Here, for some girls any activities relating to their boyfriends like talking about it, thinking etc. are considered as leisure for them (Roberts, 1993) and as for the boys they may keep up their earlier interests in football, motorbikes and other activities (Rapoport & Rapoport, 1975). It means those who are in the early and middle adulthood have the most leisure activities available to them with more active participation as well.

Routine activity theory,developed by Cohen and Felson (1979) seeks to understand the role of lifestyles and routine activities on delinquent activity. Several findings on routine activities showed that unstructured activities, unlike the structured ones, which lack social control from authority figures tend to draw youth to deviant behavior(Osgood et.al., 1996; Osgood & Anderson, 2004). This indicated that youth

socializing with peers in unsupervised environments was closely related to deviant behavior and suggestions were made that appropriate leisure programs for youth are important elements aimed at fighting social ills such as drug abuse, juvenile delinquency and other deviant behavior.

1.3.4 Leisure Education

Leisure education brings diverse connotations and in the USA, it is viewed as imparting information about leisure throughout the system whereby knowledge and skills are taught and individuals are made to understand about leisure and the relationship of leisure to their own life-styles (Mundy, 1979).

In a discussion of the quality of life concept in leisure, Mundy (1979) mentioned two dimensions. First, the experiential dimension that enables individuals to enhance the quality of their lives in leisure, which deals with internal emotional reactions, feelings and values attached to the experiences. Secondly, the other dimension which planners, sociologists, and environmentalists have to consider is the physical-social environment. This concept is to enhance an individual's leisure experiences throughtranslated programmatic structure from the philosophical ideal.

The importance of leisure activities from structured programs is seen as a tool for developing life skills that will enable a youth to functional optimally as they grow older. This helps a person to develop an understanding of self and healthy social behaviors through participation in leisure activities (Fain, 1991). Here, leisure is viewed as a developmental process rather than content when the ultimate outcome of the process is to enable individuals to enhance theirquality of live through leisure. Positively, it is looked upon as a way an individual receives and understands the world, as suggested by

Gardner (1946),whose ideas about multiple intelligences, which focus on the spiritual, inner states of being, self reflection and awareness come about.

Gardner suggests a more balanced curriculum that incorporates arts, self-awareness and physical education, which is seen as relevant to enable an individual to achieve personal well being. This is relevant to the philosophy of Malaysia Education in producing well-rounded individuals.

1.3.5 Policy

'Policy' is a central concept in both the analysis and the practice of the way we are governed (Colebatch, 2002). It is based on the presupposition that *instrumentality:* the organization in genera*l, hierarchy:* the flows of orders from people at the top*andthecoherence*: the organization as whole, are the ideas about social order that deals with how this system should be steered. According to Colebatch, the three central elements of policy revolve around *order, authority* and *expertise.* Thus,in the ways the term is usedwithin this framework, the participants in the process engage in a continuing attempt to mobilize the concept of 'policy'.

Colebatch approaches to the analysis of policy are towards 'social construction', whereby the policy exists not by natural phenomena but is rather produced by the participants. For example, certain problem is addressed not simply by asking question like, "what is being done to address the problem?" but rather "how is this problem perceived, by whom, and in what way to get support to draw attention to the problem?" This implies the existence of a formal statement of the policy when the policy focuses on the authorized decision-makers, the implementation, and the objectives to be achieved that go through several stages (see Figure 1.5). Figure 1.5 shows the policy

process that follows the progression from one stage to the next in a circle. The stage

starts with the development and pursuit of the goal, followed by the courses of actions
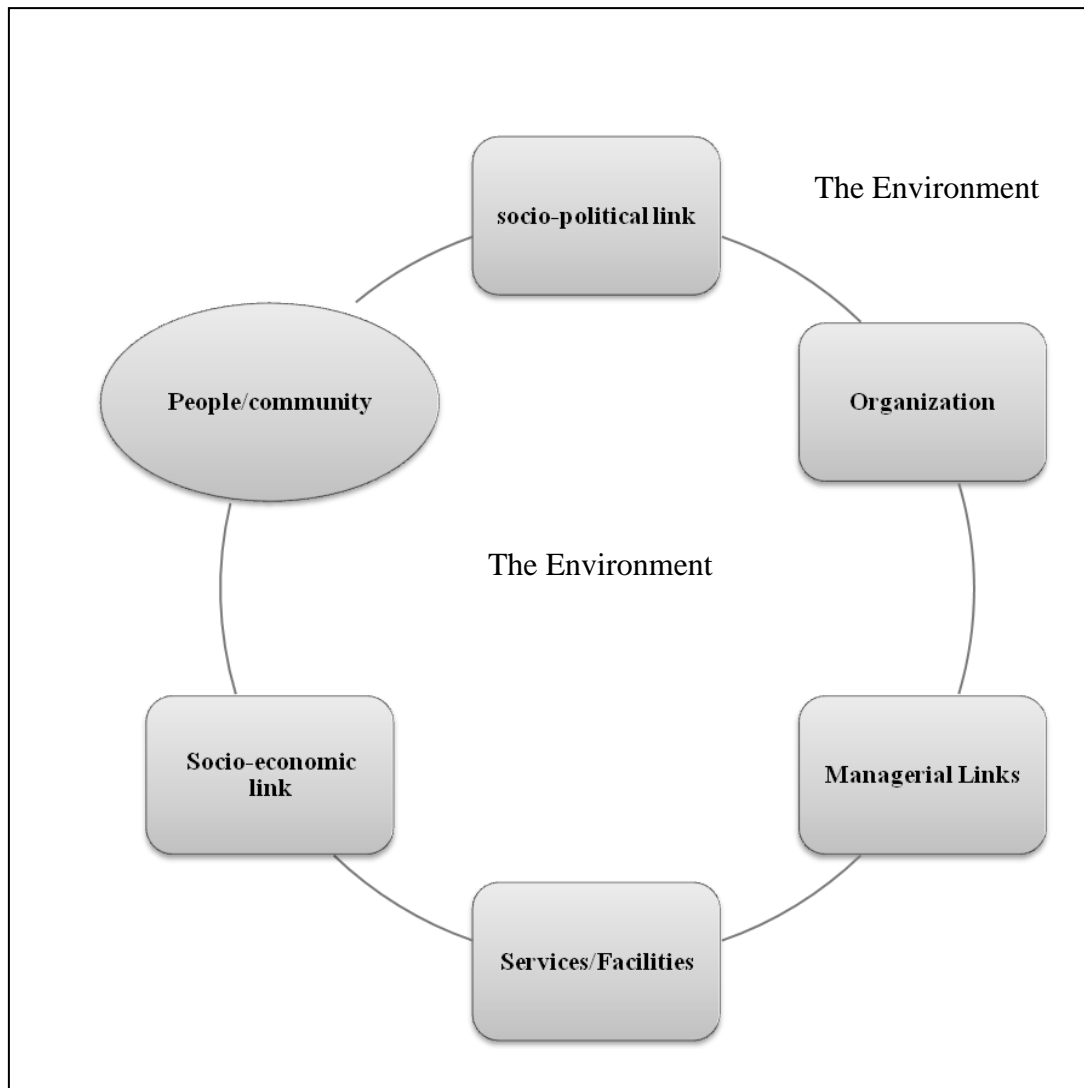
to realize these goals, and ending with the solution.
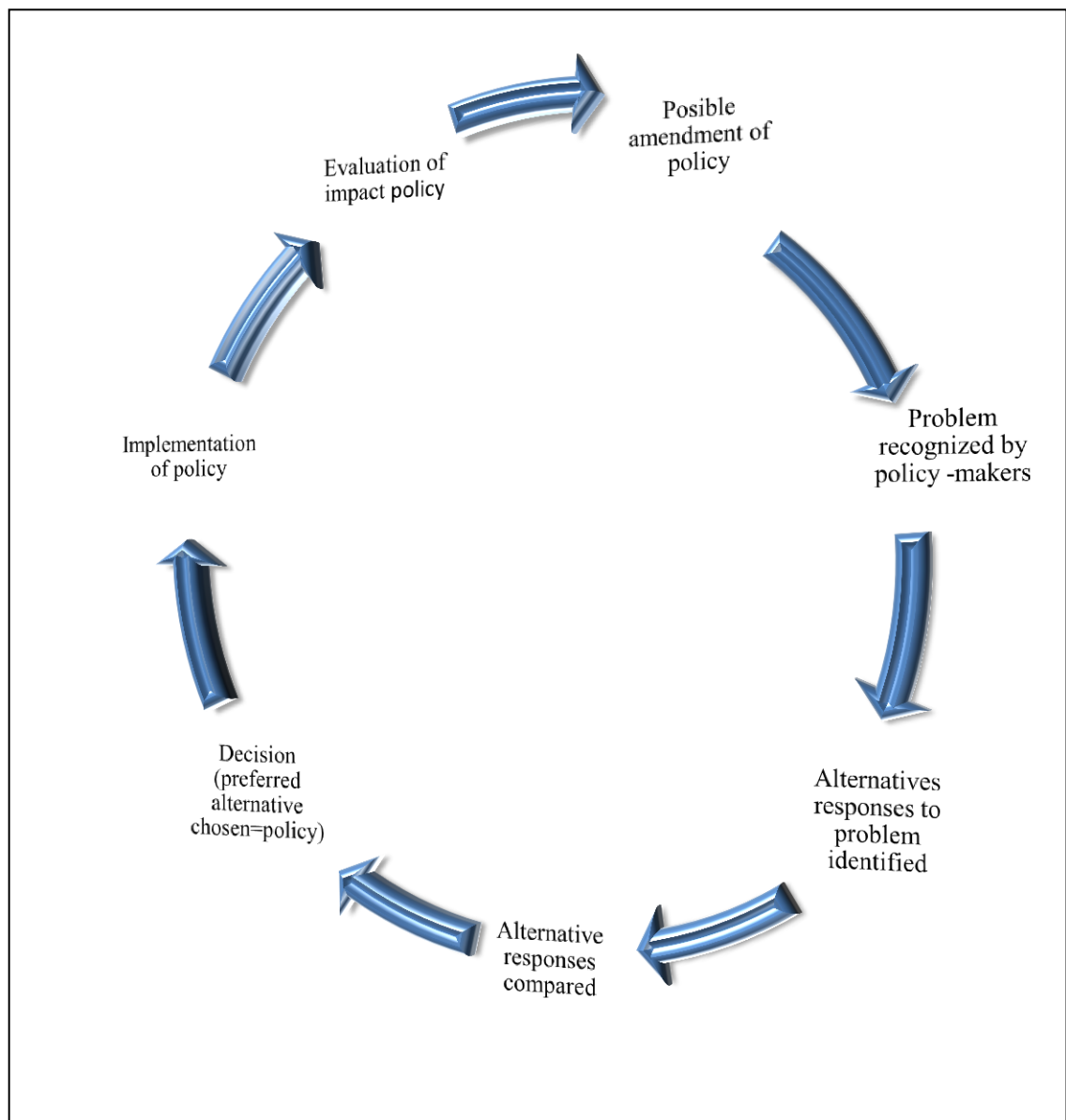
Source: Colebatch, 2002. Policy 2nd Edition.

Figure 1.5 .The 'Stage' model of the policy process

In the context of leisure policy, there is an obligation for the government and the communities to provide data that indicate the scale of needs of leisure participation so leisure services and the facilities can be planned accordingly. The involvement of government in leisure services is to protect the rights of its citizens and to ensure the needs of the local communities. This was also declared by the then Secretary- General of the United Nations Perez de Cuellar in 1987 that, *"One of the primary needs of the human person is leisure and such use of it will provide psychological strength and refreshment."*

Therefore the government involvement is to ensure and monitor the effectiveness of government policy because leisure services serve as a social service and leisure participants as clients. Figure 1.6 shows a framework on a policy making and planning in leisure and tourism policy. The overall framework links five elements which involves people as the individuals or communities; the organization which includes public and private; Service/facilities who are the front line staff; Environment which consists of the natural and built environment (the environment is the resources used and taken for leisure and become parts of the services and facilities); and the process that links all the various elements (planning, marketing, purchasing, etc.) which takes place along the three links: Socio-political, managerial and socio-economic links.

Therefore, this shows the activities of policy-making and planning from the connections of the elements in the system process and Young Partners Policy was chosen because the members play the roles in the process of engaging in continuos attempt to mobilize the concept of policy towards social constructions.

The Environment

socio-political link

People/community

The Environment

Organization

Socio-economic link

Managerial Links

Services/Facilities

Source: Veal (2010). Leisure, Sport and Tourism, Policy, Politics and Planning.

Figure 1.6 A social, political, economical and managerial framework for viewing leisure, sport and tourism service delivery processes.

1.4 Rationale of the Study

The government of Malaysia is concerned with the way youth spend their time and what kind of activities youth engaged in during their leisure time. It has been potrayed in newspapers in recent years that some youth engage in minor crime activities during their leisure hours, which sparked the idea for structured program implementation to curb the problems. Thereofre the motivation and rationale of this study is to examine the nature of leisure activities among youth and the possibility of government managing some leisure activities for youth. The reasons for choosing Young Partners policy in relation to this leisure research are because:

i. Malaysian age group of 15-40 represents almost half of the population (Figure 1.1) and showed a tremendous increase within the range age of 15-29 from 2000-2010. Since, the memberships for YP is between 13-25, thus makes it suitable for the sampling purpose in the research because leisure repertoire increases steadily and reaching peak during adulthood (Edginton, 2002).

ii. The range of age has also being the concern of the government and society with the increasing numbers of negative behaviors and social ills, for example, drug addicts and other social problems.

iii. Individuals may have more freedom in leisure interest during adolescents (Liptak, 2006) and they have a large amount of free time with 40-50% of their daily time use is spent in leisure activities.

iv. Leisure time is defined as time spent after all duties have been fulfilled and for youth it means time after school or working hours and also weekends, in which involvement in Young Partners are done during these hours. Thus, Young Partners policy is a suitable organization to look into how Malaysian youth spend their time in organized leisure activities.

v.   Young Partners is the biggest youth movement in Malaysia that makes it a suitable choice in carrying out the research since the focus is to fulfill youth time after school in more organized activities under the government policy. Leisure aspects are the highlights in relation to the movement.

1.5 Problem Statement

This study is concerned with the way the youth spend their time for leisure. It seeks to understand the pattern of activities involved, their attitude towards leisure and leisure satisfaction in the context of Young Partners policy.

In Malaysia, there has been little documentation or no research into what young people think leisure time actually is and how they might like to utilize this time although one way of a remedial measure to overcome social problems is understanding quality time for children (Kausar, 2005). For example, the way leisure time is occupied was revealed in a survey done by the National Population and Family Development Board (LPPKN) in Malaysia. The results showed that 'dating' is common among adolescents from 13-15 years among the 40% of the respondents surveyed. This is not considered as an appropriate leisure use among youth because young people have a large amount of discretionary time and 'dating' alone is not healthy since 40-50% of youth daily time use is spent in leisure activities (Larson & Verma, 1999). Meaning, if their time is not used wisely and leisure activities are not goal-oriented, there is the risk that friends may influence each other in the involvement of deviant activities (Mahoney, 2001; Rubin, Bukowski & Peter, 1997). Thus, 'dating' is not considered as having a quality leisure time that helps to enhance quality of life considering the fact that youth have difficulties in adjusting from their transition period into adulthood, and making good decisions, that may result in withdrawing into their own separate society (Erickson, 1991).

In addition, in 2006, the Ministry of Youth and Sports admitted that most programs organized for the young people today are not only irrelevant to the needs of the young people but failed to reach them across the country. With a total number of 11 million youth, only 2.8 million were involved in associations; this confirms their lack of

participation in sports, leisure and recreation. Low participation levels are not helpful to the desired development of more permanent meaningful leisure time use among youth because involvement in organized sports leisure and recreation activities at young age helps to shape positive behavior and attitudes that lead to more permanent patterns in later adulthood (Hultsman & Kaufman, 1990; Kleiber, Larson & Csikszentmihalyi, 1986).

Therefore, by identifying leisure activities that youth willingly and enthusiastically participates will help to address the issue.This is possible because leisure is used in assisting individuals in mastering their time (Kaplan, 1975), thus making better decisions on time use.

These are some elements that can be used to understand the various aspects of young people's way of life in Malaysia. Leisure for instance, though generally defined positively, can also be defined negatively from the perspective of not knowing how to fill their time constructively, that is if by its very nature, raises a number of problems. For example, leisure denotes a time when one has the opportunity to be free. As stated by Sessoms (1973), *"We are beginning to discover that the meaning of leisure is really the meaning of life, leisure is freedom, and freedom is living"*. So, since freedom is part of leisure, it is during leisure that people have more opportunities to have their quality of their lives affected. It is also the freedom of choices during time available that brings both the potential and the problem of leisure since leisure is an inseparable element of life (Mundy, 1998).

So, although many studies have been done on leisure and time use in other countries, little is known about the reality in Malaysia.However, a survey conducted by the

Malaysian Institute for Research in Youth Development, on the Young Malaysian Index, revealed that Malaysian youths' participation in sports decreased from 47.7% in 2008 to 21.3% in 2011; thus has given a perspective that youth in Malaysia seem to be too laid back in their daily lives. However, a high score (51.5%) of leisure activities as a new indicator for 2011, indicates that youth are generally more interested in leisure activities as compared to conventional sports, clubs and associations.

Due to this, the leisure of young people is of particular interest. Their available time, so far has never been discussed acdemically or surveyed as to see how the youth spend their time, how they manage it and where they spend their time. That is a reason time use is an important resource on how young people spend their leisure and may have significant understanding on their leisure patterns. Time use is also an important resource in understanding peoples' development of roles in society, and may have significant consequences for education achievement as well (Bianchi & Robinson, 2001; Sandberg & Hoffert, 2001).

Since this research is investigating leisure in the context of Young Partners policy, it is imperative that youth be given a choice and understanding of leisure concepts that are fulfilling and satisfying, and be knowledgeable about the wide range of opportunities for meaningful participation within the social context and environment. Hence, discovering youth leisure concept is a primary factor to consider before other aspects of leisure is determined.

It is also important to locate leisure or discretionary time and of what young people need and can do. Young people's leisure time and activities are inseparable from many of the other pressing issues affecting them. For instance, the World Youth Report 2005 states

that leisure timehas always being linked to pressing threats to their well-being, including HIV/AIDS, delinquency,conflict and drug abuse, and to issues of globalization and interdependence (Youth at the United Nation, World Youth Report, 2005).

Liptak (2001) outlines the ways in which leisure activities change throughout the lifespan, that is, individuals may have more freedom in leisure interest during adolescence. Being with friends and peers is considered as giving positive experience for young people when friends can be honest or critical (Larson et al., 1986). However, from the stand point of social control theory, there is also the tendency towards deviant behavior when it is out of control and destructive to oneself and others. This happens when with friends, they prefer to spend time where there is no adult interference, and malls, streets, empty lots, and parks are more likely to be the setting for destructive youth leisure activities (Csikszentmihalyi & Larson, 1984).

Given these interrelated aspects, it is critical that leisure be discussed as a context for the development of young people and their participation in the development of community and society. Thus, this research is to find out how youth perceive leisure, their preferred leisure activities, their leisure attitudes and leisure satisfaction, before it is possible to see the implications of their leisure in relation to Young Partners policy. While it is important to educate the youth about what activities and events catered for them, across gender and socioeconomic aspects for instance, it is also essential to inform them of the venues they can visit.

1.6 Purpose of Research

The purpose of the research was to examine the meaning of leisure among youth and the frequency of different types of activities participated during leisure time so their behaviors in leisure can be made as indicators towards understanding youth leisure needs. Furthermore, youth leisure attitudes and leisure satisfaction were also being assessed in their participation in Young Partners program, in order to see if there are any differences of participation from gender and socioeconomic status. So, this study also analyses the mechanism in managing youth leisure by a youth organization. By understanding this, suggestions can be made in terms of organized or structured leisure programs following the measurement of youth leisure concepts, leisure activities, leisure attitudes and leisure satisfaction in the context of Young Partners policy so the development of youth can be enhanced towards positive social changes.

1.7 Study Objectives

The key objectives of this research about Malaysian youth in the context of Young Partners Policy were as follows:

1) To determine the conceptions of leisure among youth in Selangor.

2) To examine leisure participation, attitudes and satisfaction among youth in Selangor.

3) To analyze the relationships between leisure activities and leisure attitudes and and satisfaction among youth in Selangor.

4) To analyze the implementation process of the Young Partners policy in the aspects of:

    a) The management at the state and district levels.

    b) The mechanism used in organizing the programs.

1.8 Research Questions

The research questions about Malaysian youth in the context of Young Partners Policy were described as follows:

1) What is the various understanding of leisure among youth in Selangor?

2) What are the differences in terms of gender and socioeconomic status in the types of leisure activities engaged by youth in Selangor?

3) What are the differences in terms of gender and socioeconomic status in leisure attitudes and satisfaction among youth in Selangor?

4) What are the extents of relationships between leisure participation and leisure attitudes and satisfaction among youth in Selangor?

5) How was the policy being implemented in the aspects of:

   a) Managing the programs at the state and district levels in Selangor?

   b) The mechanism used in achieving the policy objectives?

1.9 Significance of the Study

The research findings about youth, their conceptions of leisure, leisure activities, leisure attitudes and leisure satisfaction will be of use to the Government, recreation programmers, facility providers and education authorities to focus efforts on improving factors that increase young people's level of participation in healthy physical activity and decrease those factors that inhibit participation. It would also provide information of the activities in which young people are interested in, the activities in which they would like to involve and how these can be planned and provided for within an overall leisure delivery system for the benefits of youth. This is to encourage young individuals to participate in beneficial and satisfying leisure activities which have positive effects on the quality of life.

The research findings would give insights to the leisure attitudes of the young in Malaysia. For instance, recommendations for quality leisure services will be developed in order to maximize possible leisure experiences for them. This is to curb negative behaviors among youth that seem to be the issues due to the abuse of time left after school, lack of knowledge, supervision and several other factors found in leisure participation.

The findings would also help in developing leisure knowledge through leisure services and education system in order to educate the pupils on the concept and the benefits of leisure for personal well being, self-fulfillment, healthy living, time management, career undertakings, and so forth, when Physical Education seems to be neglected and given less attention in schools, and supervised leisure activities are still new in our country.

In addition, the implementation of leisure knowledge must not be limited by age (e.g. only secondary school students) or setting (e.g. only after school hours), because leisure education takes a much broader perspective as it is also beneficial for continuous learning throughout life. This may include the participation of various bodies like the Ministry of Education, Ministry of Youth and Sports, State Education Department, schools and other leisure services. It should involve individual and community in planning and decision-making in the policy process in order to provide a better understanding of the community and individuals needs for effective leisure planning and management.

Finally, a variety of models and curricular can be developed to provide leisure education programs for all youth to have the opportunity to develop leisure skills and have positive leisure experiences. In doing so, various meanings of leisure education should be understood. For example, first, leisure is looked at as the subject of education, which includes traditional leisure activities like sports, games, and variations in leisure per se in terms of leisure meanings, concepts, and opportunities. Second, leisure is seen in the context of education through leisure, for example, in informal and non-formal learning settings, community education, and recess, after school, summer camps, and so forth. Therefore, most attention on this research is on education through leisure, as practised in Young Partners policy, as the goal of education in leisure is to enable individuals to enhance their quality of life through leisure (Mundy, 1998).

It is hoped that the research results would lead to not only providing a better understanding of youth and leisure in Selangor, but also to a greater appreciation and participation of leisure among youth in the country.

1.10 Scope and Delimitation of the Study

The scope and delimitations identify the boundaries of this study and limit the coverage of the study in terms of samples, area, and the issues to which the research is focused.

i. The focus group of this study was taken from young people of age ranging from 15-25 (age for Young Partners members) in all districts in Selangor. At this stage from childhood to adulthood, with the social changes and the growing recognition of the diversity of young people's lifestyles (Veal & Lynch 2001), it is fair to say that a more complex understanding of their leisure experiences in the 21st century is needed than at any earlier period. Other than that, it is also because of the threats to the well-being of a young person, such as HIV/AIDS, delinquency, conflict and drug abuse, are very much linked to the time available during their discretionary hours at this particular age. Also the growing levels of obesity, due to a lack of exercise, among this segment, if not addressed will result in shorter lives and more pressure on the government and private medical establishment. Thus, the questionnaires were only distributed among these age groups who have participated in Young Partners programs. This sample is a representative for the Young Partners in Malaysia since Selangor YP is an active movement.

ii. This research used survey and interviews. Given the operational definitions of leisure time for the research context, the survey measured leisure time from the perspective of De Grazia (1962) of ways to measure free time that is to rank the activities by the frequency with which they are engaged in or by the importance they are assigned. The leisure activities include passive leisure, active leisure, social leisure and work-related activity. Leisure attitudes and leisure satisfaction were also measured through questionnaires in search of information from the involvement of Young Partners

programs rather than their overall experience during free time. The survey was only limited to those active members of Young Partners in Selangor and was taken during their award ceremony held in Selangor state. Interviews were carried out to examine the policy implementation and management of Young Partners policy and involved only two officers at the state level.

iii. Analyses for the quantitative data were limited to t-test and one way ANOVA in finding the difference between genders and across SES. Correlation was used to determine the relationship between leisure activities with attitudes, also with leisure satisfaction. Content analyses were used to explain and provide information for the qualitative data and were elaborated under several themes relevant to the needs of research objectives under the headings of management and the mechanism in Young Partners policy.

1.11 Operational Definitions

The operational definitions of this researchare the variable meanings within leisure studies among youth in the context of Young Partners policy.

i. Youth

Youth in this research refers to young people in Selangor from age 15-25, following the age range decided by the Ministry of Youth and Sports for Young Partners members, regardless of their gender, religions, and races, physical or mental capabilities.

ii. Young Partners Policy

A Young Partner Development Division established under the Malaysia Ministry of Youth and Sports entrusted to implement the national policy for youth and sports development.Its establishment functions asthe catalyst to mould and instil identity, competitiveness, volunteerism and cooperation among Malaysian youth of 15 to 25 years through various programs and activities planned, implemented and assessed in accordance to national aspiration to produce youth who are skillful and dynamic (Ministry of Youth and Sports Malaysia).

iii. Family SES

The family socio economic status is referred to the academic levels of the parents and divided into four categories according to Zeijl (2000):

a. Lower or no vocational training (school leavers) – lower class

b. Second level training (Certificate) – middle social class

c. Teachers, department managers (Diploma) – middle high class

d. Doctors, professionals (Degree & above) – higher social class

iv. Leisure

The term leisure is derived from the Latin word *licere*, meaning to be free. In ancient culture, leisure was often viewed as the opposite of physical labor, whereas in contemporary society, it is viewed as a way of bringing balance into one's life. Leisure, from a more positive approach, is also viewed by specific types of activities, the target of which is pleasure, regaining power, recreation, sociability, escape from everyday life and physical or mental recreation (Glyptis, 1993). It is also looked at as an activity (Dumazedier, 1974) and recreation.Meaning the concept of leisure is difficult to limit to a single definition. Therefore, this paper will look at leisure that revolves from three interdisciplinary approaches:

1. Humanistic,

2. Quantitative and

3. Institutional conceptions of leisure (Kaplan, 1975).

v. Leisure Time

In this study leisure was assessed by "free time as a result of temporary exemption from work or duties"or "to be free of work obligations". So it is the time youth have after school hours andtime spent away from chores and free from compulsory activities like working, doing homework, household chores, eating and sleeping and is often referred to as 'free time'. Leisure time was measured by the frequency of involvement in the various activities engaged by youth.

vi. Leisure Activities

Leisure activities are the various types of activities participated among youth during their free time. In this study the activities were measured in six categories: Passive Leisure, Active Leisure, Social Leisure, Work-related leisure, Substance Use and

Criminal Activities. Each category has several items that represent the different types of leisure. Leisure activities can also be referred to as recreational activities.

vii. Leisure Attitude

In this study, leisure attitudes are the Cognitive, Affective and Behavioral components measured among youth in YP programs. It is youth perceptions, feelings and intentions towards their participation. The cognitive component of leisure attitude is the individual's general knowledge and beliefs about leisure. Affective leisure attitude is the individual's positive or negative feelings toward his or her own leisure. The behavioral component of leisure attitude is the individual's past, present and intended actions with regard to leisure activities and experiences.

viii. Leisure Satisfaction

Leisure satisfaction is the perceptions or feelings that an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. In this study, the scale of Leisure Satisfaction Measurement (LSM) developed by Ragheb and Beard (1982) composed of six components: Psychological, Educational, Social, Relaxation, Physical and Aesthetic aspects. So, leisure satisfaction is the degree of youth perceives and their needs are being met through leisure in YP programs and activities.

ix. Structured Leisure

Structured leisure activities are organized and directed activities that are stimulating and skill-focused pursuits requiring commitment and regular participation (Larson & Verma, 1999; Mahoney & Stattin, 2000). Structured leisure in this research was used interchangeably with organized leisure where activities during leisure are supervised by authority, or professionals specialized in the programs for achieving the intended goals.

1.12 Summary

The study investigated after school leisure activities among youth in the context of the Young Partners policy where the respondents were from Selangor as the representatives of Malaysian youth. Their participation was measured through their understandings of leisure concepts, their leisure activities, leisure attitudes and leisure satisfaction using questionnaires as the instruments. Meanwhile, the Young Partners policy was explored in relation to the management and mechanism aspects. Data were gathered from interviews and document analysis in identifying the management process in planning, implementation and assessments aspect and the mechanism derived from the implementation of the programs and participants involvements. It was hoped that the findings can be of future reference to the authority, agencies, leisure practitioners and providers to equip youth across the nation with leisure opportunities that suit their needs following the aspiration of the nation and for the benefits of future generations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Youth has always been associated with negative behavior and social ill involvement due to unwise leisure time use. Having appropriate leisure time among young peoplein Malaysia has yet to become a major concern that helps towards enhancing quality of life among them although one way of a remedial measure to overcome social problems is understanding quality time for children (Kausar, 2005). However, due to the changing nature of the social, political and economic factors, and with the demands and needs of society, many agencies are utilizing the human services by servicing the different groups of populations although the Ministry of Youth and Sports in Malaysia admitted the fact that most programs organized for the young people today are not only irrelevant to their needs but failed to reach the target group.

This chapter describes the conceptions of leisure, factors influencing leisure participation, various discussions of the literature in leisure studies, and key concepts and theories related to youth involvement in leisure. The review of literature is also expanded on the policy aspects with the roles of leisure services and youth policy.

2.2 Understanding Leisure

Leisure is defined as times free from work, where people spend time doing what they enjoy in their leisure time for their own benefit and without any external pressure (Murphy, 1981). Leisure is not doing work, especially paid work, or work for someone else. Leisure is considered fun and relaxing and people have their own different preferences on how long they need to do that fun and relaxing activity (Murphy, 1981). This is similar to a 'simple' definition by Argyle (1996): "Those activities that people do in their free time, because they want to, for their own sake, for fun, for entertainment, for goals of their own choosing, but not for payment". Kelly (1993), furthermore, associated the intrinsic characteristics of freedom with leisure.

During the period from the 1880s to 1990s, the consideration of the negative concept of free time has been changed to a positive one, which is the human right. This might be true especially in the western world when leisure time for activities is seen as important aspects in life. Thus when one moves from traditional to modern life, there is some time left between the time an individual spends at home, and the needs for more time for leisure increases. This period of time has been given different names such as "free time", "time outside working hours" and "spare time".The term "leisure time" can be defined simply as the period of time which is not occupied, or "free time", "not having anything to do"or free time or anytime spent outside school or work. This can include activities that are freely chosen or obligatory, which means some free time activities are not 'leisurely' and may not offer any developmental benefits (Csikszentmihalyi & Kleiber, 1991). Leisure can also mean activities in school clubs and organized sports.

So, what leisure meant in the 1990s was freedom, choice and self-determination (Rojek, 2010), though there is the limitation of this conceptualization of leisure that include both activities that are freely chosen and obligatory activities.

The notion that leisure is a collection of enjoyable pastimes has prevailed and most people think of leisure as the time space after work after all obligations have been fulfilled and/or as the sum of the activities for which this time space is used (DeGrazia, 1987).In the field of leisure studies, DeGrazia associated leisure with various combinations of elements: free time, relaxation, expressive activities, special occasions, and enjoyment. It also carries the same meaning with free time for a pragmatic reason: it is easy to assess, distinguishable from time used for other personal needs or maintaining one's health.

The fragmented and diverse nature of research in leisure is an added difficulty in offering a definitive and comprehensive view on the motives behind the choice of particular pursuits, venue or peer groupings in their leisure time (Haggard & Williams, 1992; Murphy, 1981). In this matter, leisure might be used in three distinct contexts. First, it may be conceived in terms of time, where leisure is normally being that period of the day which remains after routine commitments to work, domestic chores, and other obligations have been discharged. Secondly, it may be seen as an attitude of mind, such as, a reflection of an individual's perception of whether he or she is at leisure. Finally, leisure may be associated with activity (Murphy, 1981).

From another view of leisure time most people would exclude obligated time, such as eating, sleeping, traveling, and household chores (Gratton & Taylor, 2000; Martin &Mason, 1994). Tarumi and Hagihara (1999) suggested that leisure vacation time also

plays a role in quality of life through increased psychological well-being on returning from vacation. So, some leisure activities resulted in increased psychological well-being. For example, a weekend's fishing can make a person recharged – helping to provide mental and physical rest required to face work thereafter (Smale & Dupins, 1995).

This means, some individuals participate in leisure for social reasons and stimuli avoidance (Beard & Ragheb, 1983), and as a mechanism to avoid everyday stress (Iso-Ahola & Park, 1996). In a more generic concept Henderson (2001) sees leisure that evolves into four basic approaches which includes time, activity, state of mind, and cultural context.

2.2.1 Conceptions of Leisure

Leisure studies are not subject with fixed boundaries as its concepts extend along with other areas of specialization which focus on different topics at different times (Harris, 2005). Thus, this research focuses on several areas of leisure concepts namely:

i) Leisure as time

Leisure is perceived as a period of time, or free time. It is free for rest or a choice of activity. In this approach Iso-Ahola (1999) notes, "In everyday usage of the language, people refer to all non-working hours as free time. But as we know only a small portion of this time may indeed be free, free from obligations and free to do what one wants to do". Leisure has traditionally been defined as free-time or non-work time. Leisure is equated to free time by Robinson (1977), who defined free time as the time left after paid work and all activities related to the maintenance of the family, the household and personal care.

Another traditional definition of leisure is in terms of participation in particular types of activities (Neulinger, 1974), or as activities that individuals choose to pursue in their free time. The definition of leisure in terms of time and activity presents advantages to researchers to the extent that it enables quantification and comparison. One advantage, for example, is that this definition of leisure enables quantifiable statements about leisure such as: X has twice as much leisure as Y (Wearing & Wearing, 1988). This suggests that leisure conceptualized as time or activity alone poses problems for gender in leisure and feminist theory.

ii) Leisure as activity

In this concept leisure is viewed as a discrete set of activities, where it can be differentiated from other life activities, such as those that are work-oriented or involve life maintenance. Leisure, from a more positive approach, is viewed by specific types of activities, the target of which is pleasure, regaining power, recreation, sociability, escape from everyday life and physical or mental recreation (Glyptis, 1993). Dumazedier (1967) states that leisure can be viewed as an activity, "… *apart from obligations of work, family, and society-to which the individual turns at will for either relaxation, diversion, or broadening his/her knowledge and spontaneous social participation, the free exercise of his/her creative capacity*" (pp. 16-17).

Kraus (1990) suggests that this view of leisure is closely aligned with that of recreation that involves the way free time is used. The concept of leisure as an activity provides an opportunity for someone to engage in some kind of activity, whether vigorous or relatively passive. For example, a person may play football in the afternoon as a leisure activity or merely watch as a passive participant by watching it as part of the audience. Leisure is also time spent away from chores and free from compulsory activities like

working, running a business, household chores, eating and sleeping and is often referred to as 'free time':

> *"Leisure is related to time, and the whole of nonworking time in particular and recreation is related to the specific activities pursued in that leisure time. But the distinction is a convention, and its rigid application can occasionally stifle a full exploration of the values and satisfactions of the leisure experience".*

<div align="right">(Patmore, 1983)</div>

So, leisure can be seen as a set of activities generally occurs outside of school activities.

However, there was also another definition of leisure as an activity which can create theoretical problems, Kelly (1982) views that one activity can be performed under several different circumstances and be categorized under leisure or non leisure since almost anything may be an obligation under some conditions, for example, reading can be for leisure, for work, or for school.

As a result of their descriptive nature, the definitions of leisure as free time or as an activity do not provide a framework for studying how leisure experiences may contribute to a better life or to the achievement of self-fulfillment. These definitions are also limited in their capacity to explain potential gender differences in the perception of leisure, given the diverse roles that men and women play in contemporary society.

iii) Leisure as a state of mind

It is understood as mental and spiritual attitude where people express themselves, feel satisfied and choose any form of activities within their own interests—whether at work or play. As Kelly writes (1996) "leisure is not distinguished by its form or location in time. Rather, from the experiential perspective, leisure is a mental condition that is

located in the consciousness of the individual". The understanding of this concept is when leisure depends on participants' perception, whether they perceive freedom, motivation competence and positive effects on their leisure experiences. What may be leisure experience for one person may not be the same for another person, as it depends on many factors. This approach emphasizes what happens in a person's mind as he or she is engaged experientially. Therefore, when different individuals engage in the same activity, their state of mind can also be different tremendously.

iv) Leisure in a cultural context

This approach of defining leisure focuses most directly on leisure social contexts. These contexts influence children and youth expectations about leisure and how they structure their leisure to fulfill their expectations. Culture expressed in such forms as gender, race, ethnicity, class, or behaviors that youths use and in deciding how to act in different situations. This is relevant to the assumption that leisure cannot be separated from other aspects of people's lives (Rojek, 2010). This concept on decentring leisure according to Rojek suggested that culture precedes leisure, which opposed to the idea that culture depends on its very existence on leisure as demonstrated by Pieper in 1952. Thus, the study of leisure should better proceeds as the sociology of culture and cultural sociology. Considering this fact, we should not ignore that leisure experiences are socially and culturally constructed and shaped by the inequlaity of society (Iwasaki, 2006), which explains the consideration of understanding leisure from a multi racial and diverse cultural backgrounds in Malaysia.

2.2.1 Leisure Activity

A classical understanding of leisure is that it is made of activities which enlighten and educate (Torkildsen, 1992). According to Larson and Verma (1999), activities of

adolescents are typically freely chosen and non instrumental. Adolescents can try out different social roles and develop social identities. Their activities can be rather unstructured (e.g., hanging out with peers) and there is controversy concerning the possible consequences of these activities or structured (e.g activities with a registered youth club). However, Hutchinson et al. (2006) found positive consequences of unstructured activities as they provide social support from the peers whereas Mahoney and Stattin (2000) proposed that the lack of leisure activities' structure can be detrimental to the development of adolescents and that this kind of leisure activities even may be a risk factor for problem behavior.

In addition to that, if we define leisure in terms of activities, there is a tendency of ignoring gender aspect in this perspective (Godbey, 1999). This is because if we say "camping" is a leisure activity we may be looking at it from male's perspective, similarly, if we say "sewing" it is very much associated with female type of activity. A research conducted among 15-year old Canadian youth showed that most preferred free-time activity for both male and female was social activities with friends, with watching television the second most common activity and sports and physical activity as third (Shaw, 1996). Another comprehensive survey among 33,000 14-year old students in Chicago revealed that over one-quarter participated in structure activities, with many more spent their time in unstructured leisure activities like watching television, playing computer games and hanging out with friends (George & Chaskin, 2004). So, certain types of leisure activities may be commonly participated by either male or female, but may show no significant difference in gender aspect when relate to either structured or unstructured leisure activities.

Furthermore, there were also many research findings on the benefits of leisure activities at different stages of life for different groups of people. For example, out-of-school leisure contexts among disadvantaged youth offer an opportunity for experimentation with various social roles, establish individual preferences and develop relationship among peers ((Byrne, et al., 2006). Another comprehensive study among young people revealed that participating in extracurricular activities is associated with long-term positive development (Eccles et al., 2003).

So, leisure activity is generally free chosen, that can be shared or solitary, active or passive, relaxed or constructive (Byrne, et al., 2006) or even work-related, which cover the leisure activity components in this research with regards to gender aspect and socioeconomic status.

2.2.2 Leisure Attitudes

Leisure attitude is a person's leisure way of thinking, feeling, and acting toward leisure and have a direct influence on an individual's behavioral intentions on leisure (Beard & Ragheb, 1980). Schoof (1999) suggested that attitude is derived by a person's learning process and past experiences and determines a person's negative or positive attitude toward an event, place or people. In the field of social psychology, many researchers state leisure attitudes as being established by three basic components: cognition, affection, and conation (Weber, 1992; Schoof, 1999) but Beard and Ragheb (1982) divided the components as cognition, affection and behavior.

The cognitive aspect is the belief that leisure can help to improve physical and mental health, and provide an enjoyable experience (Weber, 1992). Ragheb and Beard, (1982) described affective aspect of leisure attitude as the degrees of feelings or interests

toward leisure that will influence a person's positive or negative evaluation on leisure. Finally, behavioral aspect is the people's actions with regards to their attitudes toward leisure, which will later motivate their participation in leisure or recreation activities.

Leisure attitude is becoming more important to practitioners working in leisure and recreational settings. In surveys conducted by Leisure Information Network (LIN), Alberta Recreation Park emphasized on the importance of understanding leisure attitude as the study of leisure attitude gives the understanding of psychological responses of participants, thus helps leisure provider to provide services based on the leisure choices and leisure behaviors of the participation. Furthermore, leisure attitudes and self concepts are important factors in determining psychological well-being (Leitner & Leitner, 2004).

Several researches have been done on attitudes toward leisure and results have shown positive attitudes towards their leisure life (Lian, 1998), also positive relationships between leisure attitudes and behavior indicating that an individual's leisure behavior can be measured and predicted by his or her leisure attitude (Chan, 2002; Pai, 2005; Chen, 1998).

So leisure attitudes and behaviors are acquired and maintained in a developmental process, and gender, age and expense from the indicator of socioeconomic backgrounds are the primary factors in leisure attitudes.

2.2.3. Leisure Satisfaction

Leisure satisfaction is the positive feelings derived from leisure participation of an individual (Beard & Ragheb, 1983). Many research activities have associated leisure satisfaction with other variables, particularly with personality, leisure activity, interest,

constraints and other fields' related satisfactions (Korotkov, Mclean & Hamilton, 2011). Many research findings have indicated leisure satisfaction as a variable that is eminent to contribute to life satisfaction (Brown & Frankel, 1993; Russel, 1987) and satisfying leisure experiences are important in all life stages. For instance, leisure satisfaction during college life is important to help develop students' leisure patterns and behaviors, which have long term effects on their leisure attitudes (Gordon & Catalbiano, 1996; Hultsman, 1993).

Furthermore, leisure satisfaction helps to improve significantly on the students' physical, psychological and social college life (Nesbit, 1993; Todaro, 1992; Wilson, 1994) through positive and satisfying leisure involvement that later create a potential of continuous leisure participation after graduating as well.

The Leisure Satisfaction Scale has long been used as the fundamental instrument in measuring leisure satisfaction in many research areas. For example, Iso-Ahola, Allen, and Buttimer (1982) used it to study leisure satisfaction among high school and college students. Leisure satisfaction during the college years is also important to shape leisure behaviors and leisure attitudes in later life (Gordon & Catalbiano, 1996; Hultsman, 1993). The results would be by having positive and satisfying leisure experiences, individuals are more likely to continue to participate in leisure activities after school or college life.

Other research has also associated leisure activity to leisure satisfaction. For example, in a study conducted by Lu and Hu (2005) in which sex of participant, personality, and domain satisfactions (e.g., academic) were controlled for, individuals who engaged in more leisure activities also reported higher levels of leisure satisfaction. Other studies

suggest that leisure activity also impacts such satisfaction based correlates as mood and happiness (Wijnallele et al., 2006). Furthermore, conscientious individuals who engaged in regular physical activity across a range of activities tended to report being more satisfied with their leisure lifestyle relative to those less conscientious (Korotkov, McLean & Hamilton, 2011).

The Leisure Satisfaction Scale was also employed for measuring leisure satisfaction and attitudes among perfectionists (Ashby, Kottman, & DeGraaf, 1999) and to examine the relationship between leisure satisfaction, participation, and patterns of leisure activity with anxiety levels among retirees (Kaufman, 1984). The Leisure Satisfaction Scale which comprises of six elements, psychological, educational, social, relaxation, physiological, and aesthetic is also used in this research to examine youth leisure from gender and socioeconomic status in the context of Young Partners policy.

2.3 Factors that Influence Leisure Participation

Many factors motive individuals to pursue leisure. These factors vary from person to person, depending upon unique personalities, lifestyle, goals and needs. Kraus (1994) indicates that many participants pursue leisure primarily for 'fun' and enjoyment. In reporting research conducted by Angier, Kraus notes the positive relationship of fun and enjoyment to quality life. Some individuals through participation in leisure seek stimulation while others seek to reduce the overload resulting from work or family demands (Kraus, 1994). Ibrahim and Cordes (1993) suggest that leisure experience that is intrinsically motivation can lead to happiness.

Driver and Brown (1986) presented taxonomy of probable personal benefits that can be gained from leisure experience outdoors which Ibrahim and Cordes (1993) reported similar benefits. The result also applies to indoor leisure pursuits. The following factors may be strong motivators for pursuit of leisure opportunities, namely, personal development, social bonding and therapeutic healing.

2.3.1 Personal development

Personal development that comes from the nature of the leisure experience is much of what motivates individuals to pursue leisure. Leisure experience can contribute to building self-concept, self-actualization, self -reliance, humility, and spiritual growth (Driver & Brown, 1986). They can also provide opportunities for values clarification and introspection, aesthetics, enhancement, and learning (Driver & Brown, 1986). These all may be strong motivators influencing a person to participate in a given leisure activity or program (Driver & Brown, 1986).

2.3.2 Social bonding

In the aspect of social bonding, the benefits are derived from leisure because leisure provides opportunities to have interaction needs met. As Driver and Brown (1986) indicated, social bonding increases the social cohesiveness of personal social relationship and can take place in various forms. It can occur in primary groups that have been constructed to facilitate leisure experience, such as teams, clubs, or instructional classes. Young Partners programs are seen as a mechanism for social interactions among youth and its implementation is hoped to foster good interactions among among and with the community.

2.3.3 Therapeutic healing

Therapeutic healing is also another benefit of participation in leisure activities. Leisure provides opportunities for temporary escape from stress of work, family and interpersonal relationships because there is great stress, complexity and demands in this life. Therefore, many individuals need to escape or recover from the pressure or problems that arise from day to day living. Participation in positive, constructive forms of leisure provides an excellent alternative to negative forms of escape such as substance abuse (Driver & Brown, 1986).

Although Driver and Brown (1986) frame their taxonomy in terms of probable personal benefits from leisure, such benefits only hold value for the individual in direct relationship to meeting needs. Thus, personal experience, social bonding and therapeutic healing could be perceived as among the principal elements that motivate individuals to pursue leisure as also reasons in this research to explore.

2.3.4 Other motives for leisure participation

Other motives for taking part in leisure can be categorized differently. For example, Rolston (1986), Cheek and Burch (1976) have suggested additional ways of defining needs that can be met as a result of participation in leisure experience, including psychological (self-concept, self-confidence, self-sufficiency, sensation seeking, actualization, well-being, personal testing) sociological (comparison, group cooperation, respect for others, communication, behavior, feedback, friendship, belonging), and physical needs (fitness, skills, strength, coordination, catharsis, exercise and balance) (Rolston, 1986).

Kelly (2000) stated several motives of leisure participation. Firstly, it is seen as an affirmation for family. For some of these adults, leisure was seen as a way to maintain or develop closeness with family through leisure; a sense of family could be affirmed. Second, satisfaction with family whether or not leisure was a context in which relationships with family members were affirmed influenced satisfaction with family. Third, leisure is conceived of as a means of developing and maintaining friendships. Leisure was not only a context within which relationships with family could be maintained or family roles enacted, leisure for some was time with friends or a means of making friends.

Lastly, leisure is seen as promoting interaction with others because leisure influences the way they feel, these adults indicated that leisure also had an impact on the way they relate to or interact with others (Kelly, 2000).

Therefore, benefits of participation in leisure activities are numerous and it is important that leisure providers know what activities that youth would like to participate in, and

address the obstacles of participation so youth involvement in leisure activities is worthwhile and relevant to their needs.

2.4 Leisure Time Use

Many social scientists believed that leisure can be quantified or measured. For instance, the measurement of leisure has long been an area of study addressed by time use research (Robinson & Godbey, 1997; Zuzanek, 1980). Kaplan (1960), for example, believed that leisure can be measured by information concerning "expenditures of money, types of participation, income tax for free time activities", while De Grazia (1962) stated that there are three ways to measure free time. First, to see what people spend their money for, second, to rank their activities by the frequency with which they are engaged in or by the importance they are assigned and third, to rank the length of time devoted to them.

Time use research has been used in a broad range of disciplines including recreation and physical and health education (Rosenthal & Howe, 1984; Ujimoto, 1985). It is also capable of providing critical information and useful data such as the behavioral output of decision, preferences, attitudes, and environmental factors, and used to examine, describe, and compare cultures and lifestyles (Chapin, 1974; Nakanishi & Suzuki, 1986), and social indicators for quality of life and well-being (Japan, Ministry of Economic Planning, 1975). Social interaction data for time use module, in conjunction with a subject measure in happiness in the 1986 Canadian General Social Survey, shows a clear relationship between time spent and degree of happiness (Harvey, n.d.).

The result shows that Canadian men had slightly more leisure time than Canadian women in terms of minutes a day measured by the residual nonworking and non personal activities.This shows that time use data provides the opportunity to develop a wide range of indicators covering many life domains such as health, education, social interaction, leisure and use of physical environment.

In addition, young people's use of time has also become an issue of importance to youth, families and society as a whole because the amount of time spent on various activities has been associated with the development of youth problem behavior, such as substance use and delinquency (Barnes, Hoffman, & Welte, 2006). This condition is worsened by the large amount of time spent in unsupervised peer contexts that activities like 'hanging out' at malls, dating and talking on the phone may contribute to a variety of risky behavior among youth (Osgood & Anderson, 2004).

Therefore, it is important that leisure is not only seen as providing satisfying experiences but also developing youth in becoming more independent of their leisure choices and able to make good decision making in leisure repertoire, structured or unstructured.

2.5 Young People and Leisure

Age has an important influence on leisure participation but its effect will vary depending on the person and the type of activity (Torkildsen, 1992). For children, there is a rapid change in the space of a few years from toddler to pre-school to junior to teenager-- each calling for very different kinds of provision. Even for adults, there is a marked changed with age, with participation in most active leisure pursuits declining as people grow older.

Rhona and Robert Rapoport (1975) claimed that although every person has needs, these needs change as one progresses from one phase of life to another. The key concepts which reflect the developmental nature of the changes in the life-cycle are preoccupations – 'mental absorptions, interests and activities. The major stages are outlined from Stage One – youth (school years), Stage Two – young adult (school leaving to settling down), Stage Three – establishment (extended middle age) and Stage Four – final phase (between end of work and of life).

Erickson's Theory of personality development sees the eight life stages by which within each stage, individuals establish a new orientation to themselves and other people in their social world, and adolescence is seen as a difficult and confusing transition. The adolescence period is seen as a "peak time of leisure needs" and that makes leisure activities and their social life of central importance to adolescents, where they make close friends and form peer-group gangs or cliques. This may lead to delinquent peer groups and delinquent activities (Henry et al., 1993).

In view to that, leisure for young people can be an opportunity for positive activities and development of life skills, but it can also be a negative experience for them. ComingUpTaller (2002) reported that about 40% of a youth's time can be labeled as

discretionary or unsupervised. It is during this unoccupied time that many youth have the opportunity to develop attitudes and choose friends that contribute to negative or sometimes, antisocial behaviors (McKenny & Dattilo, 2001). Too often free time is wasted time, where energy is channeled without creativity or restorative value, and in many cases resulting in social and personal destruction (Kleiber, 1999). This could be the fear results of "free time" activities when such activities are also seen as conducive to social integration and social mobility.

Youth is a period of physical, emotional and psychological growth that the ability to preserve one's unique sense of self and moving toward adulthood is a major challenge (Erikson, 1950). Thus, understanding the amount of time spent on leisure activities showed that leisure as an integral part of adolescent life has the potential of either enhancing or complicating identity development (Shaw et al., 1995). This of course depends on the types of leisure activities and gender. Gender differences in physically active leisure have been relatively consistent longitudinally and cross-nationally. Girls in the U.S., aged 12-17, for example, spend less time in physical activity and sport than boys of the same age (Larson & Kleiber, 1991). Zeijl et al. (2001) reported similar results for Dutch adolescents. Results from 35 countries and regions surveyed by the World Health Organization for the Health Behavior in School-aged Children (HBSC) confirm that in most countries, between age 11-15 adolescent boys spend about 10% more time than girls watching television and girls were more inclined to read books for leisure (Todd & Currie, 2004).

Furthermore, Csikszentmihalyi (1997) suggested that although many people believe that in actual fact few skills are involved in enjoying free time, "free time is more difficult to enjoy than work". Free time can be difficult to enjoy when young people experience

barriers to optimal use of leisure time. These barriers can include: transportation to after school activities and other programs, adequate money to pay for leisure programs and supplies, motivation to be involved in positive activities, friends to enjoy activities with, and knowledge of what is available for them to enjoy.

In New Zealand, it was noted that leisure research often neglect those activities that are socially orientated, such as hanging out with friends (Gidlow et al., 1994), and the approach is focusing more towards structured and organized forms of leisure. Leisure activities those days, before it became more organized and commercialized, families and communities created their own recreation using whatever resources available and leisure was particularly family orientated amongst the middle and working class families (Gidlow et al., 1994).

In a quatitative study of leisure needs among adolescent school children in Dublin by Fitzgerald et al. (1995), in measuring their various leisure activities and correlation between interest and participation, findings showed a high correlation between participation and interest in leisure pursuits, with considerable differences between the sexes. The male preferred sports, watching television and videos, wheres the female enjoyed going to discos and talking to friends. The study concluded that the most preferred leisure activities were found to be passive but social in nature and less interest in cultural and educational pursuits. Therefore, the inclusion of young people in decision making processes in the choice of leisure activities is important. Their choices may give input to leisure providers in delivering programs suitable for their needs, available and also age and gender-appropriate.

2.6 Leisure and Quality of Life

Some of the earliest empirical research attempting to measure and assess quality of life as experienced by individuals was conducted in the late 1950s by Gurin, Veroff, and Feld at the University of Michigan's Institute for Social Research (1960). The national study was based on the American population sample and attempted to measure the mental health of the nation. Understanding how people gain meanings through leisure is considered a major research agenda in leisure studies (Samdahl & Jekuborich, 1997). Such understanding has implications for the value and contribution of leisure to the quality of life of people and their communities (Juniu & Henderson, 2005).

So, quality of life indicators are important elements of any community assessment. A study by Zehner (1971, 1976) found that satisfaction with leisure was not widely associated with either new community or the extent to which recreation facilities were available. Communities which had extensive facilities were rated highly by their residents but ranked fairly low on a measure of leisure satisfaction.

However, there is still a lack of existing indicators that measure leisure impact on quality of life. Subsequent work by Bradburn and Caplovitz (1965) and Bradburn (1969) used sample surveys by examining the concept of positive and negative affect with peoples' life as a whole. For example, social changes in modern society have resulted in negative effects such as health problems (health disease, obesity, etc.) or social problems (drug abuse, negative behaviors, etc). Hence research has been conducted to discover if there were positive benefits of leisure experiences on lifestyle and health (Driver, Brown, & Peterson, 1991; Monnell & Kleiber, 1997; Peterson & Stumbo, 2000) that possibly lead to quality of life improvement. Other researches have found out that leisure experiences resulted in psychological, physical, social, and

spiritual benefits (Caldwell & Smith, 1988, Iso-Ahola, 1994; Long, 1990; Veal, 2001; Wankel, 1994). Empirical studies have further demonstrated the relationship between leisure and health; for example, several factors like leisure participation style, the type of leisure (Roberts, Lamb, Dench, & Brodie, 1989; Caldwell, Smith, & Weissinger, 1992) and/ or attitudes as having a strong relationship with well-being.

Bradburn's theory of psychological well-being was based on the notion of "emotional balance," or the presence of positive feelings about life and the absence of negative feelings. Then, Campbell and his colleagues chose to address the concept of satisfaction rather than happiness, by ranging the level of satisfaction from the perception of fulfillment to that of deprivation (Campbell et al., 1976, p. 8). Furthermore, Cassidy (1996) found that individuals who have more positive attitudes towards participating in leisure activities experienced less psychological distress, less anxiety and less depression. This indicates that frequent participation in a wide range of leisure activities was related to good physical health status and perceived as physically and psychologically healthier.

Peterson and Stumbo (2000) separated the contributions of leisure to health into three major categories of human functioning: psychological-- leisure as a means of helping people to improve self-exploration and self-identification, and opportunities for expressing freedom; health-- improvement of physical health indicators; and socially- the development of nurturing relationships with others. These contributions to health make leisure research focus on the measurement of quality of what people experience during leisure (Mannell & Kleiber, 1997).

In acquiring peoples' overall assessment of their life satisfaction, Campbell et al. developed a second quality of life indicator referred to as a composite index of well-being. It consists of eight semantic differential items on the people's responses on the following dimensions of life: enjoyable vs. miserable, full vs. empty, rewarding vs. disappointing, interesting vs. boring, hopeful vs. discouraging, friendly vs. lonely, worthwhile vs. useless, and brings out the best in me vs. doesn't give me much chance. The analyses reported that the role of leisure was less central to the quality of life experience of individuals (overall life satisfaction) than other life domains such as family life and health. Their findings with respect to the role of leisure in the quality of life as experienced by people were inconclusive.

Other surveys, for example from Andrews and Withey (1976), who examined Americans' perceptions of life quality and a number of psychological factors most associated with it, with one factor being leisure, revealed that the responses to the leisure question and its power in predicting life quality were comparable to those reported in Campbell et al. (1976) study.

Burch (1987) has agreed that the community contributes significantly to peoples' sense of well-being but that its contribution is often taken for granted and unrecognized by community residents. Such benefits include the opportunities communities offer for social interaction, social cohesion, continuity and stability, and sense of place. Another important distinction between personal quality and shared community is that community quality can be addressed by quality public policy more easily than the state of the individual. Peterson and Stumbo (2000), on the other hand, separated the contributions of leisure into three major categories, psychological, health and social. Psychologically, leisure is viewed as a means of helping people to improve self-exploration and self-

identification, and opportunities for expressing freedom. Leisure for health is looked upon by the improvement of physical health indicators, and socially, leisure helps with the development of nurturing relationships with others.

In other words, the quality of life of the individual must necessarily be left in the hands of the individual while the quality of the community is something that can be effectively managed by government. The importance of leisure to the quality of communities has been recognized by urban planners and community builders for some time.

2.6.1 Leisure and quality of life and the individuals

Quality of life refers to certain accepted standards of human development, and progress and consists of factors that are important to us, our family life, as well as the satisfaction of basic needs, physiological, psychological, and sociological. As individuals, when we say that we have a good quality of life it means we have fulfilled most of our basic needs and want to reach our full potential as human beings.

The concept of quality of life can be very subjective and personal. For example, health is extremely important for individuals, at a personal level. Thus, if someone gets injured and has to be put in the hospital, his quality of life may have probably declined dramatically. However, this example which has affected a person, personally, has not affected the community quality of life because community quality of life affects everyone in the community in a general way.

Some researchers have investigated the relationships among leisure participation, attitude, satisfaction, motivation, and a set of behavioral and social concepts. For example, Kaufman (1988) found out that there was a significant positive relationship

between leisure participation and leisure satisfaction. Also, he reported that the higher the leisure satisfaction and leisure participation, the lower the levels of anxiety. Furthermore, Iso-Ahola and Weissinger (1990) found a negative relationship between boredom and leisure participation, motivation, attitude, and satisfaction. Participation in activities is often regarded as having positive relationship to life satisfaction (Lloyd & Auld, 2002).

Previous research has also shown a positive relationship between life satisfaction and participation in physical activities, such as sports and exercise (Leung & Lee, 2005; Melin et al., 2003; Schnohr et al., 2005; Wankel & Berger, 1990).In addition to place-centered leisure activities, people-centered leisure activities (e.g., talking with friends and family and participation in community and religious activities) have shown to be significantly related to quality of life (Leung & Lee, 2005; Lloyd & Auld, 2002).

2.6.2 Leisure, quality of life and the community

The 'place that facilitates leisure' has been the central to the study of QOL due to the rapid development of urbanization and suburbanization (Marans & Mohai, 1991; McCormick & McGuire, 1996). The said residential environment has been associated with higher QOL if people choose to stay at the well-planned, rich-amenity urban or suburban residential areas. However, with an ultimate objective of Young Partner to reach the youth community at the rural areas requires much more efforts and co-operation from the authority and the service provider. This is because the problem would be one of providing the community recreation center located at a disadvantaged or deprived social area which makes it impossible for such efforts to reach.

As such some key features to achieve the community approach requires a collective response to needs and problems, emphasis on the needs of the disadvantaged people, recognition of the indigenous resources within the community groups, recognition of cultural diversity and appreciation of the difference dimensions of community, for example locale, cultural, and interest (Haywood, 1994).

Families and communities are primary venues for youth development, yet the capacity of families and communities to support suchdevelopment varies greatly (Newman, Smith, & Murphy, 1999). Family influences have a positive impact on youth development in a varietyof ways (Larson, 2000). Family values can be transmitted, and parentscan have a significant impact on how their children think about responsibility, obligations, and their role in helping others (Pancer & Pratt, 1999).

Community has an important influence on problem behaviors and contributes to healthyadolescent development in a number of ways. For example, community provides opportunities for youth to learn how to act in the world around them—to explore, express, learn, belong, and influence through such venues such as school-sponsored programs, national youth organizations, etc., so young people have opportunities to participate in groups of interconnected members, which can encourage them to take responsibilities and challenges (Roth, 2000; Roth & Brooks-Gunn, 2000).

2.6.3 Leisure and quality of life in other cultural contexts

In China, for example, Wang and Stringer (2000) described the Taoism influence in Chinese peoples' lives including leisure. These include their close connections to nature, martial arts, painting and poetry, cultural celebrations and tourism, also many who show some preferences for quiet and reflective activities like reading books,

writing poems and listening to music. Though historically both the creation and appreciation of cultural arts like music, poetry, painting, sculpture, dance and theatre have been central elements of Chinese culture, but Chinese festivals like Chinese New Year are also prevalent opportunities for leisure in China today (Wang & Stringer, 2000); the scenario is similar in Malaysia.

A study in India (Nagla, 2005) suggested the importance of meal time as social occasions where people converse and enjoy each other's company as part of leisure. She emphasized that dining in third world villages represents a "leisurely collective ritual" (p. 25) where celebrations are usually accompanied with food as the central focus of the occasions.

In Singapore, Yuen (1996) reported on the provision of urban parks for a place for social interactions and leisure activities. Parks are also considered as the "backdrop" for public life where family and friends spend time and participate in various cultural festivals and events, which has implications for promoting quality of life.

Finally, research by Kousha and Mohseni (1997) revealed that life satisfaction among Iranian women in urban areas is directly linked to their satisfaction with leisure experiences, and getting together with family and friends seemed to be one of the important pastimes of people. There were also the needs for leisure and tourism due to the development of new institutions and globalization in Iran (Sheykhi, 2004).

In summary, leisure experiences are shaped by diverse societal backgrounds, and leisure in a multicultural context should be acknowledged and addressed appropriately socially,

culturally, and politically so that leisure experiences can be more meaningful and relevant to the intended population.

2.7 Leisure and Environment

Different types of leisure activities have been found to contribute to people's health through increased park usage (Orsega-Smith, Mowen, Payne, & Godbey, 2004). Ulrich (1983) found that pleasant affective reactions often occur in visually pleasing natural environments, for example, bird watching or nature walking allow individuals to experience outdoor leisure in a more valuable way than the actual behavior itself (Knopf, 1991). Thus, people who were reported to have preferences for visiting natural landscape were found to be associated with positive emotions (Ulrich, 1983).

Clark and Watson (1988) found a strong relationship between positive moods and leisure activities such as going to parties, movies, or concerts, also being an active participant (skiing, biking, traveling, and shopping). Therefore, access to recreational facilities seems to increase physical activity in leisure time (Sallis et al., 1996) and environmental measures have increased activity levels in a controlled community trial (Lineger et al., 1991).

A more comprehensive framework has been developed by Haywood and Kew (1984) and has been applied to the understanding of community sports and youth (Bramham & Henry, 1990; Kew 1987). It took two distinctive forms, either 'environmental', which is playing with the environment, or 'inter-personal' sports, which are inherently competitive and action oriented. Thus, these environmental and inter-personal challenges are important to the provider of community recreation as it is a unitary phenomenon, not a single participation, which allows a creative approach of thinking in which activities can be adapted or modified, and helps one understand social change.

2.8 Leisure Services

Many leisure activities are usually sponsored and organized by formal organizations. They deal with various aspects of leisure and participants with many common goals - to reach the highest potential of human-beings through leisure and recreation, and/or for commercial. Leisure Services must ensure that staffs are well equipped with the necessary information and knowledge to give the support, guidance and help needed, and a policy can serve as a guideline for staff and also help when considering any training issues and the right direction for future services. One way of identifying types of leisure services is to identify their roles (Godbey, 1999). This is because leisure service organizations play a role as a promoter of specific leisure activities and facilities. So, if the actual experience with service is of a higher quality than the expectation, there will be greater leisure satisfaction, if otherwise stated, it can be concluded that more effort should be put into facilitating actual experiences with high quality service (Chen et al., 2012).

2.8.1   Roles of leisure service organizations

'Within the overall leisure service system, local departments are usually assigned the role of providing leisure facilities and programs to meet community needs'(Kraus & Curtis, 2000). In the context of Young Partners in Malaysia, for example, the development department's role is to provide programs for the members with the objective to create greater and stronger relationship by organizing activities with relevant agencies in accordance to'Young Partner Lifestyles'. Similarly, the programs also involve the process of planning, implementing and evaluating, based on the needs of the local community (Community Youth Development). As it is a government agency, the officers work as public servants promoting the common goals through leisure and recreational programs, which were established from the 'Lifestyles of YP".

The roles of service organizations depend on the types of agencies, activities and the target groups. For example, a study conducted by Edginton (1978), Edginton and Neal (1983), Hastings (1984), and Howat and Edginton (1986) in several countries over the years found a higher rankings for provision of services for seniors (in the United States), and for people with special needs (in Canada), along with other support providing services to children. Another survey finding conducted among college students in Midwestern campus suggested that the college leisure service providers should focus on educating students about their satisfying experience, giving them space to use their imagination to challenge them and escape from the students' life (Beggs & Elkins, 2010).

One example of youth serving nonprofit organization in America is Boy Scouts. The purpose of Boy Scouts is to build character; foster citizenship; and mental, moral, and physical fitness development among young people (Edginton et al., 2002). In Hong Kong Leisure and Culture service department for instance, its role of leisure service is to identify accurately and supply leisure experience in which people wish to participate through its culturally neutral provider. However, its most important role of the government in leisure is to coordinate the community leisure system.

In formulating agency mission and goals statement, many leisure-service organizations formulate specific mission statement that summarizes their own values and purpose. Heffron (2000) describes the roles of such statements: *"A mission is an organization's function in society-the products it produces and the services it provides…".* This means, the mission represents the philosophical beliefs and values of each organization, which can be revised and changed over time to meet the needs of the community it serves.

2.9 Benefits of Leisure

Leisure is said to make people happy and have positive effects on individuals. Studies in the America showed the high percentage of pleasant experience with leisure and greater satisfaction derived from leisure (Andrew & Withey, 1976; Veroff et al. 1981). Though the results varied in terms of the choice of leisure activities, but there were subjective ratings on several aspects of leisure, where the combination of both challenge and skills, and association with a high degree of concentration and low levels of boredom were seen as highly engaged. Csikszentmihalyi called this 'flow' theory whereby it is a balance between challenges and skills and it was the reward that the participants were seeking, which was the basic for their intrinsic motivation. According to him, if challenge is too high, there is anxiety; if too low, boredom; and if both are low, there is apathy (Csikszentmihalyi & Csikszentmihalyi, 1988). So the high percentage of time spent in flow for several types of leisure included arts and hobbies, socializing, and sports and games.

In a survey of students in five European countries, the main causes of joy were found to be relationships with friends, food, and success experiences (Scherer et al., 1986). A study of girls in several countries found that their main sources of happiness were sports and games, and cultural activities. A two-year interval using longitudinal data in Australia found that enjoyable activities with friends seemed to give positive well-being (Headey & Wearing, 1991). There was also evidence of the benefits for happiness and mental health of 'social supports with things done with friends and families (Veiel & Baumann, 1992). Argyle and Lu (1990) found several factors for participation in leisure which included activities done or grouped together, participating in teams and clubs and going to parties and dances.

There is also a strong positive relationship between mental health and leisure participation or satisfaction. Headey and Wearing (1992), found high correlations between leisure satisfaction and the absence of anxiety and depression in their Australian study. Furthermore, Coleman and Iso-Ahola (1993) argued that leisure can lessen the effects on stress on mental health, because according to them, leisure generates social support, thus creating companionship; and second, leisure promotes challenges, and enhances feelings of personal control because leisure is autonomous.

In addition, the possible benefits of leisure can be looked from positive aspects of health. There is a relation between health and leisure since leisure produces happiness and people may think they are in better health. Moreover, physical activities during leisure improve cardiovascular fitness, muscular strength, endurance and flexibility, and reduce obesity (Wankel & Berger, 1991). Sports, for example is seen to be able to promote social integration because sport is one way for people to socialize, teach cooperation, involve in team-work and face healthy competition.

Finally, over the past years, a number of comprehensive research studies have identified the significant benefits and outcomes of recreation—particularly those stemming from organized leisure-service programs. For example, Driver et al. (1991) discussed the positive impacts of recreation, particularly government-sponsored recreation and park agencies which conclude the importance of government supported agencies' involvement for the benefits of leisure among youth in Malaysia as well.

2.10 Education for Leisure

Johnson, Bullock, and Ashton-Shaeffer (as cited in D'Attilo, 2000) reported that Leisure Education can be broadly defined as a "process of teaching various recreation and leisure related skills, attitudes, and values." According to Caldwell (2002), Leisure Education refers to a process of education during leisure where a student may learn how leisure can be beneficial and rewarding, the types of activities that help to contribute to the students' sense of self and activities that they are skilled in. In addition, leisure education helps students to develop a sense of belonging to the community and will help them learn how to overcome barriers to leisure participation. Students will also learn how to use time wisely, how to access resources for leisure involvement, and how to interact socially during leisure. Caldwell (2002) emphasized that many of the skills learned in leisure education are applicable to other areas of life.

An example of Leisure Education programs highlighted by Sellick (2002) in 'Leisure Education: Models and Curriculum development' included a leisure education program funded by the Florida State Department of Education in the 1970s which was designed to serve the traditional and special students aimed at creating self-awareness in leisure, awareness of leisure opportunities, attitudes about leisure, decision making, social interaction skills and leisure activity skills. This Scope and Sequence Model helped to establish leisure education as a lifelong learning process rather than a single educational program, according to Mundy (1998).

Another example was a leisure education model developed for the school system by Bedini and Bullock (1988). It was designed to create a continuum of services to achieve successful transitioning of students from school into their communities. The model formulated three phases: establishing a foundation for services, testing the activity and

adjusting it as necessary, and following-up on the evaluation. This program encouraged the facilitators to gather as much information about the students as possible, thus helping the facilitators to develop the most comprehensive and thorough leisure goals for the student.

Finally, Leisure Education Advancement Project (LEAP) developed by the National Recreation and Parks Association was initiated to identify, understand and evaluate leisure resources available in the community, state and nation; and develop an appreciation for the variety of ways that an individual could use these resources (Pesavento, 2002).

It is hoped that the module has effects on students' leisure awareness and that they would understand the significant impact that leisure time has on the individuals and society so they are able to make healthy decisions related to their personal leisure behavior (Pesavento, 2002).

In Malaysia, education about leisure is probably mentioned or embedded in the physical and health education class, depending on the teacher. However, the foundation of leisure education in school should be introduced and expanded so the relationship between physical education and leisure education can be further explored in various settings to enhance quality of life among younger generations.

2.11 Leisure and Gender

A community approach to sports and leisure activities requires knowledge that is significantly important to the wider contexts and social concern as some specific issues and ideologies change over time. For example some activities are being irrevocably 'gendered' that some activities or programs are potentially available to either sex only. As suggested by Henderson and King (1998), programs for adolescent girls to grow strong and healthy, they need loving adults, decent values, useful information, friends, physical safety, the freedom to move about independently, respect for their uniqueness, and encouragement for positive youth development. This is important because girls face developmental issues, such as social contradictions, body changes, and sexuality.

Hirschman (1984) investigated the relationship between gender roles and motives for pursuing leisure activities and found that gender roles consistently explained more variance in leisure activity motives than biological sex. The value of gender roles as predictors of leisure behavior was presented by Colley (1984) who indicated how situational antecedents of leisure (e.g., personal capacities, interest, social acceptance) may be affected by gender roles, and also how gender role expectations may determine the level of satisfaction derived from leisure.

A similar trend has been noted in other studies (e.g., Anderson et al., 2001). Boys in their study reported spending more time with television, sports, and computer leisure activities than girls did.Verma (1999) also found gender differences in time spent outside of school; girls help with household chores, but boys are allowed to play. ICT has also affected leisure-time habits, as social interaction is increasingly taking place within an electronic environment through such means as text messaging and online. New leisurely pursuits such as downloading music, using instant messages, and playing

electronic games are for the most part solitary activities. Some of these pastimes are replacing more traditional pursuits, such as sports. A Norwegian study indicates that children and young people are spending less time participating in physical recreation andsporting activities.

Research has shown clear gender differences for adolescents' leisure activities and interests (e.g., Fitzgerald et al., 1995; Gibbons et al. 1997; Larson & Verma 1999; Nolteernsting, 1998; Silbereisen et al., 1996). For instance, female adolescents socialize more than male adolescents and the latter are more interested in sports and computers. Generally, the male gender role is associated with instrumental behaviors and traits that reflect independence, assertiveness, and dominance,whereas the female gender role is associated with expressive behaviors and traits that reflect sensitivity to others and communality (Deaux & LaFrance, 1998; Eagly et al., 2000).

In summary, it is important that leisure may be looked from gender aspects because assessing gender differences and preferences in leisure help improve policy in delivering better services for achieving quality of life without assuming that leisure pursuits, needs and choices are similar across gender.

2.12 Theories on Leisure: Needs, Motivation, Behavior and Benefits-driven Model

Community leisure and recreation services are said to be based on the needs of people. But how far the policy makers, planners and leisure providers understand and have sufficient insights into people's needs? Thus this paragraph introduces some aspects or theories about motivation and overview of people's needs and behvior in relation to leisure.

It is not easy to measure the needs for leisure and recreation but the need can be conceived in several ways. Godbey (1999) believes that some concepts of public need for recreation must be internalized before the leisure service plans can be systematically developed and utilized. According to him, this can be done by understanding the concepts of recreation need identified by Mercer (1973) to determine from what the definition of leisure or recreation and value assumptions they have proceeded, and how research could be utilized to make such conceptualizations operational. Besides its theoretical relevance, it is important to consider the concept of leisure need because the future of leisure studies and recreation profession depends on the construct of leisure need; furthermore people participate in leisure activity for different reasons under different conditions (Iso- Ahola, 1980).

Since different people have different leisure needs, not all leisure activities can satisfy all leisure needs at all points in a person's life (Tinsley et al., 1977). Therefore, people can choose specific leisure behavior to satisfy the needs but the needs change over time across the life span (Iso- Ahola, 1980). Similarly, Rhona and Robert Rapoport in *Leisure and the Family LifeCycle* claim that every person's needs change and progress from one phase of life to another. Stage One – which is youth (school years), sees the

emergent of personal identity; Tendency to fight against authority; and exploration – experimentation and sexual, physical, mental and emotional stimulation.

This may not be relevant to the most often cited theory pertaining to needs by Maslow (1954) who suggested that needs are hierarchically ordered. He suggested that the lower needs, the primary physiological needs of human beings (e.g. food, sleep, sex, shelter) must be satisfied before any of the higher needs emerge (cognitive, aesthetics and self-actualization). Building on this theme, Tillman (1974), identified ten which he felt are important in determining the 'leisure needs' of people, namely:

1. New experiences like adventure.

2. Relaxation, escape and fantasy.

3. Recognition and identity.

4. Security-being free from thirst, hunger or pain.

5. Dominance – to direct others or control one's environment

6. Response and social interaction, to relate and react to others.

7. Mental activity – to perceive and understand.

8. Creativity

9. Service to others – the need to be needed.

10. Physical activity and fitness.

According to him people have needs, and the needs can be satisfied in a variety of ways, and one way of achieving themis through leisure opportunity. However, if we were to use Maslow's Hierarchy as the driving force behind leisure service programming it is obvious that various needs drive people's actions and preferences (Murphy et al., 1991; Niepoth, 1983).

Most often the term leisure needs is used without implying any 'driven" quality to the motivations not only because motivations for leisure are important not only for theoretical development but also practical service delivery. Crandall (1980) listed types of motivations for leisure which showed that the motivations vary from the specific (e.g. meeting new people) to the general (e.g. self-actualization):

Table 2.1

Types of Motivations

Motivational Categories	
1. Enjoying nature, escaping civilization	9. Family contact
2. Escape from routine and responsibility	10. Recognition status
3. Physical exercise	11. Social power
4. Creativity	12. Altruism
5. Relaxation	13. Stimulus seeking
6. Social contact	14. Self-actualization
7. Enjoying nature, escaping civilization	15. Achievement, Challenge, competition
8. Escape from routine and responsibility	16. Killing time, avoiding boredom
	17. Intellectual aestheticism

Table 2.1 lists the 17 types of motivations that can be used to measure reasons, feelings, satisfactions or other different aspects of motivations, where the reasons can be expanded or condensed, and organized. Crandall emphasized that one approach to determining motivators is to measure these needs or satisfactions directly. So, motivation-based theories suggested that leisure programs should response to individual and group needs (DeGraaf, 1999). It means, as long as individuals have unfulfilled

needs, they will be motivated to meet those needs and influence their decision making in leisure participation.

Therefore, leisure providers should make the most appropriate provision for different stages of life of the population to satisfy their needs through leisure opportunity and suggest some of the motives for some population.

In the description of the basic of leisure behavior, it is said that early exposure to socialization influences what a person may selectin specific interested activities. This summarizes that when a person cannot participate in all activities he is capable of doing he has to select what activities to engage in and such selection is determined by his social environment (Iso-Ahola, 1980). Some forms of leisure may remain as "core" activities to some people, or deleted from the leisure repertoire across the life span; depending on the needs and changes of roles and contexts. However, the development of core leisure behaviors may begin during adolescence when leisure decisions begin to be made (Kelly, 1983).

Comparatively, not all leisure activities can satisfy all leisure needs at all points in an individual's life because different people have different leisure needs (Tinsley et al.,1977). So, people may choose specific leisure behaviors to satisfy particular needs and needs may change during different periods as contexts and roleschange (Iso-Ahola, 1980).

Kleiber et al. (1986) proposed two categories of leisure behavior during adolescence— relaxed leisure and transitional leisure. Relaxed leisure involves activities that are pleasurable but do not necessarily make a developmental contribution, such as watching

television. Transitional leisure, on the other hand, has some developmental benefits. For example, in the context of sports and games when it requires effort from the participant, transitional leisure activities help people to develop the ability to experience freedom and intrinsic motivation.

In relation to leisure behavior among youth in Malaysia, the National Health and Morbidity survey (Ministry of Health, Malaysia, 1997) has shown an increased percentage of obesity among the younger generation due to the passive lifestyle-related leisure and an increased proportion of fat intake. Although the Malaysian Youth Index (MYI), an instrument developed to measure the benchmark of quality and well-being of the young generation, has shown an increased participation in sports activities among Malaysian youth from 14.3% in 2006 to 47.7% in 2008, this leisure time domain is considered as 'Average'. Furthermore other sub indicators for leisure time like exercise and participation in clubs and associations still remained low. This is relevant to the most time consuming leisure activities in Malaysia which include watching television, visiting friends and families, shopping, and spending time socializing around food (Cousineau, 1995), which shows that Malaysian youth are still laid back and not participating much in active leisure.

In view to this, Benefits-Driven Model by Kraus (1977), which was derived from the concepts associated with benefits-based management on leisure programming, conceptualized the model as benefits gained from three approaches: quality of life, human services and the marketing approach. It suggested that possible benefits should be identified and those become the outcomes to be achieved through leisure programming. In this aspect, the outcomes will shape program planning, implementation and evaluation process. The benefits of this program are seen to

increase in emotionally healthy youth, improve their social and personal skills, which not only benefits them but also the community from such programmatic efforts (DeGraaf, 1999).

Since this model looks into the long-term benefits in participating in leisure and recreation program, leisure programs in Malaysia should be designed to build positive life-enhancing skill for youth. Young Partners is seen as an alternative to give direct services to youth for improved social and personal skills and supportive community network to achieve quality of life.

2.13 Structured Leisure

Structured leisure activities are organized and directed, stimulating, and skill-focused pursuits requiring commitment and regular participation (Larson & Verma, 1999; Mahoney & Stattin, 2000). For example, school activities are usually highly structured with specific goals, usually directed towards cognitive and social development and play a role in molding young people's morale and able to help them to have self-control. A study involving 700 young people in the UK, which was based on the work of the Peterborough Adolescent and Young Adult Development Study (PADS+), showed that the rate of crime during structured leisure activities was very low (Wikstrom et al., 2012).

Results also showed that participation in highly structured leisure activities was linked to low levels of antisocial behavior, with similar results for boys and girls (Mahoney & Stattin, 2000). Other research also showed no differences between male and female participation rates in structured activities generally, or physical or social activities in particular (Bartko & Eccles, 2003; Pedersen & Seidman, 2005).

Furthermore, youth participation in structured out-of-school activities is often associated with positive behavioral outcomes. For example, research by Melnick et al, (2001) found a positive association between participation in structured activities and a negative correlation with tobacco use.

In contrast, time spent unsupervised with peers tend to influence youth towards negative behaviors because youth behaviors are least constrained by supervision during unstructured leisure activities and make them more conducive to rule-breaking and deviant attitude (Wikstrom et al, 2012).

However, it would be unnecessary to eliminate all unstructured peer socializing as this is an important component of the transition process to adulthood. Furthermore, youth needs time free from expectations and commitments and the very nature of structured leisure activity itself is that it is only available for a defined and comparatively limited time each week.

This research examines leisure aspects among youth in their participation in structured programs organized under the Ministry of Youth and Sport. The movement was initially implemented to control undesired involvement in negative activities during free time among the young people. Young Partners was established and is a well-known organization that provides various programs and activities under different 'Lifestyles' to give choices to young people participate. Therefore it is important to assess the success of delivering structured programs to curb negative activities among youth so improvements can be made through policy changes.

2.14 Malaysia Youth Policy

The concept of policy is revolved around the way we are governed. It can be used to mean a broad orientation, to normal practice, or a specific commitment. However, the idea of policy is usually based on three core assumptions: *instrumentality, hierarchy* and *coherence* (Colebatch, 2002). Instrumentality is the way a policy to be understood for achieving specific objectives of an organization. Hierarchy is the course of action of an organization where policy is seen as authoritative decisions, and coherence is how the policy is steered. In Malaysia, the first National Youth Policy was introduced in 1985.

The policy was developed to serve as a framework for planning and implementing youth programs as youth is seen as having the potential to contribute to the overall development in the country. In 1995, after a decade of implementing the National Youth Policy, there was a general view that the existing youth policy needed to be reviewed and revised accordingly. Due to this, consultations were held by both the Ministry of Youth ad Sports and the Malaysian Youth Council and research was conducted by the academic sector to evaluate the effectiveness of the implementation of the policy.

A new youth policy entitled "The National Youth Development Policy" was drafted and approved by the Supreme Malaysian Youth Council (MYC) on 18 December 1995. There were four major issues taken into consideration in drafting the new policy. First, defining the age range of youth (a consensus was reached that the main target group were those in the 15 to 24 year age bracket); second, ensuring the full implementation of the policy so that it would really become effective; third, placing greater emphasis on youth potentials rather than on their "problems"; and finally, making the policy more youth-centred and democratic by ensuring the full participation of youths in the planning and execution of youth programmes.

The proposed new policy was divided into two components. First, a policy statement comprising the philosophy, the objectives, the main areas of operation and the target group; and second, the strategies for implementation, covering 12 areas. These were: (I) the role of NYCC; (ii) professionalism among youth leaders, managers and workers; (iii) coordination between government agencies; (iv) the role of the private sector; (v) strengthening youth organizations and leadership; (vi) the role of other NGOs; (vii) the role of the media; (viii) education and training; (ix) youth activity centres; (x) research and development; (xi) evaluation and recognition; and (xii) finance.

To ensure sufficient involvement and participation by the various groups concerned with youth matters, the draft was thoroughly reviewed and discussed at meetings with representatives of various youth organizations and revised accordingly ("Review of the Youth Situation, Policies and Programmes in Asia and the Pacific", ESCAP, 1997).

To date, the National Youth Development Policy of 1987 has the following main objectives:

> *"To establish a holistic and harmonious Malaysian youth force imbued with strong spiritual and moral values, who are responsible, independent and patriotic; thus, serving as a stimulus to the development and prosperity of the nation in consonance with Vision 2020".*

> (Youth in Malaysia: A Review of the Youth Situation and National Policies and Programes, 2002)

In order to realise the National Youth Development Policy, the following strategies will be implemented:-

i) Knowledge Development

Efforts will be geared towards enhancing the knowledge base in various subjects, hence functioning as a foundation for the competence of youth.

ii) Attitudinal Development

As a response and future challenges, effort will focus on the inculcation of moral values and the development of a positive and creative attitude.

ii) Vocational and Entrepreneurial Development

To equip youth with knowledge in technical and vocational skills, and involve them in entrepreneurial activities in line with the demands of nation-building.

iv) Inculcation of a Healthy Lifestyle

To ecourage youth to involve in social and voluntary activities fos a healthy, active and dynamic lifestyle.

v) Facilities for Social Interaction

To upgrade relevant facilities that contributes towards promoting healthy interactions and social activities amongst youth and communities.

vi) Partnership in Development

To utilise partnership and co-operation amongst governmental agencies, NGOs and the private sector for the benefits of youth development.

vii. International Relations and Networking

To encourage youth to further promote closer ties and international networking with international communities.

In the process of implementation, all programmes and activities will be co-ordinated in accordance with strategies and action plan founded upon the principles of the Rukun Negara (Pillars of the Nation) and other relevant national policies.

It was formulated to guide the implementation of strategies and activities for youth development between target groups of 18-25 years of age. Youth development under this policy was based on six strategies: Increasing efforts to broaden knowledge; undertaking continuous efforts to instill good values and positive attitudes; equipping youths with vocational and entrepreneur skills; strengthening appropriate facilities to promote healthy social interaction; promoting healthy lifestyle as well as developing the spirit of cooperation and partnership among Government agencies, private sector and non-government organizations (NGOs).

In promoting healthy lifestyle among youth, Young Partners or 'Rakan Muda' programs which emphasized the physical, spiritual, social and intellectual development were maintained in order to equip youth with positive values and attitudes necessary to prepare them for the challenging global environment. The Government has approved 19 YP centers with a total participation about 2.3 million youth with the cooperation of NGOs and private sectors (Youth in development: 8th Malaysia Plan, 2001-2005).

However, some disparities in equity and access to resources still exist in the country; for example, income levels among different ethnic groups and distribution placements of urban and rural areas among citizens have a significant impact on youth and become a challenge to youth policy development. Therefore programs for youth should be made accessible and available for all youth regardless of social backgrounds and ethnicity and

the government has to ensure that the policy planning involves various organizations and communities for successful implementation.

To conclude, the National Youth Development Policy serves as a guide to enable all parties to plan and undertake programmes that galvanize efforts in youth development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study employed a multi-model approach, using both quantitative (questionnaires) and qualitative approach (interviews). The quantitative approach is to examine the types of activities participated among youth from various demographic profiles, and their attitudes and level of satisfaction in the activities involved in the context of YP policy, also to find out youth conceptions of leisure from various definitions. The qualitative approach is to find out the managerial aspects and the mechanism used by Young partners in achieving their policy objectives.

The research used a sequential explanatory multi model approach whereby the quantitative data were collected first followed by the qualitative data in order to substantiate the results of the quantitative data (Creswell, 2005). The quantitative data was needed to explore more diversities of the meaning of leisure experiences for different people, also to provide thorough yet comprehensive information on the subject matter (Khaty & Chris, 2001). For instance, quantitative analysis provides an accurate measurement of a specific construct in Leisure Activities, where youth leisure activities preferences can be obtained.

On the other hand, the qualitative data were used to generate more detailed accounts of human experiences within the original context (Guba& Lincoln, 1994) thus direct interviews with officers in charge are well suited for this approach especially when it

involved the management and the administrative aspects. Documentary analyses were also done in this survey to help the researcher with other sources about YP movement from various perspectives.

The procedure, using quantitative method is to test the theories or concepts with a large sample to generalize the results to the population (youth), followed by a qualitative method involving detailed exploration of individuals, in order to obtain more detailed, specific and direct information from the higher authority and the organizers in the department involved in planning and administering the programs. It is pertinent to determine what the process was and procedures involved in planning and managing, for example, who were involved, when and what were the reasons behind the establishment, from the upper to the lower levels.

This chapter first describes the research procedures as presented in the framework. Then it discusses on the samples and sampling procedures, research instruments, validity and reliability in the quantitative data gathering. It is followed by the qualitative part of the study which involes the interview procedures.

3.2 Research Procedure

The study was carried out to get some data on youth leisure concepts and their leisure activities during free time. It was also to find out about their leisure attitudes and satisfaction toward programs organized by YP. In doing so, questionnaires were distributed among more than 400 YP members who participated in one program at the state level.

The research framework of this study is shown in Figure 3.1. It is a simplified research process using a diagram which also illustrates an overview of ideas, theories and practices that shape the way the work is done.

The left column explains the principal stages in the research process. It starts with problem identification in leisure studies that caused the need to do the research. Here, leisure time use has always been associated with delinquency among youth and it has been the concern and has been researched quite extensively in the west but not in Malaysia. Thus, the purpose is explained as to why leisure time becomes the objective of the research in the context of Young Partners policy among youth in Malaysia.

Later, the theory backgrounds explain the sociological origins of the research which concentrates on time use among youth and focusing on 'Structured Leisure' programs by Young Partners policy. Several common theories were also been highlighted and further confined to leisure based theories, and applied theories to support the overall research development.

This is a survey research which uses multi–model approach using quantitative and qualitative methods. A set of questionnaires was used and distributed among YP

members. First it explains how leisure is perceived by youth and their frequency of participation in leisure activities. Later it attempts to explain how leisure attitudes and leisure satisfactions were measured, all by genders and socio-economic status (SES). Relationships between Leisure Activities with Leisure Attitudes as well as with Leisure Satisfactions were also measured. Then, qualitative approach (using interviews and written documents) was used to generate data on the aspects of the management and mechanism.

Survey research design was used because the researcher wanted to administer a survey to a sampled population, namely Selangor Young Partners. In doing so, a survey research requires quantitative, numbered data using questionnaires as well as interviews (one-on-one interviews for qualitative data in this study). Later, results are interpreted and statistically analysed to describe the trends and responses given from the questionnaires about youth leisure activities, leisure attitudes and leisure satisfaction. Survey research therefore allows the researcher to interpret the meaning of the data by relating results of the past research studies (Creswell, 2008).

Descriptive and inferential statistical analyses were used for quantitative data and text analysis and thematic development through contextual, diagnostic and evaluative were used for qualitative data.

The implications and conclusions will be discussed and the outcomes can inspire suggestions that lead to further research in relation to the quality of services offered, social changes, government aspiration and education in leisure in Malaysia.

Figure 3.1 research framework

3.3 Quantitative Approach of the Study

This is the process of presenting and interpreting numerical data containing descriptive statistics and inferential statistics.

3.3.1 Participants

Youth in this research is referred to the 'Rakan Muda' or Young Partners who have participated in any programs organized at the state and districts levels. The members are those age ranging from 15-25, who are school students, college students, and school leavers or young working people.

This is a cross sectional survey because the researcher has collected a sample drawn from a predetermined population during one particular event that gathered the youth from all districts in Selangor and the data gathering was collected at just one point in time (Fraenkel & Wallen, 2008). This is a Cluster Random Sampling technique whereby the population was chosen from Young Partners group members during their Award Ceremony. The sample comprised those active members gathered during the 'Pentauliahan Peserta Anugerah Rakan Perdana (ARP)' or the Premier Youth Award that was held in the state of Selangor to recognize youth participation in the Young Partners programs from various levels of achievements.

A total number of 413 questionnaires were distributed among Young Partners who have participated in a variety of programs organized by all the 9 districts in Selangor. The demographic profiles included age, gender, race/ethnic group, districts and parents socioeconomic status (Table 3.1). Some of the profiles may not make up to the total of 413 responses as some of the respondents did not fill in some of the required details.

There were 9 districts in Selangor and participants who were the YP members came from all over the districts, namely Gombak, Kuala Langat, Kuala Selangor, Klang, Sepang, Sabak Bernam, Hulu Selangor, Hulu Langat, and Petaling.

A total of 413 respondents answered the questionnaires distributed to youth in the range age of 15-25 years old. Out of 413 respondents, 211 were female (51.5%) and 199 (48.5%) were male.From the total respondents, 368 (89.8%) were Malays, 8 (2.0%) were Chinese 32 (7.7%) were Indians and 2 (0.5%) from other ethnic groups.

The respondents were categorized under three different social groups: Lower, Middle and Upper SES. Table 3.1 shows that 61.8% participants come from lower income group, followed by middle (26.6%) and upper (11.6%). There were 18 missing items which mean the respondents did not answer their family background status.

Table 3.1

Respondents' Demographic Profiles

Item	Frequency	Percentage (%)
1. Gender		
a) Female	211	51.5
b) Male	199	48.5
Total	400	100.0
2. Ethnic groups		
a) Malays	368	89.8
b) Chinese	8	2.0
c) Indians	32	7.7
d) Others	2	0.5
Total	410	100.0
3. Districts		
a) Gombak	36	8.7
b) Kuala Langat	19	4.6
c) Kuala Selangor	48	11.6
d) Klang	52	12.6
e) Sepang	41	9.9
f) Sabak Bernam	38	9.2
g) Hulu Selangor	25	6.1
h) Hulu Langat	84	20.3
i) Petaling	70	16.9
Total	413	100.0
4. Socioeconomic Status		
a) Lower	244	61.8
b) Middle	105	26.6
c) Upper	46	11.6
Total	395	100.0

3.3.2 Sampling Frame

The sampling units are drawn from the numbers of youth, from age 15-25. Since the population is large and very widespread, the researcher used cluster random sampling that is by selecting specific districts (in this case all districts are involved) in Selangor and testing the respondents who participated in YP programs in those areas. Here, the researcher distributed the questionnaires to all youth who came from various districts in the state who attended a specific function on the date chosen instead of randomly choosing any individuals from any programs organized by the districts or state levels.

A total number of 413 respondents have answered the questionnaires distributed and they were the active members of Young Partners and some have achieved some recognition for their participation in several programs organized in Selangor.

Table 3.1 shows the distribution of participants in all nine districts in Selangor. Although the participants were not equally distributed among all districts, the numbers are feasible to represent the overall population in a relatively efficient and inexpensive way.The probability sample chosen is therefore likely to be the representative of the Young Partners in Malaysia.

3.3.3 Sampling Procedures

This is a cross sectional survey because the researcher has collected a sample drawn from a predetermined population during one particular event that gathered the youth from all districts in Selangor and the data gathering was collected at just one point in time (Fraenkel & Wallen, 2008). This is a Cluster Random Sampling technique whereby the population was chosen from Young Partners group members during their Award Ceremony. The sample comprised those active members gathered during the 'Pentauliahan Peserta Anugerah Rakan Perdana (ARP)' or the Premier Youth Award that was held in the state of Selangor to recognize youth participation in the Young Partners programs from various levels of achievements.

Cluster random sampling was chosen because the number of youth aged 15- 25 were distributed over a large area. Therefore, as it is difficult to select the same numbers of YP members from a sample population at all districts, which can be time-consuming and not cost-effective, cluster random sampling makes it easier to implement (Fraenkel & Wallen, 2008) especially when they are gathered together in selected YP programs.

According to the sample size confidence levels and confidence intervals for random sampling, a total number of 600 respondents are enough for a population of 500,000 to 1,000,000 at 95 percent confidence level (Cohen, 2007). Considering that there are approximately 30,000 registered YP members in Selangor alone (Ministry of Youth and Sport, 2008), which is the target group for the sample selection, thus, 450 respondents are sufficient for the data collection.

The researcher managed to get 413 YP members to answer the questionnaires and they were not equally distributed in all districts as shown in Table 3.1. However, it did not give any impact to the results when analysis was carried out as the numbers were still sufficient and the uneven distribution in districts gave no significant effect on the results.

3.3.4 Research Instruments

The questionnaires were designed to cover the research problems and research questions in a logical sequence, using closed-ended questions. Therefore, self-completion questionnaire was used to gather data from the samples.The quantitative component of the proposed research involved the design and administration of structural questionnaires to cover ascertains youth understanding of important factors that govern their leisure conceptions and leisure activities in general.

Questions were formulated to determine the participants' amount of leisure time spent and choices of activities, their leisure attitudes and satisfaction of activities involved in the context of Young Partners policy by gender, age, race, and socio economic backgrounds. On the conceptions of leisure, they were also asked to choose the intended response from several choices given. The questionnaires consist of 5 variables: Demographic Profile, Leisure Activities, Leisure Attitudes, Leisure Satisfaction, and Meanings of Leisure.

Section A: Demographic Profile

This is the demographic profile of the sample which include age, gender (male and female), race (Malay, Chinese, Indians and others), name of districts and social class groups. The social class groups are divided into four:

1. Lower or no vocational training (school leavers) – lower class
2. Second level training (Certificate) – middle social class
3. Teachers, department managers (Diploma) – middle high class
4. Doctors, professionals (Degree & above) – higher social class

(Zeijl, 2000)

The SES profile was divided into three categories, lower, middle and higher. The original values which consist of School, Certificate, Diploma and Degree were recorded into different variables where school leavers were categorized as Lower Category, Certificate and Diploma were put together in a different new value and put under the category as Middle SES and Degree in the category of Higher SES.

In this research, the social class groups are also identified as socio economic status because typically in Malaysia, higher level of education represents higher income; therefore, the higher the social class indicates a higher level of socioeconomic status.

Section B: Leisure Activities

Leisure activities were measured by the Adolescent Leisure-Time Use Inventory (Gordon& Caltabiano, 1996) lists of activities, which were used for the purpose of this study. The respondents were asked to indicate the frequency of their participation in leisure activities using a five-point Likert scale.

1 = Hardly ever or never

2= About once a month

3 = About every other week

4= About once a week

5= Several times per week

Leisure is conceptualized as time left after all necessary duties are fulfilled and activities are classified as:

1) Passive Leisure: Reading; Watching television/videos; Sitting around feeling bored; Listening to music; Writing correspondence; Relaxing; Thinking; Doing nothing; Telephone conversations; and Chatting.

2) Active Leisure: Sports and exercise; Watching live sports; Playing a musical instrument; Camping; Spending time with pets; and Games such as computer and board games.

3) Social Leisure: Visits; Going to parties; Clubs; Movies; Hanging around town with friends; Spending time with a partner; Talking with a friend; Attending religious place; and Family outings.

4) Work-related activity: A paying job; Studying/doing homework; Doing chores around the home; Clubs and organizations; and Hobbies.

5) Substance use: Alcohol; Cigarettes; and Drugs.

6) Criminal Activities: Breaking and entering; Burglary; Motor vehicle theft; Property damage; Assault; Other trouble with the police.

Criminal activities included in the questionnaire were those cited by Potas, Vining, and Wilson (1990). Substance use and criminal activities were included in the questionnaire in order for the researcher to find out whether youth involved in YP programs were also involved in deviant activities. Data Analysis will be based on the overall means and standard deviation of each category of leisure activities of respondents, indicating the average time youth participated in the activities before it is further discussed by gender.

In answering research question 2, participants were asked to response to the frequency of the different types of leisure activities they engaged in from the scale of *hardly ever or never* to *several times per week*. T-test analysis was used to compare between male and female leisure participation. Then, one way ANOVA was used to determine whether there are significant differences among the various groups of social economic status. Finally, Post Hoc test was used to find out where these differences lie between specific groups.

Section C: Leisure Attitudes

Leisure attitudes are youth attitudes toward leisure in their particular way of thinking, feeling and acting. In this study there are three components of leisure attitudes: cognitive, affective, and behavioral.

Leisure Attitudes is analyzed using the Leisure Attitude Measure (LAM) developed by Ragheb and Beard (1982) and items were scored using a Likert Scale from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly Agree. All 33 items were categorized from the aspects of *Cognitive* (11 items), *Affective* (11 items) and *Behavioral* (11 items).

The cognitive component of leisure attitude was defined as the individual's general knowledge and beliefs about leisure. This component is included in the first 11 items such as 'I freely choose the activities I do in my leisure time' and 'my leisure activities give me self-confidence'.

Affective leisure attitude was defined as the individual's positive or negative feelings towards his or her own leisure. This component is presented in 11 items from item number 12-22. Examples of the questions asked: 'My leisure activities contribute to my happiness' and 'I have social interaction with others through leisure activities'.

Finally, the behavioral component of leisure attitude was the individual's past, present, and intended actions with regard to leisure activities and the items were presented from number 23-33. Two examples derived were 'I feel healthy and relax at weekends' and 'I often feel that I have too much free time'.

Each category was divided into three different tables of group statistics in order to present the data analysis.

Before the data were presented, several items were recorded because some of the statements in the questionnaires were stated negatively. For example "I feel frustrated in my free time" was asked instead of putting it as "I enjoy my free time". So, a total of 11 items were recorded: 4 items in the cognitive aspect (items 4, 8, 10 & 11) and 7 items in behavioral aspects (items 23, 24, 26, 28, 30, 31 & 33). All the old values were recorded into the same variables. For example item 4 "I feel frustrated in my free time", the old value was 1- Strongly Disagree is now recorded as a new value 5 – Strongly Agree, to standardize the values of negative statements into positive statements for data analysis.

In this section descriptive statistic using mean was used to measure youth attitudes toward the activities organized by Young Partners in general; and t-test was used to measure their attitudes by gender.

One-way between groups analysis of variance was conducted to explore the impact of SES between the different groups of family background on several aspects of leisure attitudes among youth. It is to determine whether there are significant differences among the various SES groups. Then Post Hoc test was used to find out where these differences lie between specific groups.

Section D: Leisure Satisfaction

The Leisure Satisfaction Measure (LSM)) developed by Ragheb and Beard (1982) was used to measure if the degree of satisfaction youth received during participations were being met through leisure. In this survey, Leisure Satisfaction scales were measured from six factors namely the Psychological, Educational, Social, Relaxation, Physiological and Aesthetic. Questions 1-4 were constructed to measure the psychological aspect, Questions 5-8 for Educational, Questions 9-12 for Social, Questions 13-16 were for Relaxation, Questions 17-20 for Physical and Questions 21-24 were for Aesthetic components.

The first 4 questions were for the *psychological* aspects (e.g., 'My leisure activities give me a sense of enjoyment'); Items number 5-8 were on the *educational* aspects (e.g., 'My leisure activities help me to stimulate my mind'); Items 9-12 were on the *social* aspects (e.g., 'my leisure activities help me to improve my relationship with others'); Items 13-16 were the *relaxation* aspects (e.g., 'Leisure activities relieve me from stress'); Items 17-20 were the *physiological* aspects (e.g., 'I like to do outdoor activities during leisure'); and finally items 21-24 covered the *aesthetic* aspects (e.g., 'Leisure activities help me to appreciate the environment').

Likert-scale was used to indicate how true each statement reflected the participant's satisfaction, from 1- Never True, 2- Not True, 3- Not Sure, 4- True, 5- Always True. So the higher the score mean is, the higher the level of satisfaction.

The analysis on leisure satisfaction was based on the aspect of gender and later by socioeconomic status to determine if there were any significant differences. The total

mean scores for each category in leisure satisfaction are first presented before comparing by gender is made.

One-way between groups analysis of variance (ANOVA) was conducted to explore the impact of SES between the different groups of family background on several aspects of leisure satisfaction. It is to determine whether there are significant differences among the various SES groups. Then Post Hoc test was used to find out where these differences lie between specific groups.

Section E: Meanings of Leisure

There were 3 questions in this section where respondents need to answer only one of the given options, and then indicate the frequency of their free time in the given statements. This is to find out youth understanding on the conceptions of leisure.

Question 1 is to identify the youth's conception of leisure from a given list of examples such as 'time', 'activity', 'state of mind', 'cultural context' and 'others'. The respondents can also write their own concept in the space provided for 'other' choice. This is a semi-closed-ended question that allows the respondents to provide their answers that may not fit the other choices given.

Question 2 is to probe further on youth conceptions on leisure by identifying their amount of time for specific reasons for leisure participating in the context of YP. This is to identify whether they spent their time to either establish new contacts, to relax and recover, and to learn, or develop skills, with Likert Scales ranging from Never (1), Seldom (2), Sometimes (3), Often (4) to Very often (5).

Finally for question 3, their feelings during the activities were also asked as to whether they were feeling bored, rushed and find themselves thinking about school/work, were assessed using Likert Scale ranging from Never (1), Seldom (2), Sometimes (3), Often (4) to Very often (5).

Descriptive statistics using frequencies are used to determine meanings of leisure among youth.

3.3.5 Validity and Reliability

Validity is the procedure in measuring what it seeks to measure or the accuracy of an instrument in order to produce useful information that is not only relevant but also correct (Kraus & Allen, 1997). The content validity ratio (CVR) equation was used to quantify the experts' degree of agreement on the content validity of one item and express the degree of the content validity through single indictors that range from 1 to 10. After deleting the CVR indicator items with negative values or have not reached significant standards, the items retained were good test items that possessed high degrees of content validity (Yu, 1993; Lai & Chang, 2007).

In terms of content validity, the questionnaire of this research was given to an expert in the area of interest to validate whether the items reflect the research theories and was representative of the construct being measured.

A list of the constructs and items generated from the constructs being measured were given to the experts for reference. The experts in the area of specialization looked over the items for face validity and cross-checked the items with the constructs outlined by the researcher. They were then asked to rate each item on a scale of 1 (not valid) to 10 (highly valid). The ratings of the two experts were then averaged in order to find the content validity coefficient. Following a simple steps of averaging the ratings of the experts, it was found that the items in this study had a range of acceptable to high content validity coefficients (0.61 to 0.82) as shown in Table 3.2.

Table 3.2:

Content Validation Coefficients for the Fifteenth Scales

Scale	Average Content Validity Coefficient for each Expert		Total Average Content Validity Coefficient
	Expert A	Expert B	
1. Passive Leisure	0.94	0.49	0.72
2. Active Leisure	0.45	0.77	0.61
3. Social Leisure	0.78	0.72	0.75
4. Work-related Activity	0.76	0.64	0.70
5. Substance Use	0.87	0.40	0.63
6. Criminal Activities	0.98	0.40	0.69
7. Cognitive	0.98	0.40	0.69
8. Affective	0.94	0.70	0.82
9. Behavioral	0.79	0.70	0.75
10. Psychological	0.88	0.40	0.64
11. Educational	0.88	0.70	0.79
12. Social	0.90	0.70	0.80
13. Relaxation	0.98	0.45	0.71
14. Physiological	0.90	0.70	0.80
15. Aesthetic	0.88	0.70	0.79

Reliability is an important quality of research instruments or testing procedures in order to determine whether the same results are obtained on repeated administrations of an instrument. For example, Leisure Attitude Measurement (**LAM)** by Beard & Ragheb, (1982) which was originally known as Leisure Attitude Scale was developed for research and has been used to identify attitudes toward leisure. The three areas of Leisure Attitude are measured from the cognitive, affective and behavioral aspects.

Leisure Satisfaction Measure (**LSM)** by Beard & Ragheb (1980) which was originally known as Leisure Satisfaction Scale was used to measure degree participants perceive general needs are being met through leisure. The six categories of needs were measured from the psychological, educational, social, physiological, relaxation and aesthetic aspects. The alpha reliability coefficient for the entire scale was high, $\alpha = .96$, and ranged from .85 to .92 for all the six components (N=347).

In this study, two pilot tests were conducted in order to validate the questionnaire and to evaluate the reliability of the questionnaire items.

The first pilot test was carried out among 30 youth in Shah Alam, a city in Selangor state for the purpose of identifying any problems with the wordings, sentences, items, or meaning. It is important to get the feedback from the respondents, not only for their answers but also for the interpretation of the meaning of items that could be unclear to them so corrections can be made to increase the clarity of the questions. The participants in the pilot test wrote their comments directly on the survey and marked any problems or mistakes found in the instrument, such as poorly worded questions, responses that do not make sense, or excessive amount of time to complete it. Then the

researcher made some changes and improvements on the instruments based on the feedbacks given.

A second pilot using the same set of questionnaires was conducted among 28 youth in Kuala Lumpur to establish the reliability of items in the questionnaire and the results showed that there were no more responses on items corrected thus make it reliable to be distributed to sample selection in the research.

Cronbach alpha method was used to determine the instruments' reliability. The initial reliability of the whole 147 items in the questionnaire shows an alpha coefficient of α =.92, which is high. However, Table 3.3 shows only the summary of the alpha value used in the research. There are 38 items for Leisure Activities and the Cronbach alpha was α = .77. Leisure Attitude has 33 items with α = .769, while Leisure Satisfaction with 24 items has alpha of .883. Some of the items were omitted for the suitability of the research purposes.

Therefore, the alpha values showed that all items have achieved high reliability coefficient of >0.7 which means the instruments are reliable.

Table 3.3

Alpha Value for All Categories

Instrument	No of items	Cronbach's alpha value
Leisure Activities	38	.773
Leisure Attitude	33	.769
Leisure Satisfaction	24	.883

3.3.6 Translation of Instruments

The original questionnaires were written in English and were also translated in Spanish, however not in Bahasa Malaysia. Hence, it is necessary to have a Bahasa Malaysia translation since Bahasa Malaysia is the instructional language in the government schools in Malaysia and this is to allow the students with low level of proficiency in English to answer the questions. The questionnaire was given to several persons proficient in both languages and also language practitioners themselves to check on the reliability of the instruments. This will ensure the parallel translations when several translators do independent translation.

A back-to-back translation was also being carried out to ensure the effectiveness of the language used in the research. First, the English version was translated by two persons who are competent in both languages into Bahasa Malaysia. Then, a Malay language version of the questionnaire was given to a competent person who will do the translation to English version. Later, another person with good language competency will compare the translated English questionnaire with the original English version.

The Statistical Package for the Social Sciences (SPSS 17) computer program was used to analyze the quantitative data. Descriptive and inferential analysis were used to get the findings for Research Questions 1, 2, 3 and 4. T-Test was used to see the differences between genders and one way ANOVA was used to see the differences across SES, followed by Post Hoc tests to find out where the differences lie. Then Pearson correlation was used to answer Research Questions 4 to determine whether there is a relationship between leisure activities with attitudes, also with leisure satisfaction.

3.4 Qualitative Approach of the Study

In general having both quantitative and qualitative data together in this research is to provide a better understanding of the scenario and build on the strengths and give an in -depth exploration of the research area. Here the researcher wanted to obtain more detailed and specific information so qualitative data is used to gather information about the Young Partners Policy and complement the quantitative data on leisure aspects among youth and also to answer the final research question.

This qualitative method involved two separate interviews with two individuals from the organization using the purposeful sampling strategies on a one to one basis. In purposeful sampling, the researcher intentionally selected individuals in order to understand the central phenomenon (Creswell, 2008). This sampling occurred after the completion of quantitative data prosess, for the pupose of answering research question 6. In this process, the final form of purposeful sampling was to confirm preliminary findings and conforming sampling is a purposeful strategy used to explore further specific findings (Creswell, 2008).

In explaining the sampling procedure in qualitative data collection, interviews were carried out after data collection on the quantitative method has been completed. This is to explore further information and to verify the accuracy of the findings about leisure from another aspect, which was the leisure provider (YP). In this aspect, the Young Partners policy was the central phenomenon in understanding the management and administrative aspects of structured leisure programs for youth. So, the first person most reliable to explain about the policy in Selangor was the state Young Partners deputy director.

After the first interview, the officer later suggested another officer in the YP team who could provide more information about the participants at districts levels also handling administrative jobs in the state office. In this situation, qualitative snowball sampling is a form of purposeful sampling technique that proceeds (Creswell, 2008) after the researcher asked the deputy director to recommend other individual during the interview. Therefore, another officer was selected to provide further useful information about the policy and the organization, intended for the research objective.

The Selangor state deputy director was chosen because the person holds the highest position in Young Partners in the department directory organizational chart and gets direct orders from Young Partners at the Ministry office. The deputy director has great knoweldge and information about Young Partners from the beginning it was set up by the Ministry and therefore is responsible in making sure all policy process follow the progression and course of actions in order to realize the goals and objectives. The topics for the interview questions involving this officer include: Planning, Policy, Management, Finance, Personnel, Participants and Programs.

The second officer was interviewed because he works directly with the deputy director and also involves in all programs at districts level, making sure the representative staffs are following the orders from the state office in terms of programs schedule, participants, budgets, etc. The officer has good knowledge about all programs and activities also about the participants. So the topics for the interview questions involved were: Management, Finance, Personnel, Participants and Programs.

Having these officers for data gathering was essential to develop an in-depth exploration of the policy process apart from the documents analysis because they were the

individuals who worked and involved directly with the organization, from districts to state and at the Ministry levels.

In doing so, a deductive approach to analysing qualitative data was applied whereby the researcher used a predetermined framework as shown in Figure 3.2 to analyse the interviews transcripts. It is reasonably useful as the researcher is aware of of probable response by the interviewees. For example, the study explores a few variables of leisure aspects among youth in organized government sponsored programs, then the data analysis would consist of examining the interviews to determine how the implementation and management of particular service provider (in this context, Young Partners) is significant in assessing the success of YP policy in relation to youth activities, attitudes and satisfaction in leisure.

A list of open-ended questions prepared beforehand by the researcher was used as a guide during the interviews. There were 2 different sets of questions with the interview protocol prepared for the officers. The analyses focused on the following research question:

How is the policy being implemented in the aspects of:
a) Managing the programs at the state and district levels?
b) The mechanism used in achieving the policy objectives?

Thematic content analysis was used to explain and provide information and elaborated under several themes for each of the heading. The method used in this research will be further explained in the analysis of interview data.

3.4.1 The interviews

The interviews were a face-to-face session, guided by open-ended questions that led to topical areas structured for the suitability of the research questions and the respondents on the management, policy and administrative aspects. It was a one-on-one interviewcarried out at different times and different places for each participant. Each interview lasted more than one hour and it was audio taped all the way through.

Following the thematic framework (see Figure 3.2), questions constructed were based on the contextual aspect followed by the diagnostic and evaluative aspects from the themes.The questions were developed to suit the position of the samples since both came from different administrative levels. For example, in the management parts, a contextual question would be: "What is the function of KBS (Ministry of Youth and Sport) in the planning of YP movement at the state level" and the diagnostic and evaluative questions were: "How long has YP being implemented?" and "Is there a target time to meet the goals?" All the questions were to find the reasons or causes that exist at the higher level.

On the other hand, the officer in charge was asked questions like "What is your role or job function in terms of organizing leisure activities for youths?" for the contextual form, "What are youth attitudes towards the programs or activities organized?" for diagnostic and "How would you describe youth involvement in the overall programs?" for the evaluative methods. All the questions were to determine the implementation of the policy and the programs at the grass root level from the perspective of the officer who worked directly with the participants. Strategies are the suggestions and recommendations made based on the findings in the research.

3.4.2 Procedure

The interviews were conducted by the researcher herself. It was conducted at the office and other place on different times and days depending on the location and the availability of the interviewees. It was a non formal face-to-face interview and was audio taped for transcription purposes. In analyzing the data, the researcher transcribed the audiotapes from the interview and each interview ended up with more than 20 pages of transcripts. Later the researcher read and analyzed information to look for the themes and patterns in order to explore the central idea and the readings were done over several cycles, back and forth. The transcripts were coded and labeled during the analysis to get the general sense of data and concepts of the themes. Themes were identified and compared and analyzed accordingly. The following results section describes the common themes detected from the interviewees for discussion.

3.4.3 Analysis of Interview Data

Data were presented and categorized based on the research questions and discussed separately under different headings.

a) The Management:

  i.   Planning (needs, objectives, mission, and vision).

  ii.   Implementation (national, states, districts, schools levels).

  iii.   Assessment (participants, activities, monitoring, implications).

b) The Mechanism:

  i.   Programs (education, organized outdoor/indoor, lifestyle, budget, membership, officers/volunteers, and promotions).

  ii.   Participants (reasons/levels of participation, needs, satisfaction, attitudes, gender, races, age).

Discussions of the themes were categorized into contextual, diagnostic, and evaluative methods in order to obtain more in-depth information required. The categorizations were based on qualitative methods used to meet a variety of different objectives in applied policy research (Ritchie & Spencer, 2002), thus help the researcher to organize the materials and later use strategic method to discuss the findings. More comprehensive discussions on how each method is being used for data analysis are further discussed in Chapter 5 for analysis of interview data and findings.

Figure 3.2 shows the hierarchical discussions following the thematic framework of Young Partners policy in the aspects of management and mechanism. YP policy management is viewed from the planning, implementation and assessment aspects. In the planning aspect, discussions were based on the needs, objectives, mission and vision of government and the Ministry. The implementation aspect revolved around the programs held at the national, state, district and school levels, whereas assessment was viewed from YP evaluation methods on the participants, activities, monitoring and implications of the programs held.

YP mechanism was viewed from the program and participant aspects. Under the program, several themes were mentioned in the analysis, which included education, outdoor/indoor activities, budget, membership, officers/volunteers and promotion. The participants' aspect was further subdivided into several themes including reasons for participation, needs, satisfaction, attitudes, gender, race and age. The themes are relevant and essential in identifying leisure aspects in the context of Young Partners policy.

In analyzing the data, thematic content analysis used in this research is the most common method of data analysis in qualitative work. It was done by analyzing transcripts, identifying themes and gathering examples of those themes from the text. This means, the researcher has to make sense of the data by exploring themes and categories emerged from the data. It is done repeatedly in order to identify further themes and categories from the transcrips (as shown in Figure 3.2 on the thematic framework developed by the researcher). Notes were written in the margin on the right columns in words or phrases that sum up what was being said in the text to identify the themes.

Transcribed data and the report generated were validated by the interviewed officers. Any misquotations were deleted especially in the verbatim quotations. This is the cross-checking validation and reliability check.

Therefore, regardless of of whether data are analysed by hand or using NVivo, the process of thematic content analysis is basically the same. NVivo is fully recommended for full qualitative research in getting quick and accurate search of a particular type of data especially if the data set is large (Welsh, 2002).
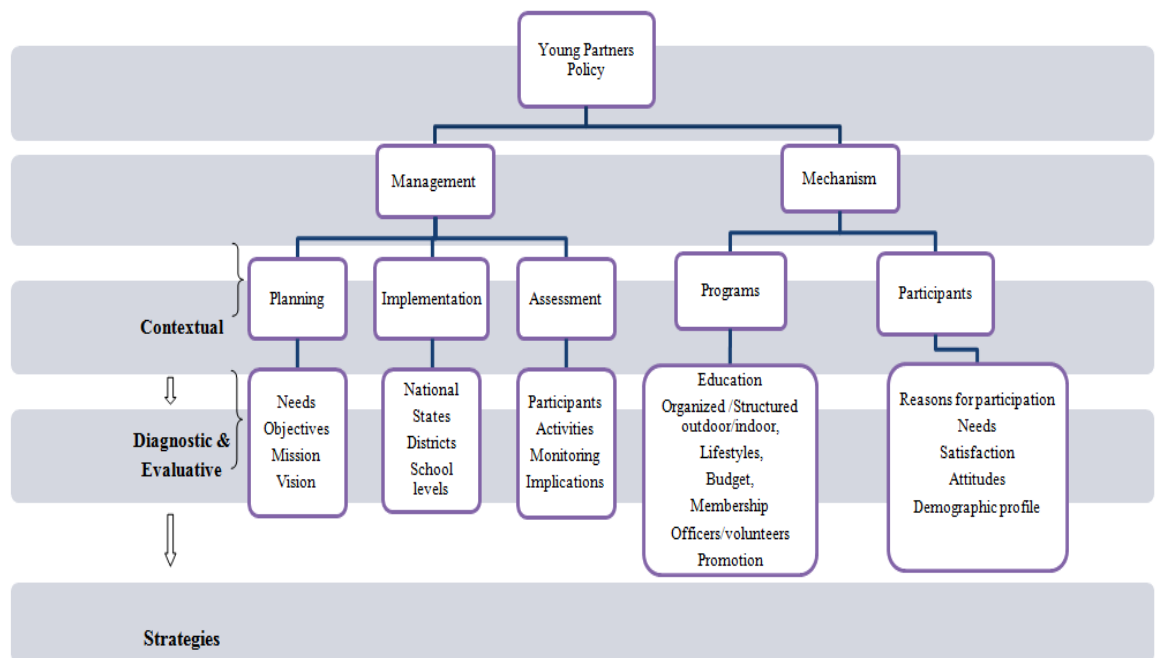
Figure 3.2: Development of thematic and conceptual framework of Young Partners

policy in qualitative data analysis

3.5 Conclusion

This chapter covers all the procedures in both quantitative and qualitative methods in data gathering. It used a sequential explanatory multi-model approach, using a set of questionnaire for quantitative data gathering, with interviews and document analysis for qualitative data. Cluster random sampling was chosen with a total numbers of 413 YP members answering the questionnaires and two officers were chosen for in-depth interviews using purposeful sampling strategy. The discussions for both findings will be further elaborated in Chapter Four following the sequence of the research questions and thematic framework shown in Figure 3.2.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS OF THE SURVEY

4.1 Introduction

The purpose of the research was to investigate the frequency of different types of activities during leisure time, followed by attitudes and satisfaction towards leisure participation of youth in Selangor in the context of the Young Partners policy. It was also to understand youth concepts of leisure so their time spent after school or work by involving in the structured YP programs which could be highlighted as being beneficial, or seen as achieving the purpose of leisure pursuits among youth.

Their activities, attitudes and satisfaction levels were measured from the aspects of gender and socioeconomic status. This was to assess whether there are demographic patterns in terms of gender and SES in the way youth spend their time and to determine if these patterns have any influence on their attitudes and satisfaction towards the YP programs. Thus it was to investigate to what extent that YP programs have helped youth in general in developing positive attitudes towards leisure.

This chapter presents the findings and the results of the data analysis. The Statistical Package for the Social Sciences (SPSS 17) computer program was used to analyze the quantitative data. Descriptive and inferential analyses were used to get the findings. Table 4.1 shows the summary of data analysis used to answerr Research Questions 1, 2, 3 and 4 and the results were arranged according to the research questions beginning with the Conceptions of Leisure, Leisure Activities, Leisure Attitudes, and Leisure Satisfaction, from the aspects of gender and socioeconomic background. T-Test was used to see the differences between genders and one way ANOVA was used to see the

differences across SES, followed by Post Hoc tests to find out where the differences lie. Then Pearson correlation was used to answer Research Questions 4 to determine whether there is a relationship between leisure activities with attitudes, also with leisure satisfaction.

Table 4.1

Data Analysis for the Survey

RESEARCH QUESTIONS	QUESTION SURVEY	ANALYSIS
	SECTION A Demographic Profile	Frequency
Research Question 1	**SECTION E** a) Conceptions of Leisure b) Reasons for participation c) Feelings about leisure	Frequency
Research Question 2	**SECTION B** Leisure Activities a) Gender b) Socioeconomic status	T-test ANOVA Post Hoc tests
Research Question 3	**SECTION C** Leisure Attitudes a) Gender b) Socioeconomic status **SECTION D** Leisure Satisfaction a) Gender b) Socioeconomic status	T-test ANOVA Post Hoc tests
Research Question 4	Relationships: a) Leisure Activities with Leisure Attitudes b) Leisure Activities with Leisure Satisfaction	Pearson Correlation

4.2 Conceptions of Leisure

There were three items on this section in order to answer Research Question 1:

A) What is Leisure?

The question was intended to get participants' views about leisure. The meaning of leisure among youth was determined by the frequency of responses in the items they chose based on their own personal point of view and they can only choose one from the several meanings of leisure given.

Table 4.2

Youth Conceptions of Leisure

Conception of Leisure	Frequency	Percentage
Free time	257	62.2
Activity	125	30.3
State of mind	21	5.1
Cultural context	6	1.5
TOTAL	409	99.1%

Table 4.2 shows 257 (62.2%) youth responded that their concept of leisure is free time, after all work and necessary duties are done. Some 125 (30.3%) understood that leisure is activity, which means participating in any recreational, physical or social activities. In addition, 5.1% understood that leisure is a state of mind, which means leisure to them is associated with relaxing of mind, while 1.5% understood leisure as in line with cultural context. This means that two third of youths in Selangor have the conception of leisure as being the amount of free time available for them after all obligatory work have been fulfilled. On the other hand, one third of the youths conceptualized that leisure is about engaging themselves in recreational activities.

B) Reasons for Participation

This question allowed the participants to indicate how often they use their free time by participating in YP programs to do the following: to establish new contacts, to relax and recover and try to learn or develop skills. Table 4.3 showed the results for participation, with the higher rating scale means a higher frequency.

Table 4.3

Frequency of Response on the Use of Free Time for Different Purposes

	Scale of time use				
Use of free time for different purposes	(1) Never	(2) Seldom	(3) Some Times	(4) Often	(5) Very often
	(n) %	(n) %	(n) %	(n) %	(n) %
Establish new contacts	(5) 1.2%	(37) 9.1%	(165) 40.4%	(120) 29.4%	(81) 19.9%
Relax and recover	(3) 7%	(21) 5.1%	(109) 26.7%	(181) 44.3%	(95) 23.2%
Try to learn or develop skills	(4) 1.0%	(15) 3.7%	(104) 25.5%	(173) 42.4%	(112) 27.5%

Table 4.3 shows the use of leisure time for various reasons in participation. To explain the frequency, scale 4 (often) and 5 (very often) are combined to indicate 'often' result. Based on Table 4.3 the overall mean results from 3.53 to 3.87 showed that youth often use their free time for the purposes indicated. For instance, 201 respondents (49.3%) stated that they often used their leisure time to 'establish new contacts'. 276 respondents (67.5%) agreed that their free time was often used for relaxing and recovering, and 285 respondents (69.9%) used their free time to learn or develop skill.

The frequency indicated that, 69.9% (n=285) agreed 'try to learn or develop skills' was the reason why they participated in YP programs because they gained new knowledge during the activities. The various programs offered have enabled youth to see the benefits of participating for learning purposes. This was followed by 'relax and recover' at 67.50% (n=276). Youth often felt that engaging in organized programs helped them to relax possibly because activities were usually organized during weekends and holidays, also after school hours, where youth find it as a way to recover from work. Finally, 49.3% agreed that YP programs have given opportunities for them to get new friends and expand their social contacts among participants, community and officers. Their participations have enabled them to socialize and meet new friends from various states.

C) Feelings of Youth while Engaging in Leisure Activities

This question intended to find out how often youth feel bored, rushed or find themselves thinking about school/work while participating, considering the fact that most of them are still at schools and colleges with some having started working immediately after graduating from high schools. Results were shown in descending order from the highest mean score.

Table 4.4

Feelings while Engaging in Leisure Activities

	Scale of time use				
Feelings	(1) Never (n) %	(2) Seldom (n) %	(3) Some Times (n) %	(4) Often (n) %	(5) Very often (n) %
Find yourself thinking about school/work	(55) 13.3%	(123) 29.9%	(179) 43.4%	(42) 10.2%	(13) 3.2%
Feel rushed?	(58) 14.1%	(114) 27.7%	(175) 42.5%	(50) 12.1%	(15) 3.6%
Feel bored?	(36) 8.7%	(64) 15.5%	(132) 32.0%	(115) 27.9%	(65) 15.7%

Table 4.4 shows their feelings while engaging in leisure activities. To explain the frequency, scale 2 (seldom) and scale 3 (sometimes) are combined to indicate sometimes results since percentages are high at this scale. Results indicated that a higher percentage of participants felt that they sometimes find themselves thinking about school/work (73.3%), feel rushed (70.2%) and feel bored (47.5%).

The results indicated that in general participation has given them the opportunity to develop skills, to relax and establish new contacts, and only at some occasional time

during participation that they think about their school. It is possible because most of YP members are school students from age-15-17, college students from age 18-22 and the rest are already working. Therefore, most of the time their participation has enabled them to keep their mind away from some work demand and the feelings of rush or boredom which indicated that they enjoyed their leisure activities.

4.3 Demographic Profiles of respondents

A total number of 413 questionnaires were distributed among Young Partners who have participated in a variety of programs organized by all the 9 districts in Selangor. The demographic profiles included age, gender, race/ethnic group, districts and parents socioeconomic status (Refer to Table 3.1). Some of the profiles may not make up to the total of 413 responses as some of the respondents did not fill in some of the required details.

There were 9 districts in Selangor and participants who were the YP members came from all over the districts, namely Gombak, Kuala Langat, Kuala Selangor, Klang, Sepang, Sabak Bernam, Hulu Selangor, Hulu Langat, and Petaling.

4.4 Leisure Activities

Leisure activities are the frequency of activities participated among the YP members. This is to answer research question 2:

"What are the differences in terms of gender and socioeconomic status in the types of leisure activities angaged by youth in Selangor?"

Leisure activities are divided into six categories: Passive Leisure, Active Leisure, Social Leisure, Work-related leisure, Substance Use and Criminal Activities. Each category has several items that represent the different types of leisure. The items were then tabulated to find the mean in all categories in terms of the frequency of activities participated from the Likert-scale 1 = hardly ever or never, 2 = about once a month, 3 = about every other week, 4 = about once a week, and 5 = several times per week. Descriptions of findings and discussions are based on the overall mean for participation before it is followed by gender and socioeconomic status.

Substance use and criminal activities were included in the questionnaire in order for the researcher to find out whether youth involved in YP programs were also involved in deviant activities. First, the explanation is based on the overall means and standard deviation of each category of leisure activitiesof respondents, indicating the average time youth participated in the activities before it is further discussed by gender.

4.4.1 Leisure Activities by Gender

A) Passive Leisure

Passive leisure refers to activities that are relaxing, that does not require much physical movement or effort and mostly is the time spent at home. The activities are usually sedentary and require less cognitive functions and do little to improve physical health. There are 9 items listed in passive leisure for this research. These include reading, watching TV/video, sitting around, listening to music, writing correspondence, relaxing, doing nothing, telephone conversation and chatting.

Table 4.5

Mean forParticipation in Passive Leisure

Passive Leisure	N	Mean	Std. Deviation
1. Reading	413	4.01	1.222
2. Watching television/videos	413	4.37	1.132
3. Sitting around feeling bored /	413	3.30	1.394
4.Listening to music	413	4.36	1.077
5.Writing correspondence	413	1.86	1.125
6.Relaxing	413	4.06	1.179
7. Doing nothing	413	2.65	1.543
8. Telephone conversation	413	3.62	1.367
9. Chatting	413	3.23	1.480

Note:
1 - Hardly ever or never
2 - About once a month
3- About every other week
4 - About once a week
5 - Several times per week

Table 4.5 shows the overall mean of participation in passive leisure. Passive leisure implies a desire to refrain from exerting energy. Results indicated that 'watching television/videos' is the most favorite passive leisure engaged by youth in general (m = 4.37), followed by 'listening to music' (m =4.36). Other passive leisure that is participated about once a week included 'relaxing' (mean=4.06) and 'reading' (m=4.01). Writing correspondence (m=1.86) seemed to be the least favorable passive leisure among youth, which was hardly ever or never done, indicating the medium of communication through telephone conversation (m=3.62) and chatting (m=3.23) are more popular and participated more frequently.

Table 4.6 shows the mean score of passive leisure by gender. Overall results indicated that watching TV/video scored the highest mean ($F = 4.59$, $M = 4.32$) in passive leisure by both gender followed by listening to music, reading and relaxing. The lowest score was writing correspondence. This reflected the common pastime among youth in Malaysia, in fact writing correspondence is no longer becoming a trend as youth in a modern society communicate by phones and use internet to correspond with friends and family members.

Table 4.6

Participation in Passive Leisure by Gender

Passive Leisure	Gender	N	Mean	Std. Deviation	t Value	df	sig
1.Reading	F	208	4.26	1.064			
	M	197	3.86	1.169	3.653	394	0.000
2.Watching tv/video	F	207	4.59	.836			
	M	196	4.32	1.035	2.902	375	0.004
3.Sitting around feeling bored	F	206	3.46	1.346	1.486	401	0.138
	M	197	3.26	1.318			
4.listening to music	F	208	4.51	.885			
	M	198	4.30	1.080	2.152	381	0.032
5.Writing correspondence	F	209	1.80	1.147	-1.408	405	0.160
	M	198	1.95	1.077			
6.Relaxing	F	207	4.18	1.076	1.003	402	0.316
	M	197	4.07	1.081			
7.Doing nothing	F	208	2.75	1.515	.827	403	0.409
	M	197	2.62	1.542			
8. Telephone conversation	F	208	3.73	1.342	.797	402	0.426
	M	196	3.63	1.256			
9.Chatting	F	209	3.16	1.531			
	M	198	3.39	1.365	-1.608	404	0.109

In terms of gender aspect, the results showed that female significantly (sig < .05) read more than male (*t* value = 3.653, df =394, sig = .000), with female doing it about once a week (mean = 4.26) and male do it every other week (mean = 3.86). Other passive activities that showed female involve more than male are watching TV/video and listening to music. T test shows that the difference is significant (*t* value = 2.902, df = 375, sig .004) for watching TV and also listening to music (*t* value = 2.152, df = 381, sig = .032).

However, there were no significant differences between genders for other passive leisure with sig > .05, which include 'sitting around feeling bored' ($t = 1.486$, df = 401, sig= .138) and 'writing correspondence' ($t = -1.408$, df = 405, sig = .160), which is hardly ever or never done by them (mean = 1.80 for female and mean=1.95 for male). Other passive activities that are frequently done, at least once a week are 'relaxing'(t=1.003, df = 402, sig = .316) and 'doing nothing' (($t = .827$, df = 403, sig = .409). Finally, 'telephone conversation' ($t = 797$, df = 402, sig = 426), and 'chatting' ($t = -1.608$, df = 404, sig = .109) are done about every other week by both female and male.

The results indicated that female youth did more passive leisure than male youth, which is expected as female are known to be less aggressive than males, with reading, watching TV/video, and listening to music were significantly participated more often by female youth with a frequency about once a week and probably more. This is mostly found in research findings on gender preferences in leisure activities in other some countries discussed in the review of literature.

B) Active Leisure

Active leisure refers to activities that involve the vigorous action of physical or mental energy. Active leisure in this research consists of six items: Sports and exercise, watching live sports, playing a musical instrument, camping, spending time with pets and games such as computer and board games.

Table 4.7

Mean Table for Participation in Active Leisure

Active Leisure	N	Mean	Std. Deviation
1.Sports and exercise	413	3.74	1.187
2.Watching live sports	413	2.89	1.405
3. Playing a musical instrument	413	2.33	1.412
4.Camping	413	2.44	1.271
5.Spending time with pets	413	2.40	1.574
6. Games such as computer and board games	413	3.34	1.455

Table 4.7 shows the mean table for participation among youth in active leisure. Results indicated that sports and exercise (m=3.74) were most frequently participated among youth during free time, which is done nearly once a week. This is followed by games such as computer and board games (m=3.34) and watching live sports (m=2. 89). Camping (m=2.44), spending time with pets (m=2.40) and playing a musical instrument (m=2.33) were among those passive leisure that were participated about once a month only. Surprisingly, playing musical instrument did not seem to be the favorite, which is usually common among youth especially in urban areas. This is probably because most members were located in the rural areas since Young Partners was established to reach

those in the sub urban and rural communities therefore playing and learning how to play musical instruments are not in their pastime as it is costly.

Table 4.8

Participation in Active Leisure by Gender

Active Leisure	Genders	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1.Sports and exercise	F	211	3.51	1.156	-4.111	408	0.000
	M	199	3.98	1.172			
2.Watching live sports	F	210	2.46	1.316	-6.838	407	0.000
	M	199	3.36	1.345			
3. Playing a musical instrument	F	210	2.07	1.301			
	M	199	2.61	1.472	-3.934	395	0.000
4.Camping	F	210	2.22	1.128			
	M	196	2.72	1.323	-4.086	384	0.000
5.Spending time with pets	F	207	2.35	1.624	-1.143	403	0.254
	M	198	2.53	1.497			
6. Games such as computer and board games	F	209	3.17	1.499	-2.717	406	0.007
	M	199	3.55	1.358			

Table 4.8 shows youth participation in active leisure by gender. T-test used was to determine whether there is a statistically significant difference between male and female in the mean scores of types of activities involved. Results indicated that there was a significant difference between male and female in active leisure with male youth participated in active leisure more than female. These include sports and exercise ($t = -4.111$, df = 408 sig =0.000), watching live sports ($t = -6.838$, df = 407, sig = .000), playing a musical instrument ($t = -3.947$, df = 407, sig = 0.000), camping (t value = -

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4.108, df = 404, sig = .000) also playing games such as computers and board games (t = -2.717, df = 406, sig = .007).

The mean results showed that male youth watched live sports every other week (mean = 3.36) as compared to female who watched it about once a month (mean = 2.46) only. While male youth engaged in more sports and exercise (almost about once a week with a mean = 3.98), female youth (mean = 3.51) seemed to participate about every other week only during free time. Male played games such as computer and board games about once a week, more often than female who only engaged in about every other week. Comparatively, male youth significantly played a musical instrument and camping more frequently than female youth, with results showed lesser frequency as compared to other active leisure like sports and games.

However, there is no significant difference between male and female youth in spending time with pets (t = -1.143, df = 403, sig = .254) where both male and female youth did it about once a month only, with a mean = 2.35 for female and mean = 2.53 for male.

This indicates that male youth did more rigorous or active activities in spending their leisure time as compared to female youth. Furthermore, sports and exercise and activities like camping and playing a musical instrument were always being associated with male activities.

C) Social Leisure

Social leisure refers to activities that involve interaction with other people. It is often said to have positive effect on one's personal being and helps to improve relationship within individuals, friends and families. Social leisure involves activities with one or more persons in the youth's social contacts, which includes nine items: visits, going to parties, clubs, movies, hanging around town with friends, spending time with a partner, talking with a friend, attending religious place and family outings.

Table 4.9

Mean for Participation in Social Leisure

Social Leisure	N	Mean	Std. Deviation
1.Visits	413	2.92	1.259
2.Going to parties	413	2.25	1.267
3.Clubs	413	2.18	1.422
4. Movies	413	2.53	1.287
5.Hanging around town with friends	413	3.42	1.380
6.Spending time with a partner	413	2.51	1.494
7.Talking with a friend	413	4.35	1.071
8. Attending religious place	413	3.23	1.207
9. Family outings	413	3.59	1.260

In general, Table 4.9 shows that talking with a friend is the most frequent social activity engaged by youth (m=4.35), which is done nearly several times per week, followed by family outings (m=3.59), which is done about once a week. Hanging out with friends (m=3.42), attending religious place (m=3.23), visits (m=2.92), movies (m=2.53) and spending time with a partner (m=2.51) were done about every other week. Finally, going to parties (m=2.25) and clubs (m=2.28) were the least frequent social activities participated by youth during free time, done about once a month only.

Table 4.10

Participation in Social Leisure by Gender

Social Leisure	Genders	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
1. Visits	F	210	2.90	1.238	-.648	406	0.517
	M	198	2.98	1.256			
2. Going to parties	F	211	2.02	1.189	-3.987	398	0.000*
	M	198	2.52	1.297			
3. Clubs	F	209	1.97	1.374	-3.468	404	0.001*
	M	197	2.45	1.415			
4. Movies	F	205	2.40	1.231	-3.261	398	0.001*
	M	195	2.80	1.221			
5. Hanging around town with friends	F	211	3.30	1.367	-2.054	407	0.041*
	M	198	3.58	1.363			
6. Spending time with a partner	F	211	2.29	1.470	-3.137	407	0.002*
	M	198	2.75	1.486			
7. Talking with a friend	F	210	4.51	.903			
	M	196	4.28	1.056	2.339	385	0.020*
8. Attending religious place	F	211	3.07	1.253			
	M	198	3.43	1.105	-3.113	405	0.002*
9. Family outings	F	211	3.73	1.248	2.161	407	0.031*
	M	198	3.47	1.229			

*Note * s<.05*

Table 4.10 shows youth participation in social leisure by gender. Results indicated that visits were the only social activity that has no significant difference between genders, with sig > .05. Both male (mean = 2.98) and female (mean = 2.90) visit about once a month for their social leisure ($t = -.648$, df = 406, sig = .517).

For the rest of social leisure, results showed that there were significant differences between female and male with sig <.05. For example, item 2, going to parties, although both male and female seem to go about once a month there was a significant difference between both genders ($t = 3.987$, df = 398 and sig = .000), with a mean = 2.02 for

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female and 2.52 for male, which indicates that male youth went to parties more often than female youth.

For item 3, male youth (t = 3.468, df = 404 and sig = .001) seemed to go to clubs more often than female about once a month (mean = 2.45) as compared to female youth who were hardly ever or never (mean = 1.97) been to clubs.

Other significant difference that can be seen from the social leisure between gender was watching movies (t = -3.261, df = 398, sig = .001) with a mean=2.40 for female and mean = 2.80 for male; clearly showing that male youth watched movies more often than female youth.

Other activities like hanging around town with friends (t=2.054, df=407, sig=.041), with a mean=3.58 for male and mean=3.30 for female and spending time with a partner (t = 3.137, df = 407, sig = .002) with a mean = 2.75 for male and mean = 2.29 for female, also indicating that male youth participated more often than female youth in both activities, though both gender seemed to spend more time with friends than with a single partner.

Similarly, attending religious place (t=3.113, df=405, sig=.002) showed that male youth attended it more often, about every other week with a mean = 3.43 and mean=3.07 for female. This is true since almost 90% male participants were Malays which mean that they are Muslims and they go to mosques every week for Friday prayers.

For other social leisure, female youth seemed to engage more than male when it comes to talking with a friend (t = 2.339, df = 385, sig = .020) with a mean = 4.51 which

means the girls talked to their friends several times per week, and a mean=4.28 for male. Female youth also engaged in family outings more than male youth, with a mean=3.73 for female and mean=3.47 for male (t = 2.161, df = 407, sig = .031).

The results showed that in all aspects except for visits, male youth participated more frequently than female youth in social leisure, which indicated that Malaysian male youth were more sociable than female youth. Considering the fact that female youth especially living in the sub-urban and rural areas are not too exposed to city life and lack entertainment places available like cinemas or clubs, thus make it less possible for young female to go out without the supervision of the elderly and family members.

This may indicate healthy social lifestyles of youth by having close social interaction within their friends and family cycles and the least involvement with socialization in clubs and parties.

D) Work-related Activities

Work-related activities are those activities associated with physical activities that youth may spend time working as part of their job to generate income or merely activities that are not part of their jobs, but done as duties, or under informal arrangement. Work-related activities mentioned in this research involved a paying job, studying/doing homework, doing chores around the home, clubs and organizations and hobbies.

Table 4.11

Mean for Participation in Work-related Activities

Work-related activities	N	Mean	Std. Deviation
1.A paying job	413	2.04	1.464
2.Studying/ Doing homework	413	4.02	1.245
3.Doing chores around the home	413	4.03	1.145
4.Clubs and organizations	413	3.59	1.260
5.Hobbies	413	4.01	1.235

Table 4.11 shows the mean frequency of participation in work-related activities during leisure time. Results indicated that doing chores around the home (m=4.03), studying/ doing homework (m=4.02), hobbies (m=4.01)and participating in clubs and organizations (m=3.59) were done about once a week by youth during leisure time. A paying job (m=2.04) was not popular among youth as it was only performed about once a month only.It means, very few of them have a paying job during free time or after school hours probably because of time constraint, lack parental support or opportunities to do so in their community and living areas.

Table 4.12

Participation in Work-related Activity by Gender

Work-related activity	Genders	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
1.A paying job	F	211	1.65	1.276			
	M	199	2.45	1.540	-5.731	385	.000*
2.Studying/ Doing homework	F	211	4.36	1.026			
	M	199	3.67	1.344	5.831	370	.000*
3.Doing chores around the home	F	211	4.42	.914			
	M	199	3.64	1.214	7.304	367	.000*
4.Clubs and organizations	F	211	3.56	1.257	-.473	408	.636
	M	199	3.62	1.273			
5.Hobbies	F	211	4.08	1.226	1.036	408	.301
	M	199	3.95	1.232			

*Note *s < .05*

Table 4.12 shows youth participation in work-related activity by gender. Results indicated that there were significant differences between male and female youth in work-related activity leisure participation for items 1, 2 and 3. For example, for item 1, male youth seemed to participate more significantly in paying job, about once a month (mean = 2.45) as compared to female, who hardly ever or never, with a mean = 1.65 ($t = 5.731$, df = 385, sig = .000). This is not surprising as male have more freedom to go out and have jobs after school hours or during holidays as compared to female youth who are more protected by their parents.

For item 2 and item 3, female youth seemed to do studying/doing homework ($t = 5.831$, df = 370, sig = .000) and doing chores around the home ($t = 7.304$, df = 367, sig = .000) more significantly than male. This indicates that female youth did activities around the house more significantly than male youth who preferred to do outside activity like a paying job and being involved in clubs or organizations. This is relevant as house chores are usually being associated with women's jobs, and research in many other

countries also showed similar findings. Female youth is also considered as more hardworking than male youth who prefer more outdoor activities than to sit down and do homework.

Finally, there were no significant differences for item 4 (clubs and organizations) and item 5 (hobbies) in terms of work-related activity between gender. Both male and female youth participated in clubs and organizations and involved in hobbies about once a week.

E) Substance Use

Substance use is a pattern of harmful *use* of any *substance* for mood-altering purposes. Alcohol, cigarettes and drugs are the items mainly misused by youth in general and the study is to find out if youth who are actively participating in YP are also involved in substance use.

Table 4.13

Mean for Participation in Substance Uses

Substance use	N	Mean	Std. Deviation
1.Alcohol	413	1.06	.578
2.Cigarettes	413	1.37	1.109
3.Drugs	413	1.01	.426

Table 4.13 shows a mean table of participation in substance use among youth. In general, results showed that youth hardly ever or never committed in all categories in the substance use, as mean is less is than 2.00. For instance, the mean use of alcohol is 1.06, followed by cigarettes (m=1.37) and drugs (mean=1.01).

Table 4.14

Substance Use by Gender

Substance use	Genders	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
1.Alcohol	F	211	1.00	.316			
	M	199	1.13	.758	-2.248	262	0.025*
2.Cigarettes	F	211	1.01	.324			
	M	199	1.74	1.457	-6.901	216	0.000*
3.Drugs	F	211	1.00	.316	-.950	408	0.343
	M	199	1.04	.516			

*Note *s < .05*

Table 4.14 shows the substance use by gender. Results indicated that there were significant differences between gender in alcohol and cigarettes intake. Male youth consumed more alcohol or at least have taken alcohol more than female youth ($t = -2.248$, df = 262, sig = .025). Similarly, male youth seemed to involve in cigarettes more significantly than female ($t = 6.901$, df = 216, sig = .000). This is relevant as the number of smokers among youth in Malaysia is increasing and most findings showed that peer influence as the significant contribution to the act and male youth are seen to smoke more openly and more rampant than female youth. Although alcohol and cigarettes are prohibited among school students, their curiosity and the struggle to be accepted in the group among peers have forced them to try and take up cigarettes and even alcohol.

However, there was no significant difference between male and female youth in using drugs when both gender hardly ever or never use drugs, with a mean = 1.00 for female and mean = 1.04 for male youth. The findings indicated that their involvement in organized YP programs might have helped them to be more reliable than to be influenced in negative activities. Furthermore, drug abuse will receive a heavy penalty in Malaysia.

G) Criminal Activities

In addition to the substance use, the inclusion of criminal activities in identifying leisure participation among youth was to find out whether YP programs have helped youth to gain benefits in the organized leisure participation. There were six types of criminal activities under this category: Breaking and entering, burglary, motor vehicle theft, property damage, assault and other trouble with the police.

Table 4.15

Mean for Participation in Criminal Activities

Criminal activities	N	Mean	Std. Deviation
1.Breaking and entering	413	1.02	.500
2.Burglary	413	1.01	.482
3.Motor vehicle theft	413	1.00	.421
4.Property damage	413	1.08	.550
5.Assault	413	1.07	.555
6.Other trouble with the police	413	1.05	.560

In general, mean results of youth participations as shown in Table 5.5 in criminal activities indicated that youth hardly ever or never involved in any criminal activities with a mean less than 2.00 for all categories.

Table 4.16

Participation in Criminal Activities by Gender

Criminal Activities	Genders	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1.Breaking and entering	F	211	1.00	.331	-1.013	408	.311
	M	199	1.05	.630			
2.Burglary	F	211	1.00	.331	-.944	408	.346
	M	199	1.04	.602			
3.Motor vehicle theft	F	211	.99	.324	-.713	408	.476
	M	199	1.02	.502			
4.Property damage	F	211	1.08	.550	.189	408	.851
	M	199	1.07	.546			
5.Assault	F	211	1.08	.559	.278	408	.781
	M	199	1.07	.551			
6.Other trouble with the police	F	211	1.00	.384	-1.710		
	M	199	1.10	.696		304	.088

Table 4.16 showed youth participation in criminal activities by gender. Results indicated that there were no significant differences between male and female youth in criminal activities with sig > .05. With a mean ranges from .99 to 1.08 both male and female youth seemed to be positive in their well-being in terms of moral as they hardly ever or never get involved in criminal activities mentioned.

This indicates that YP programs have helped Malaysian youth to be more responsible in their leisure time use, disciplined, cultured and independent, also inculcate some positive values in them.

4.4.2   Leisure Activities across SES

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The items in the activities included passive, active, social leisure, work-related, substance use and criminal, and family background comes from lower, middle and higher socioeconomic status. In general, the majority of youth involving in YP programs was from the lower SES, followed by middle then upper group. Thus, the analysis was conducted to determine if there was any significant difference in terms of SES groups with the types of activities that the youth participated.

Table 4.17 shows the results of leisure activities across SES. There are four leisure activities that were found to be not significant among different SES groups (sig > .05). They are passive leisure and work- related leisure, the other two is substance use and criminal activities, which are the two additional categories in order to find out whether youth were involved with any related misconduct behavioral activities.

For passive leisure, the total means of 3.49 indicated that regardless of their family backgrounds, youth were frequently involved in passive leisure 'about every other week'. This is similar with work-related activities where youth across three different SES were also frequently involved in the activities' about every other week' with a total mean of 3.5. Substance use and criminal activities were two activities that were 'hardly ever or never' been involved by youth at all levels of different SES groups with a total mean = 1.14 and 1.03 respectively.

However, results showed that there were significant differences between SES in active and social leisure activities, which indicated that leisure participation among youth in both leisure activities were also influenced by their social background and income. Post Hoc Test was carried out to determine the differences.

Table 4.17

Comparing Leisure Activities across SES Groups

Categories of Leisure Activities	SES	N	Mean	df	t	Sig
a) Passive	lower	244	3.4485	2,392	1.619	0.199
	middle	105	3.5862			
	upper	46	3.5193			
	Total	395	3.4934			
b) Active	lower	244	2.7336		1.619	0.000*
	middle	105	3.0667	2,392		
	upper	46	3.1123			
	Total	395	2.8662		10.099	
c) Social leisure	lower	244	2.9476			0.029*
	middle	105	3.0995	2,392		
	upper	46	3.1787		3.565	
	Total	395	3.0149			
d) Work related	lower	244	3.5033			
	middle	105	3.6114	2,392	1.716	0.181
	upper	46	3.6913			
	Total	395	3.5539			
e)Substance	lower	244	1.1380	2,392	.408	0.665
	middle	105	1.1746			
	upper	46	1.0870			
	Total	395	1.1418		2.971	
f) Criminal	lower	244	1.0014	2,392		
	middle	105	1.1238		1.619	0.052
	upper	46	1.0362			
	Total	395	1.0380			

Note s < .05*
1 - Hardly ever or never
2 - About once a month
3- About every other week
4 - About once a week
5- Several times per week

Post Hoc test was carried out in order to identify exactly where the differences between each of the groups lie. There was statistically a significant difference at the $p < .05$ level in leisure activities scores for active and social leisure between different SES groups (Table 4.18). For active leisure (f = 1.619, p = .0) for instance, although the actual difference in mean score between groups was quite small but Post Hoc Test in Table 4.18 showed that the actual difference lay between lower and middle groups (sig. = .000). Another significant difference was between lower and upper SES (sig = .005). There was actually no true significant difference between middle and upper groups.

The post-hoc finding indicated that youth of lower SES involved in less active leisure as compared to middle and higher SES groups. This signified that youth from bigger income families are able to involve in more active leisure since the activities may require more expensive sports and exercise equipment, also expenses to travel for watching live sports, latest musical instrument and cost for buying food for pets and new CDs for games.

For social leisure (f = 3.56, p = .029), although there were significant differences across SES as shown in Table 4.18, however Post Hoc test revealed that the lower group did not differ significantly with either middle or upper groups, meaning, there is no real difference in between the three SES groups and youth across all socioeconomic status spend similar social leisure activites.

Table 4.18

Post Hoc test for Leisure Activities

Dependent Variable	(I) SES	(J) SES	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Active	Lower	middle	-.33306*	.08728	.000	-.5429	-.1232
		upper	-.37871*	.12021	.005	-.6677	-.0897
	middle	lower	.33306*	.08728	.000	.1232	.5429
		upper	-.04565	.13222	1.000	-.3636	.2723
	Upper	lower	.37871*	.12021	.005	.0897	.6677
		middle	.04565	.13222	1.000	-.2723	.3636
Social	Lower	middle	-.15184	.07683	.146	-.3366	.0329
		upper	-.23111	.10581	.089	-.4855	.0233
	middle	lower	.15184	.07683	.146	-.0329	.3366
		upper	-.07927	.11639	1.000	-.3591	.2006
	Upper	lower	.23111	.10581	.089	-.0233	.4855
		middle	.07927	.11639	1.000	-.2006	.3591

Note.*The mean difference is significant at the 0.05 level.*

4.5 Leisure Attitudes

In this research descriptive statistic using mean was used to measure youth attitudes toward the activities organized by Young Partners in general; and *t*-test was used to measure their attitudes by gender. There are also several items listed in each category and the mean was calculated in order to answer research question 3.

The items for *cognitive* aspect starts from questions 1-11, *affective* aspect is from questions 12-22 and *behavioral* aspect from questions 23-33. Each category was divided into three different tables of group statistics in order to present the data analysis.

4.5.1 Leisure Attitudes by Gender

Questions on leisure attitudes are to determine the young people's state of mind, rather than the frequency of their engagement. This is to answer the first part of research question 3 on leisure attitude between male and female youth in the context of YP policy.

A) Cognitive Aspects of Leisure Attitude

The cognitive aspect refers to the mental process ofperceptions about leisure. It is to measure their general knowledge and beliefs about leisure. There are 11 items in this aspect, 4 items in Q4, Q8, Q10 and Q11 were given as negative statements in order to alert the participants so they will not simply tick the answers without reading and understanding the questions asked.

Table 4.19

Mean for Cognitive Aspects in Leisure Attitudes

Cognitive Aspects	N	Mean	Std. Deviation
1. I freely choose the activities I do in my leisure time	413	4.12	.962
2. My leisure activities are very interesting to me	413	4.00	.965
3. I enjoy doing my leisure activities	413	4.16	.941
4. I feel frustrated in my free time	413	2.44	1.160
5. My leisure activities give me self confidence	413	3.81	1.000
6. My leisure activities give me a sense of self accomplishment	413	4.04	.904
7. I use many different skills and abilities in my leisure time	413	3.92	.890
8. I consider leisure activities a waste of time	413	2.04	1.085
9. When I am doing my leisure activities I become fully involved	413	3.70	.957
10. My choice of leisure activities are limited by my lack of skills	413	2.64	1.056
11. I feel lonely in my free time	413	2.69	1.255

Note:

1- Strongly disagree
2- Disagree
3- Not sure
4- Agree
5- Strongly agree

Table 4.19 shows the mean table for cognitive aspect in leisure attitudes among youth. The higher scales of the means show higher positive attitudes toward leisure. Results indicated that youth perceived leisure as giving them some positive benefits. It is shown in items 1, 2, 3, 5, 6 and 7 with mean scores range from 3.70 to 4.16 which marked 'agree' responses from youth. For example, youth in general 'agreed' that the "leisure activities were interesting" (m=4.00) and "gave them a sense of self accomplishment" (m = 4.04). They also enjoyed themselves (m = 4.16) and they have the freedom to choose the activities they wanted to do (m = 4.12). Youth also believed that they can "use many different skills and abilities" in their leisure (m = 3.92) and not only that leisure "gave them self-confidence" (m = 3.81), it also made them "fully involved" (m = 3.70) during participation.

However, there were almost some unsure responses from youth in items 10 and 11. Youth were 'not sure' if their "choice of leisure activities are limited by lack of skills" (m = 2.64) and they "feel lonely in their free time" (m = 2.69).

Likewise, youth 'disagreed' to consider that their "leisure activities a waste of time" (m = 2.04) for item 8, and they "feel frustrated in their free time" (m = 2.44) in item 4. It means youth considered leisure activities with YP programs were not a waste of time and they did not feel frustrated. This concluded the notion about youth perception and belief toward their leisure activities was actually fulfilling and worthwhile.

Table 4.20

Cognitive Aspects of Leisure Attitudes by Gender

Cognitive Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. I freely choose the activities I do in my leisure time	F	211	4.20	.932	1.590	408	.113
	M	199	4.06	.960			
2. My leisure activities are very interesting to me	F	211	4.05	.917	.874	408	.383
	M	199	3.97	.989			
3. I enjoy doing my leisure activities	F	211	4.22	.951	1.116	408	.265
	M	199	4.12	.905			
4. I feel frustrated in my free time	F	211	2.47	1.156	.495	408	.621
	M	199	2.42	1.169			
5. My leisure activities give me self confidence	F	211	3.79	.978	-.540	408	.590
	M	199	3.84	1.000			
6. My leisure activities give me a sense of self accomplishment	F	211	4.05	.888	.082	408	.935
	M	199	4.04	.898			
7. I use many different skills and abilities in my leisure time	F	211	3.90	.831	-.509	408	.611
	M	199	3.94	.928			
8. I consider leisure activities a waste of time	F	211	1.95	1.020	-1.943	408	.053
	M	199	2.16	1.146			
9. When I am doing my leisure activities I become fully involved	F	211	3.64	.891	-1.430	408	.154
	M	199	3.77	1.007			
10. My choice of leisure activities are limited by my lack of skills /	F	211	2.64	1.034	-.033	408	.974
	M	199	2.64	1.082			
11. I feel lonely in my free time	F	211	2.72	1.255	.459	408	.646
	M	199	2.66	1.260			

Table 4.20 shows the cognitive aspects of leisure attitudes by gender. It shows that there were no significant differences in terms of their cognitive attitudes towards Young Partners' activities between genders in all items from item 1 – item 11 with significant values > .05.

This means both male and female youth have positive attitudes towards leisure activities from the cognitive aspects because the highest score results showed a high cognitive leisure attitudes.

For item 1, youth agreed that they freely chose the activities they do in their leisure time (mean = 4.20 for female and mean = 4.06 for male). They also agreed that their leisure activities were very interesting to them (item 2) and they enjoyed doing their leisure activities (item 3). However, they did not agree that they feel frustrated in their free time for item 4, with a mean=2.47 for female and mean=2.42 for male (t =.495, df=408, sig=.621), which gives an indication that they enjoyed their free time, this is because item 4 was put in a negative form and therefore the lower the mean, the higher the value of positivity.

For item 5, youth seemed to 'agree' that leisure has given them self confidence (mean = 3.79 for female and mean = 3.84 for male). They also 'agreed' that in item 6 leisure activities provided them with a sense of self accomplishment (mean = 4.05 for female and mean = 4.04 for male) and that they used many different skills and abilities in their leisure time in item 7 (mean = 3.90 for female and mean = 3.94 for male).

Item 8 showed that youth disagreed to the statement they considered leisure activities a waste of time (mean = 1.95 for female and mean = 2.16 for male). As item 8 was put in a negative statement, therefore, lower mean results indicated positive cognitive aspect

which means leisure activities were not actually 'a waste of time'. Thus, all the responses displayed positive perceptions about leisure participation among youth.

Youth also 'agreed' that they were fully involved when doing their leisure activities for item 9 with a mean = 3.68 for female and a mean = 3.77 for male, which required their full attention and commitment while engaging in the activities.

Finally, responses for item 10 and 11 gave the indication that they somewhat 'disagreed' when asked whether their choice of leisure activities were limited by their lack of skills (mean = 2.64 for both female and male) and whether they felt lonely in their free time (mean = 2.72 for female and mean = 2.66 for male). Since both items were put as negative statements, therefore, the response in item 10 actually showed that lack of skills did not limit the enjoyment in extensive choices of leisure activities among youth of both genders. This means participating in various YP activities was still enjoyable for them. Similarly, the response in item 11 indicated that youth did not feel lonely in their free time.

All in all, male and female youth have positive attitudes and perceptions toward all the components of cognitive aspects, which refer to general knowledge and beliefs about leisure. Thus, derives the ideas that YP activities have helped them to improve their physical and mental health, and at the same time provided enjoyable experiences to them, regardless male or female.

B) Affective Aspects of Leisure Attitude

Affective aspect of leisure refers to youth positive or negative feelings towards their own leisure; it is their liking of experiences and the evaluation of their leisure experiences. There are 11 items in this questionnaire that represented the affective attitude towards leisure activities organized by Young Partner as shown in Table 5.11.

Table 4.21

Mean Table for Affective Aspects in Leisure Attitudes

Affective Aspects	N	Mean	Std. Deviation
12. My leisure activities are intellectually challenging	413	3.27	1.073
13. My leisure activities have a positive effect on my life	413	3.97	.881
14. My leisure activities help me to relax	413	3.76	.982
15. My leisure activities help me to relieve stress	413	4.12	.901
16. My leisure activities contribute to my happiness	413	4.00	.852
17. I do leisure activities because I enjoy them	413	4.04	.913
18. I have social interaction with others through leisure activities	413	4.02	.892
19. My leisure activities have helped me make friends	413	4.08	.880
20. I prefer leisure activities that involve groups	413	4.03	.917
21. I enjoy helping others in my leisure time	413	3.92	.921
22. I feel comfortable and accepted among those I do leisure activities with	413	3.92	.970

Note:
1- Strongly disagree
2- Disagree
3- Not sure
4- Agree
5- Strongly agree

Table 4.21 shows the total mean response for affective aspect in leisure attitudes among youth. Results indicated that youth have positive leisure attitudes in almost all aspects of affective domain. The total mean response from 3.76 to 4.12 represented the scale 'Agree' toward affective leisure attitudes; indicating youthpositive feelings toward their own leisure and affirmed their liking of leisure experiences organized by Young Partners. The only aspect that they were 'not sure' was item 1, "my leisure activities are intellectually challenging" with a mean = 3.27. This is probably because of the lack of intellectually stimulating activities during their leisure participation.

Table 4.22 shows the affective aspects of leisure attitudes by genders. The results illustrated that there were no significant differences in terms of their affective attitudes toward Young Partners' activities between genders in all other items with sig. > .05 except for item 12 and item 20with significant < .05.

For item 12, responses to the statement "my leisure activities are intellectually challenging" showed male participants significantly were not sure about the statement more than female participants with a mean = 3.41 for male and mean = 3.16 for female ($t = -2.337$, df = 408, sig = .020). It means, although both male and female youth were not sure whether their participation was intellectually challenging, generally it is always said that female youth especially students study and do their homework more than the male student thus giving an impression that they preferred activities that were more intellectually challenging.

Table 4.22

Affective Aspects of Leisure Attitudes by Genders

Affective Aspects	Gender	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
12. My leisure activities are intellectually challenging	F	211	3.16	1.011	-2.337	408	.020*
	M	199	3.41	1.119			
13. My leisure activities have a positive effect on my life	F	211	3.96	.841	-.615	408	.539
	M	199	4.01	.893			
14. My leisure activities help me to relax	F	211	3.84	.956	1.566	408	.118
	M	199	3.69	.986			
15. My leisure activities help me to relieve stress	F	211	4.16	.885	.809	408	.419
	M	199	4.09	.883			
16. My leisure activities contribute to my happiness	F	211	4.00	.837	-.064	408	.949
	M	199	4.01	.847			
17. I do leisure activities because I enjoy them	F	211	4.00	.878	-1.249	408	.213
	M	199	4.11	.914			
18. I have social interaction with others through leisure activities	F	211	3.95	.919	-1.763	408	.079
	M	199	4.11	.831			
19. My leisure activities have helped me make friends	F	211	4.05	.922	-.916	408	.360
	M	199	4.13	.806			
20. I prefer leisure activities that involve groups	F	211	3.94	.979	-2.158	408	.032*
	M	199	4.14	.814			
21. I enjoy helping others in my leisure time	F	211	3.96	.938	.643	408	.521
	M	199	3.90	.882			
22. I feel comfortable and accepted among those I do leisure activities with	F	211	3.87	1.004	-1.353	408	.177
	M	199	4.00	.905			

*Note * s < .05*

Similarly, item 20 'I prefer leisure activities that involve groups' showed that male participants significantly agreed more to this statement than female with a mean = 4.14 for male and mean = 3.94 for female (t=-2.158, df=408, sig=.032). Thus it shows male youth preferred activities that involved groups more that the female participants. This means male youth seemed less inhibited and enjoyed making friends during participating in structured leisure activities organized by YP as compared to female youth.

For other items, there were no significant differences between male and female youth, with significant values >.05. For example, results showed that for item 13, both female and male participants 'agreed' that their leisure activities have a positive effect on their life, with a mean = 3.96 for female and mean= 4.01 for male. Similarly, item 14 seemed to denote that both female and male participants also 'Agreed' that their leisure activities help them to relax, with a mean = 3.84 for female and mean = 3.69 for male (t = 1.566, df = 408, sig = .118). This could mean their time for leisure after school hours has helped them to get away from any workloads at home and schools and release their stress.

The statement above is relevant to the response given in item 15 which indicates that both female and male youth 'agreed' that their leisure activities have helped them to relieve stress (t = .809, df = 408, sig = .419). Similarly, item 16 showed that both gender agreed that their leisure activities have contributed to their happiness (t = -.064, df = 408, sig = .949) with a mean = 4.00 for female and mean = 4.01 for male. They also 'agreed' that they did the activities because they enjoyed them (t = -1.249, df = 408, sig = .213) which gives a mean = 4.00 for female and mean = 4.11 for male in item 17. Thus, the higher mean for each category indicated the higher positive value in their participation.

For item 18, both gender agreed that they have social interaction with others through leisure activities (t = -1.763, df = 408, sig = .079), especially among male youth (mean = 4.11) and a mean = 3.95 for female. The same response was given for item 19 whereby both genders agreed that their leisure activities have helped them to make friends, with a mean = 4.05 for female and mean = 4.13 for male (t = -916, df = 408, sig = .360). This showed that YP programs have helped them to make more friends and encouraged social contacts among each other and with the community.

For item 21, the participants also seemed to 'agree' that they enjoyed helping others in their leisure time (t = .643, df = 408, sig = .521), with a mean = 3.96 for female and a mean = 3.90 for male, which demonstrated positive social interactions developed during participation. Finally, item 22 signified that the male participants agreed more that they felt comfortable and accepted among those they did their leisure activities (t = -1.353, df = 408, sig = .177) with a mean=4.00 as compared to female with a mean=3.87, which again reflected the nature of male youth who are typically more sociable and spend a substantial amount of time in extracurricular activities in school, including in community-based organizations, which required interactions with individuals within their groups.

Generally the findings suggested that both male and female youth have positive leisure attitudes from the results of various degrees of feelings, interest, and expectancy in affective components toward leisure activities. This also means their evaluation of their own leisure experiences was positive which gave the indication that YP policy have influenced the young people to gain positive leisure attitude from the affective domain because the higher the mean score the more positive their feelings toward their leisure experience.

C) Behavioral Aspects of Leisure Attitude

Behavioral aspect of leisure attitudes is the intentions of youth of their current and past leisure participation in relation to YP programs. There were also 11 items in the behavioral aspects asked from Questions 23-33, with 5-Likert scale for their choices to response from 1- Strongly Disagree to 5- Strongly Agree.

Table 4.23

Mean for Behavioral Aspects in Leisure Attitudes

Behavioral Aspects	N	Mean	Std. Deviation
23. I prefer to get away from people in my leisure time.	413	2.19	1.216
24. I look forward to my free time but when it comes I don't know what to do with it.	413	2.95	1.226
25. My free time is usually so full of activities that it rarely seems long enough.	413	3.47	1.058
26. I often feel that I have too much free time	413	3.01	1.128
27. I generally enjoy my time away from school	413	3.37	1.145
28. During holidays and at weekends I often end up wishing I was back to school	413	3.46	1.183
29. I feel healthy and relax at weekends	413	3.89	.949
30. I feel that I would enjoy being more active during my time off school, but mostly end up just lazing around.	413	3.05	1.169
31. I suffer a lot from headaches (or other problems) at weekends.	413	2.47	1.206
32. My leisure time is pretty well organized as I like it.	413	3.33	1.052
33. I spend a lot of my weekends and holidays worrying about work and other problems	413	3.35	1.121

Note
1- Strongly disagree
2- Disagree
3- Not sure
4- Agree
5- Strongly agree

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Table 4.23 shows the total response of youth for behavioral aspect in leisure attitudes. Results signified that youth seemed to 'agree' on item 29 only that "I feel healthy and relax at weekends" with a mean=3.89. This is relevant as people usually associate weekends with leisure and recreation, and also the time to take the mind off from work and school-related activities that usually are the cause of stressful situations during weekdays among youth.

However, youth responded 'not sure' about their intentions of their participation in almost all items. This is reflected in the mean scores that range from 2.47 to 3.47. For example, in item 30 "I feel that I would enjoy being more active during my time off school, but mostly end up just lazing around", with a mean = 3.05.

The only aspect that youth 'disagreed' was in item 23, "I prefer to get away from people in my leisure time" with a mean=2.10. This response indicated youth preferences about being around with people and socializes among them during leisure time.

Table 4.24 shows youth attitudes from the behavioral aspect by comparing their gender. Data analysis showed that there was only one significant difference between gender in item 30 with sig <. 05. Although both female and male youth were 'not sure' whether theywould enjoy being more active during their time off school, but mostly end up just lazing around, a mean = 3.18 for female and mean = 2.93 (t=2.139, df = 408, sig=.033) respectively, but the difference was significant. Since item 30 was put in a negative form, therefore result implied that both male and female youth actually enjoyed being more active during their time off school, but mostly they would end up just lazing around by doing nothing.

Table 4.24

Behavioral Aspects of Leisure Attitudes by Gender

Behavioral Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
23. I prefer to get away from people in my leisure time.	F	211	2.15	1.217	-.660	408	.510
	M	199	2.23	1.221			
24. I look forward to my free time but when it comes I don't know what to do with it.	F	211	2.93	1.248	-.340	408	.734
	M	199	2.97	1.204			
25. My free time is usually so full of activities that it rarely seems long enough.	F	211	3.50	1.030	.433	408	.665
	M	199	3.46	1.076			
26. I often feel that I have too much free time	F	211	2.95	1.099	-1.285	408	.200
	M	199	3.10	1.153			
27. I generally enjoy my time away from school	F	211	3.29	1.108	-1.586	408	.114
	M	199	3.47	1.171			
28. During holidays and at weekends I often end up wishing I was back to school	F	211	3.57	1.162	1.866	408	.063
	M	199	3.36	1.188			
29. I feel healthy and relax at weekend	F	211	3.88	.931	-.410	408	.682
	M	199	3.92	.950			
30. I feel that I would enjoy being more active during my time off school, but mostly end up just lazing around.	F	211	3.18	1.118	2.139	408	.033*
	M	199	2.93	1.208			
31. I suffer a lot from headaches (or other problems) at weekends.	F	211	2.53	1.232	1.041	408	.298
	M	199	2.41	1.172			
32. My leisure time is pretty well organized as I like it.	F	211	3.31	.954			
	M	199	3.37	1.138	-.613	387	.540
33. I spend a lot of my weekends and holidays worrying about work and other problems.	F	211	3.40	1.101	.737	408	.462
	M	199	3.32	1.139			

*Note * s < .05*

For the rest of the items, the results signified no significant differences in terms of their behavioral attitudes toward Young Partners' activities between genders with significant values > .05.

In view to that, for item 23 both male and female participants disagreed that they preferred to get away from people in their leisure time with a mean = 2.15 for female and mean = 2.23 for male (t= -660, df = 408, sig. = .510). This means they liked to be with friends or other people and have more interactions during leisure time especially while participating in YP programs because item 23 was put in as a negative statement and lower mean score means higher positive attitudes.

Similarly, male and female participants also disagreed whether to look forward to their free time but when it comes they do not know what to do with it, with a mean = 2.93 for female and a mean = 2.97 for male for item 24. This statement was put in a negative way thus implying that youth basically know what to do with their free time. Although the mean score was slightly higher toward 'not sure', it can also be concluded that from the YP policy perspective, youth need to be guided and informed of activities available around the community places and as they have no clue about the content of activities participated.

Item 25 hinted that both male and female participants were not sure about the statement that their free time was usually so full of activities that it rarely seemed long enough(t = .433, df = 408, sig. = .665). For item 26, male participants were not sure to the statements that they often feel they have too much free time (t = -1.285, df = 408, sig. = .200) and female seemed to disagree to the statement. This means, youth leisure time seemed to be occupied with activities.

Both male and female youth were 'not sure' whether they generally enjoyed their time away from school for item 27 (t = -1.586, df = 408, sig. = .114). Thus it indicated that youth generally were not sure about their leisure time as they were not supervised and when it did not involve YP programs.

Also for item 28 they were 'not sure' that during holidays and at weekends they often end up wishing they were back to school (t = 1.866, df = 408, sig. = .063) which means if their leisure time was interestingly and beneficially fulfilled they would not end up wishing they were back to school, since they could also have friends in school.

However, for item 29, both male and female participants almost 'agreed' that they felt healthy and relax at weekends, with a mean = 3.88 for female and a mean = 3.92 for male (t= - 410, df = 408, sig = .682). They probably were not feeling too relax when involving in YP activities as the activities require a lot of energy when participation in groups and the community.

However, both male and female participants 'disagreed' with the statement in item 31 thatthey suffered a lot from headaches (or other problems) at weekends with a mean = 2.53 for female and a mean = 2.41 for male (t= 1.041, df = 408, sig = .298). Since the statement was put in a negative form, the mean score implied that youth actually did not suffer any kinds of problems or headaches during leisure time. Thus indicated that leisure participation in YP activities have given them enjoyment and excitement.

Finally, both female and male participants were not sure whether their leisure time was pretty well organized as theyhave liked it for item 32 with a mean = 3.31 for female and mean = 3.37 for male (t= -613, df = 387, sig. = .540) and whether they have spent a lot

of their weekends and holidays worrying about work and other problems for item 33, with a mean = 3.40 for female and a mean = 3.32 for male (t = .737, df = 408, sig. = .462). It means youth were not truly aware that YP participation has helped them to organize their leisure. Furthermore, being youth the majority of whom are still in schools, worrying about work and other problems may not be too significant in their context.

To conclude, if their preferred level of participation is lower and the actual participation levels increased, there would be negative effects on well-being which is conversely with cognitive aspect that when the score is higher the perceived level for quality of life is also increased. So, the components in the behavior reflected youth's actions according to their leisure participation and the results seemed to convince that youth have gained several expected benefits which also meant they will develop a positive attitude toward their leisure life (Ragheb & Beard, 1982).

4.5.2 Leisure Attitudes across SES

In order to answer research question 3(b) on youth's attitudes toward YP programs across different SES, the Leisure Attitude Measurement (LAM) was used to identify the attitudes of youth towards leisure in the context of the Young Partners policy. The SES was measured from lower, middle and upper class family groups, and leisure attitudes were categorized from the Cognitive, Affective and Behavioral means. Later, Post Hoc Test was carried out to test the differences between each of the specific family groups.

Table 4.25 shows that there were no significant differences among all three SES groups for Affective and Behavioral aspects (sig. > .05). In terms of their evaluation about their leisure experiences (affective mean), youth in all SES seemed to have positive attitudes toward their leisure activities. It means their feelings, interest and expectancy were generally the same across all levels of social income group and gave positive evaluation on their participation in YP programs.

However, youth across all SES seemed not sure about their intentions on their current and past leisure (behavioral) participation in YP activities. This could mean that there were some limiting conditions that influenced their behavioral performance. For example, some extrinsic factors like the facilities or the nature of the program may have influenced their behavioral intentions.

Finally, the results showed that leisure attitude from the cognitive aspect seemed to be significant (sig. < .05) where youth from upper SES have better perceptions towards activities organized by YP (mean = 4.0079). It means, youth from higher SES group have more general knowledge about leisure as compared to youth from lower and

middle SES groups, which gave them positive effects on leisure participation especially in the context of YP policy.

Table 4.25

Comparing Leisure Attitudes among Youth across Different SES

		N	Mean	df	f value	Sig
Cognitive mean	lower	244	3.7556	2,392	4.367	.013
	middle	105	3.8736			
	upper	46	4.0079			
	Total	395	3.8163			
Affective mean	lower	244	3.9057	2,392	.863	.423
	middle	105	3.9835			
	upper	46	3.9862			
	Total	395	3.9358			
Behavioral mean	lower	244	3.2511	2,392	1.521	.220
	middle	105	3.1602			
	upper	46	3.2510			
	Total	395	3.2269			

Post Hoc test was carried out in order to determine specifically where the differences between each of the group lie for cognitive aspect in leisure attitudes. Table 4.26 shows that there were no real differences across the three SES groups. Youth from all SES groups seemed to have the same level of agreement towards the activities organized by YP. Youth from three SES groups have positive attitudes toward their leisure.

Table 4.26

Post hoc Test for Cognitive Aspects in Leisure Attitudes

(I) SES	(J) SES	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower	middle	-.06428	.05358	.693	-.1931	.0645
	higher	-.01659	.07379	1.000	-.1940	.1608
Middle	lower	.06428	.05358	.693	-.0645	.1931
	higher	.04769	.08117	1.000	-.1475	.2429
Higher	lower	.01659	.07379	1.000	-.1608	.1940
	higher	-.04769	.08117	1.000	-.2429	.1475

4.6 Leisure Satisfaction

Leisure Satisfaction scales were measured from six factors namely the Psychological, Educational, Social, Relaxation, Physiological and Aesthetic. Questions 1-4 were constructed to measure the psychological aspect, Questions 5-8 for Educational, Questions 9-12 for Social, Questions 13-16 were for Relaxation, Questions 17-20 for Physical and Questions 21- 24 were for Aesthetic components.

Leisure satisfaction was measured to identify whether youth have different level of satisfaction toward leisure activities in the context of YP policy. Descriptive statistics using total mean scores and standard deviation for overall youth responses is presented first and *t-test* was used to measure leisure satisfaction to show if there were any significant differences by gender.

A) Psychological Aspect

There were 4 items in this component. The items were to ask youth sense of freedom, enjoyment, self-accomplishment and self-confidence while engaging in leisure activities in the context of the YP policy.

Table 4.27 shows the total mean scores of youth leisure satisfaction from psychological aspect. The overall mean that ranges from 3.90 to 4.03 indicated that leisure activities have given youth the psychological benefits of leisure satisfaction. It is the sense of freedom or enjoyment that they experienced.

Table 4.27

Mean for Psychological Aspects in Leisure satisfaction

Psychological Aspects	N	Mean	Std. Deviation
1. My leisure activities give me a sense of enjoyment	413	4.03	.890
2. My leisure activities give me a sense of self-accomplishment	413	3.90	.941
3. My leisure activities give me a sense of freedom	413	3.97	.885
4. My leisure activities give me self-confidence	413	3.99	.904

Note: scale

1 – Never true
2 – Not true
3 – Not sure
4 – True
5- Always true

Table 4.28

Psychological Aspects in Leisure Satisfaction by Gender

Psychological Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. My leisure activities give me a sense of enjoyment	F	211	4.07	.787	.818	408	.414
	M	199	4.00	.969			
2. My leisure activities give me a sense of self-accomplishment	F	211	3.90	.881	-.098	408	.922
	M	199	3.91	.986			
3. My leisure activities give me a sense of freedom	F	211	3.99	.873	.297	408	.767
	M	199	3.96	.878			
4. My leisure activities give me self-confidence	F	211	4.01	.848	.388	408	.698
	M	199	3.98	.943			

Table 4.28 shows the psychological aspect of youth satisfaction by gender. Results showed that there were no significant differences between genders in all the psychological items with sig > .05. For example item 1, 'my leisure activities give me a sense of enjoyment' was highly agreed by both genders (t = .818, df = 408, sig. = .414) with a mean=4.07 for female and mean=4.00 for male, which means both genders agreed that the statement was always true in their context. There was also no significant difference between genders in item 2, 'my leisure activities give me a sense of self-accomplishment' with a mean = 3.90 for female and mean = 3.91 for male (t = -.098, df = 408, sig. = .922), which indicated that they agreed with the notion.

Similarly, item 3 showed that both male and female participants agreed on the statement 'my leisure activities give me a sense of freedom' (t = .297, df = 408, sig = .767) with a mean = 3.99 for female and mean = 3.96 for male. The results also show that there was no significant difference between genders in item 4 that 'my leisure activities give me self-confidence'. Both male and female agreed on the statement with a mean = 4.01 for female and mean = 3.98 for male.

Therefore, youth claimed that participation in leisure activities have given them psychological satisfaction in the benefits of a sense of enjoyment, self-accomplishment, freedom and an increased confidence level.

B) Educational Aspect

The educational aspect in leisure satisfaction is the intellectual stimulation and how youth think about themselves and their surroundings (Beard & Ragheb, 1980).There were also 4 items in this component. The responses were to find out whether leisure activities help youth to stimulate their mind, learn about themselves, learn new things, and increase their knowledge.

Table 4.29

Mean for Educational Aspects in Leisure Satisfaction

Educational Aspects	N	Mean	Std. Deviation
5. My leisure activities help me to stimulate my mind	413	4.00	.860
6. My leisure activities give me the opportunity to learn about myself	413	3.97	.928
7. My leisure activities give me the opportunity to learn new things	413	4.04	.910
8. My leisure activities help me to increase my knowledge about things around me	413	4.02	.891

Note: scale
1 – Never true
2 – Not true
3 – Not sure
4 – True
5- Always true

Table 4.29 shows the overall mean scores of leisure satisfaction from educational aspect. Results showed that youth generally believed leisure activities have helped them to stimulate their mind (m = 4.00), gave them opportunity to learn about themselves (m = 4.04) and increase their knowledge about things around them (m = 4.02). In fact, youth almost validate that they also believed their leisure activities gave them the opportunity to learn about themselves (m = 3.97) in item 6. Therefore, leisure activities provided by YP has benefited youth in educational perspective.

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Table 4.30

Educational Aspects in Leisure Satisfaction by Gender

Educational Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
5. My leisure activities help me to stimulate my mind	F	211	4.02	.780	.345	408	.730
	M	199	3.99	.921			
6. My leisure activities give me the opportunity to learn about myself	F	211	4.06	.817	1.738	408	.083
	M	199	3.90	1.008			
7. My leisure activities give me the opportunity to learn new things	F	211	4.07	.903	.464	408	.643
	M	199	4.03	.896			
8. My leisure activities help me to increase my knowledge about things around me	F	211	4.03	.883	-.077	408	.938
	M	199	4.04	.878			

Results in Table 4.30 showed that there were no significant differences between genders in responding to the items in the educational aspect with sig >.05. For example, both female and male participants answered 'true' for item 5 'My leisure activities help me to stimulate my mind' (t = .345, df = 408, sig. = .730) with a mean = 4.02 for female and mean = 3.99 for male. This suggested that both male and female youth agreed that leisure participation has helped them to stimulate their mind.

There was also no significant difference between genders in responding to item 6 'My leisure activities give me the opportunity to learn about myself' although the mean for female is 4.06 and mean = 3.90 for male (t = 1.738, df = 408, sig = .083). Although the mean score was higher among female youth, however, in general both genders acknowledged the fact that YP participation has helped them to learn about themselves.

Item 7 notified similar responses from the participants when they answered 'true' for the statement 'my leisure activities give me the opportunity to learn new things', with a mean = 4.07 for female and mean = 4.03 for male (t =.464, df = 408, sig. = .643). Thismeans leisure participation has helped youth stimulate their intellectual capacity and gain more knowledge, which later answered item 8 'My leisure activities help me to increase my knowledge about things around me', when both female and male agreed on it with a mean = 4.03 for female and a mean = 4.04 for male (t = -.077, df = 408, sig. = .938).

In conclusion, both female and male participants were satisfied with the activities organized by YP from the educational aspect because the higher the mean score the higher their level of satisfaction. Leisure programs through YP policy have helped them to stimulate their mind, learn about themselves, learn new things, and increase their knowledge.

C) Social Aspect

The data on social aspect was to find out youth relationship with other people, the members, participants, the officers as well as with the community. Questions from the social aspect were developed in item 9- item 12.

Table 4.31

Mean for Social Aspects in Leisure Satisfaction

Social Aspects	N	Mean	Std. Deviation
9. My leisure activities give me the opportunity to meet new friends	413	3.99	.969
10. I feel accepted by others through leisure activities	413	3.84	.922
11. My leisure activities help me to improve my relationship with others	413	3.90	.919
12. I like to be in groups during leisure	413	3.97	.938

Note: Scale
1 – Never true
2 – Not true
3 – Not sure
4 – True
5- Always true

Table 4.31 shows the mean table for social aspect in leisure satisfaction among youth in general. Results indicated that the mean scores that are ranged from 3.84 to 3.99 trends towards 'true'. For instance, leisure activities give them the opportunity to meet new friends with a mean = 3.99. Their leisure activities have also helped them to improve their relationships with others (m = 3.90), made them feel accepted (m = 3.84) and preferred to be in groups during leisure (m = 3.97). Therefore, youth regards their leisure activities as an opportunity to get involved and connected with people, create and strengthen friendships with peers and the community.

Table 4.32

Social Aspects in Leisure Satisfaction by Gender

Social Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
9. My leisure activities give me the opportunity to meet new friends	F	211	4.00	1.021	-.050	408	.960
	M	199	4.00	.893			
10. I feel accepted by others through leisure activities	F	211	3.81	.934	-.871	408	.384
	M	199	3.88	.894			
11. My leisure activities help me to improve my relationship with others	F	211	3.85	.944	-1.465	408	.144
	M	199	3.98	.870			
12. I like to be in groups during leisure	F	211	3.97	.936	-.145	408	.884
	M	199	3.98	.924			

Results in Table 4.32 show that there were no significant differences between genders in the social aspect on leisure satisfaction toward activities participated in Young Partners programs, with sig > .05.

For example, item 9 'My leisure activities give me the opportunity to meet new friends', seemed to be true among the participants with a mean = 4.00 for both female and male youth (t = -.050, df = 408, sig. = .960). Both genders agreed that participation has enabled them to create more social contacts with other people and make new friends.

However, although they got the opportunity to make new friends, the participants did not seem to be sure whether 'I feel accepted by others through leisure activities' (item 10) with a mean = 3.81 for female and mean = 3.88 for male (t = -.871, df = 408, sig. = .384).

This is probably due to the fact that leisure activities through YP programs involved many youth from other states in Malaysia and each program may also involve new participants, thus making them aware of whether they were being accepted in the groups. This relates to item 11 if 'My leisure activities help me to improve my relationship with others', with a mean = 3.85 for female and mean = 3.98 for male because they were not sure if new members in the team accept them during participation, also if they were able to develop relationships with new friends, but the high mean score toward 'true' can also indicate their support toward the notion.

Finally, both male and female seemed to agree to the statement in item 12 'I like to be in groups during leisure', with a mean = 3.97 for female and mean = 3.98 for male. Obviously when the leisure activities gave them the opportunity to meet new friends, the likelihood to be in groups was expected.

Thus, leisure participation has given youth rewarding relationships with other individuals from social aspects during leisure participation in YP programs.

D) Relaxation Aspect

Relaxation aspect in leisure among youth is whether their involvement helped them to relax, relieve stress or make them happy. Questions on the relaxation aspects were constructed in item 13 to item 16.

Table 4.33

Mean for Relaxation Aspect in Leisure Satisfaction

Relaxation Aspect	N	Mean	Std. Deviation
13. I can relax during my leisure time	413	3.78	1.004
14. Leisure time relieves me from stress.	413	4.01	.969
15. My leisure activities make me happy.	413	4.10	.901
16. I usually feel satisfied after spending my leisure time.	413	3.95	.946

Note: Scale

1 – Never true
2 – Not true
3 – Not sure
4 – True
5- Always true

Table 4.33 shows the mean table for relaxation aspect in leisure satisfaction among youth. Results indicated that youth agreed leisure time relieves them from stress (m=4.01) and the activities make them happy (m=4.10) for items 14 and 15. In fact, high mean scores for item 13 and 16, mean = 3.78 and mean = 3.95 respectively showed the positive outcome of leisure participation from relaxation aspect among youth. It means, participating in leisure and recreation activities provided by YP helped them better manage stress and reduce depression.

Table 4.34

Relaxation Aspect in Leisure Satisfaction by Gender

Relaxation Aspect	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
13. I can relax during my leisure time.	F	211	3.83	.951			
	M	199	3.75	1.043	.817	399	.415
14. Leisure time relieves me from stress.	F	211	4.02	.988	.250	408	.803
	M	199	4.00	.932			
15. My leisure activities make me happy.	F	211	4.12	.891	.429	408	.668
	M	199	4.09	.892			
16. I usually feel satisfied after spending my leisure time.	F	211	3.96	.968	-.081	408	.936
	M	199	3.96	.907			

Table 4.34 shows no significant differences between genders in responding to the satisfaction on relaxation aspect in all items, with sig > .05.

For Item 13, participants were not sure if they can relax during leisure time, with a mean = 3.83 for female and mean = 3.75 for male (t = .817, df = 399, sig. = .415). This is probably true if leisure participation in YP programs required physical and mental strengths, for example if it involved games, recreation, fitness, and community and self-defense lifestyles programs. However, since the mean scores are nearly reaching 4.00, therefore it is assumed that both male and female youth can still relax during leisure time as it is the time free from any obligations.

Moreover, youth agreed that leisure participation relieved them from stress, with a mean = 4.02 for female and mean = 4.00 for male (t = .250, df = 408, sig. =.803) for item 14. Comparatively, both genders admitted that leisure activities made them happy (item 15)

with a mean = 4.12 for female and mean = 4.09 for male, and that youth usually feel satisfied after spending their leisure time in item 16 (t= -.081, df = 408, sig. = .936).

The findings showed that male and female youth both were satisfied with their leisure participation when it concerned relaxation aspects. Their involvement in leisure in the context of YP policy has helped them to relieve stress and made them feel relaxed.

D) Physiological Aspects

Physiological aspects in leisure satisfaction are the physical aspects concerning the way youth want to stay healthy, their physical fitness, weight control, and outdoor activities. Questions on the physiological aspects about leisure satisfaction were constructed in items 17 to item 20.

Table 4.35

Mean for Physiological Aspects in Leisure Satisfaction

Physiological Aspects	N	Mean	Std. Deviation
17. My activities during my leisure time keeps me healthy	413	3.98	.896
18. I like to do outdoors activities during leisure	413	3.77	1.021
19. I want to reduce weight through leisure	413	3.65	1.172
20. I do leisure activities which develop my physical fitness	413	3.90	.948

Note: scale

1 – Never true
2 – Not true
3 – Not sure
4 – True
5- Always true

Table 4.35 shows the overall mean score for physiological aspect in leisure satisfaction among youth. Results indicated that mean scores are higher toward 4.00 which implied youth agreement about leisure activities as giving benefits to them in physiological aspect. For example, item 17 "My activities during my leisure time keeps me healthy" with a mean = 3.98 and "I do leisure activities which develop my physical fitness" with a mean = 3.90.

For items 18 and 19, youth seemed unsure about their involvement in leisure activities can help to reduce weight (m = 3.65), and their preferences whether to do outdoor

activities during leisure (m = 3.77). However, although the mean scores are within the range of 3.00, but higher toward 4.00 which reflected the ideas that they liked to do outdoor activities during leisure and some wanted to reduce weight through leisure.Table 5.26 will determine youth responses in leisure activities from physiological aspect to see if there are any significant differences between genders.

Table 4.36

Physiological Aspects in Leisure Satisfaction by Gender

Physiological Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
17. My activities during my leisure time keeps me healthy	F	211	3.95	.901	-.940	408	.348
	M	199	4.03	.870			
18. I like to do outdoors activities during leisure	F	211	3.79	1.031	.128	408	.898
	M	199	3.77	.997			
19. I want to reduce weight through leisure	F	211	3.64	1.212	-.382	408	.702
	M	199	3.69	1.107			
20. I do leisure activities which develop my physical fitness	F	211	3.88	.918	-.733	408	.464
	M	199	3.94	.960			

Results in Table 4.36 showed no significant differences between genders in their responses with sig > .05. For example, the result for item 17 showed that both male and female agreed that leisure activities during leisure time kept them healthy with a mean = 3.95 for female and a mean= 4.03 for male. Especially for male youth, leisure activities were usually associated with physical and health aspects, thus helped them to stay healthy.

However, for item 18, both male and female youths were not sure whether they like to do outdoor activities during leisure (t = .128, df = 408, sig = .898) with a mean = 3.79 for female and mean = 3.77 for male. This is probably true since most of the time they were not sure about the types of outdoor activities that they preferred, since there were many types of outdoor activities to choose from or they had not been exposed with some of those. It can also be due to the selected activities already being scheduled when they participated in YP programs. In other words, some of them may prefer indoor types of leisure activities.

Correspondingly, both male and female youth were not sure that they want to reduce weight through leisure with the mean = 3.64 for female and mean = 3.69 for male (t= -.382, df = 408, sig. = .702). This is because the reasons for participating among youth in leisure in the context of YP policy were for educational purposes like getting new knowledge and learning new things, for social purpose like making more friends and to relieve stress from everyday life. Therefore, reducing weight was not an important reason for participation.

Finally, they were also not sure if 'I do leisure activities which develop my physical fitness' in item 20 although higher mean score among male participants implied they seemed to agree more with the statement with a mean= 3.94 for male and mean = 3.88 for female (t = -.733, df = 408, sig. = .464). This indicates that YP has developed a variety of activities and programs to cater for various age groups (from 15-25) and needs (psychological, educational, and social), not just merely focusing on the physiological aspect. Thus in the context of YP policy, the results indicated that youth were just fairly satisfied about their leisure participation from physiological aspects with no significant differences by gender.

F) Aesthetic Aspects

Aesthetic aspects of leisure are the view areas in which youth engaged in leisure as pleasing, interesting, beautiful, and expressive. Questions on the aesthetic values about leisure satisfaction were constructed in items 21 to 24 to see whether youth were satisfied with the aesthetic aspects while participating in the YP activities.

Table 4.37

Mean for Aesthetic Aspects in Leisure Satisfaction

Aesthetic Aspects	N	Mean	Std. Deviation
21. Leisure activities help me to appreciate the environment.	413	3.94	.895
22. My leisure activities are very interesting to me.	413	4.06	.875
23. I like leisure activities held at nice places.	413	4.20	.838
24. My leisure activities allow me to express my creativity.	413	4.08	.914

Table 4.37 shows the mean scores for aesthetic aspects in leisure satisfaction. Results indicated that youth agreed to all the statements that "My leisure activities are very interesting to me" with a mean = 4.06, "I like leisure activities held at nice places" (m = 4.20) and "My leisure activities allow me to express my creativity" (m = 4.08). Similarly goes for item 21, "Leisure activities help me to appreciate the environment" that although the mean is 3.94, but it is higher towards 4.00 thus accepted the notion of aesthetic aspect in leisure satisfaction among youth. Table 5.28 will determine if there is any significant difference in aesthetic aspects between genders.

Table 4.38

Aesthetic Aspects in Leisure Satisfactionby Gender

Aesthetic Aspects	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
21. Leisure activities help me to appreciate the environment.	F	211	3.91	.845	-.853	408	.394
	M	199	3.98	.926			
22. My leisure activities are very interesting to me.	F	211	4.05	.901	-.331	408	.741
	M	199	4.08	.825			
23. I like leisure activities held at nice places.	F	211	4.20	.827	-.147	408	.883
	M	199	4.21	.826			
24. My leisure activities allow me to express my creativity.	F	211	4.08	.872	-.167	408	.868
	M	199	4.10	.941			

Results in Table 4.38 showed that there were no significant differences between genders in the responses on aesthetic aspects in leisure satisfaction with sig > .05. For example, both genders seemed to reach an agreement in item 21 'Leisure activities help me to appreciate the environment', with a mean = 3.91 for female and mean = 3.98 for male (t = -.853, df = 408, sig = .394). This means that leisure activities have helped youth to appreciate the environment more especially when it involved outdoor activities held in the natural environment or parks, but not man-made leisure and recreational facilities in buildings.

Item 22 'My leisure activities are very interesting to me', sees a mean = 4.05 for female and mean = 4.08 for male (t = -.331, t = 408, sig = .741). From the aesthetic value leisure has made it becoming more interesting for youth. Significantly, both male and female participants agreed that they liked leisure activities held at nice places (item 23)

with a mean = 4.20 for female and mean = 4.21 for male (t = -.147, df = 408, sig = .883). This is true when pleasing, interesting and beautiful leisure environment gave higher satisfaction in involvement.

Finally, there was also no significant difference between genders in the response given in item 24 'My leisure activities allow me to express my creativity', with a mean = 4.08 for female and mean = 4.10 for male (t = -.167, df = 408, sig = .868). Both genders agreed that their participation has allowed them to be more creative and able to express themselves more openly.

Therefore, the high mean scores for aesthetic aspects showed that leisure resources and environmental conditions are important to participants and showed the quality of YP services and programs as they reflect the direct experiences of the individual held at the designated locations. Thus, youth agreed that in the context of YP policy their participation in leisure have given them high satisfaction from aesthetical values.

4.6.2 Leisure Satisfaction across SES

The Leisure Satisfaction Measurement (LSM) was used to identify the level of satisfaction among youth toward leisure in the context of Young Partners Policy.

To answer the research question, one-way between groups analysis of variance was conducted to explore the impact of SES between the different groups of family background on several aspects of leisure satisfaction namely Psychological, Educational, Social, Relaxation, Physiological and Aesthetic. It is to determine whether there are significant differences among the various SES groups from Lower, Middle and Upper Class family groups with their leisure satisfaction and Post Hoc Test was carried out to test the differences between each of the specific family group.

Table 4.39 represented the leisure satisfaction experienced by youth across different SES. Leisure satisfaction was measured from 6 aspects: Psychological, Educational, Social, Relaxation, Physiological and Aesthetic. Here, the higher the mean score, the higher the satisfaction toward the activities.

Table 4.39

Comparing Leisure Satisfaction among Youth across Different SES

Leisure Satisfaction	SES	N	Mean	Df	f Value	Sig
Psychological mean	Lower	244	3.9539	2,392	.856	.426
	Middle	105	4.0190			
	Upper	46	4.0978			
	Total	395	3.9880			
Educational mean	Lower	244	3.9611	2,392	2.355	.096
	Middle	105	4.0833			
	Upper	46	4.1902			
	Total	395	4.0203			
Social mean	Lower	244	3.9395	2,392	.067	.935
	Middle	105	3.9357			
	Upper	46	3.9837			
	Total	395	3.9437			
Relax mean	Lower	244	3.9016	2,392	5.906	.003
	Middle	105	3.9881			
	Upper	46	4.3207			
	Total	395	3.9734			
Physiological mean	Lower	244	3.7910	2,392	.993	.372
	Middle	105	3.8929			
	Upper	46	3.9185			
	Total	395	3.8329			
Aesthetic mean	Lower	244	4.0697	2,392	.122	.885
	Middle	105	4.0881			
	Upper	46	4.1250			
	Total	395	4.0810			

Results showed that there were no significant differences among the SES groups with Psychological, Educational, Social, Physical and Aesthetic aspects of leisure satisfaction with sig >.05. For example, in the psychological aspect youth from all SES categories seemed to agree that they were satisfied with the activities. Activities from YP programs have given them the sense of freedom and enjoyment, but not at all times.

They also agreed that the activities have provided satisfying educational aspect to them. It means leisure participation in the YP context has provided satisfaction of intellectual stimulation and learning among youth at all SES levels especially among the middle and upper group.

Similarly, there were no significant differences in terms of youth's satisfaction from the social aspect, which means no matter what levels SES they came from they seemed to agree that leisure participation in the context of YP has given them the chance to meet and interact with others though at certain point it might not be always true.

In the physiological aspect, youth across different SES agreed that the participation has given them fair satisfaction. It means their involvement somewhat can help them to stay healthy, but not as a main intention in participating (mean = 3.8329). There were also no significant differences in all SES groups about aesthetic aspect when youth fully agreed that the activities they participated have given them satisfying aesthetic experiences in which they appreciated the areas with which they engaged in as beautiful and interesting.

Finally, relaxation is the only aspect that showed a significant difference among youth across SES groups with sig < .05. The upper SES youth group agreed that relaxation gave them more satisfaction (mean = 4.3207) toward activities organized by YP as compared to the lower and middle groups. This means, youth from upper SES believed that leisure participation helped them to relieve stress. Thus, to determine where the differences lie among them, Post Hoc test was carried out.

Post hoc test was carried out to identify where the differences lie in relaxation aspect among youth from different socioeconomic backgrounds.

Table 4.40

Post Hoc Test for Comparing Relaxation Aspects across Different SES

(I) SES	(J) SES	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower	Middle	-.08646	.08872	.991	-.2998	.1269
	Upper	-.41901[*]	.12219	.002*	-.7128	-.1252
Middle	Lower	.08646	.08872	.991	-.1269	.2998
	Upper	-.33256[*]	.13441	.041*	-.6557	-.0094
Upper	Lower	.41901[*]	.12219	.002*	.1252	.7128
	Upper	.33256[*]	.13441	.041	.0094	.6557

Note.* The mean difference is significant at the 0.05 level.

The results in Table 4.40 showed that although there was a statistically significant difference ($p< .05$) in leisure satisfaction for relaxation score but the Post Hoc Test showed that the difference was between lower and upper groups (sig. = .002) and also between middle and upper groups (sig = 0.41). There was no significant difference between youth of middle and lower SES groups. Thus, we can conclude that youth from upper SES agreed more on relaxation aspect which gave them high satisfaction as compared to lower and middle groups. This can be the reason of higher level of participation among youth who can afford more resources and financial aid for involvement that can also provide greater satisfaction for them.

4.7 Relationships between Leisure Participation with Leisure Attitudes and Leisure Satisfaction among Youth

This is to answer research question 4 in identifying the possibility of relationships between the two variables. Leisure participation is the different types of leisure activities involved by youth. Each category has several items that representing the different types of leisure. Substance use and criminal activities were included in the questionnaire in order to find out whether youth who involved in YP programs were also involved in deviant activities.

Correlation coefficient was used to determine if there was a significant relationship between the two variables and to describe the degree to which two or more quantitative variables are related.

Table 4.41 shows the correlations between different types of leisure activities and attitudes toward leisure in the context of YP policy. There are 6 categories of leisure activities with the inclusion of substance use and criminal activities. Attitudes toward leisure were measured using 33 items representing cognitive, affective and behavioral aspects.

The analysis showed that only 3 of the relationships were significant but weak. The categories of leisure activities that were significantly correlated withattitudes toward YP programs included active, social and work-related leisure.

The Pearson Correlation test found that the correlation coefficient between active leisure and attitude is $r = .263$. This shows that the relationship between active leisure

and attitude was positively weak. Supposedly, the more positive the attitude of youth, the more involvement in active leisure, however, in this study the value showed that the relationship is positively weak but significant, indicating that the connection between the two variables has some value.

The correlation coefficient between social leisure and attitude is $r = .233$, which also showed rather positively weak relationship between the two variables. Similarly, the correlation coefficient between work-related activity and attitudes toward leisure was also weak with $r = .326$. However, both the relationships are significant. This means, the more positive youth attitudes toward leisure, the more they get involved in leisure activities (active, social and work-related), although the associative value is not strong.

Result also showed that there was no relationship between attitude and the other three categories of leisure activities, namely passive leisure, substance use and criminal activities $r = .097$ for passive leisure; $r = -.051$ for substance use; $r = -.124$ for criminal activities). Thus, attitudes toward YP policy did not influence their passive leisure and involvement in substance use and criminal activities.

Next, correlation coefficient was used to determine if there was a significant relationship between leisure activities participated and leisure satisfaction. Table 4.41 shows that there was a weak but significant relationship between passive leisure and satisfaction ($r = .208$, sig. = .000). Similarly, there was also a weak but significant relationship between active leisure and satisfaction toward activities ($r = .263$, sig. = .000).

Table 4.41

Correlations between Leisure Activities with Leisure Attitudes and Leisure Satisfaction

Activities		Leisure Attitudes	Leisure Satisfaction
Passive Leisure	Pearson Correlation	.097	.208**
	Sig. (2-tailed)	.062	.000
	N	370	377
Active Leisure	Pearson Correlation	.263**	.250**
	Sig. (2-tailed)	.000	.000
	N	381	386
Social Leisure	Pearson Correlation	.233**	.255**
	Sig. (2-tailed)	.000	.000
	N	375	383
Work-related Activity	Pearson Correlation	.326**	.325**
	Sig. (2-tailed)	.000	.000
	N	377	379
Substance Use	Pearson Correlation	-.051	.053
	Sig. (2-tailed)	.319	.302
	N	377	381
Criminal Activities	Pearson Correlation	-.124*	.047
	Sig. (2-tailed)	.016	.360
	N	376	381
Attitudes toward Leisure	Pearson Correlation	1	.632**
	Sig. (2-tailed)		.000
	N	389	377
Total satisfaction	Pearson Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	377	396

*.Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed)

Moreover, there was a positive but weak relationship between social leisure activities with leisure satisfaction (r = .255, sig. = .000) also work-related activities with leisure satisfaction (r =.325, sig. =.000). This means, youth who engaged in more leisure activities were reportedly to have higher leisure satisfaction, which confirms findings from other studies. This indicates that youth who engaged in more leisure activities (passive, active, social, and work-related) do report higher level of satisfaction.

However there was no relationship between substance use (r = .053) and criminal activities (r = .047) with satisfaction towards activities organized by Young Partners. This denotes that youth satisfaction in leisure has not been associated with negative activities. If they were satisfied with YP programs, that did not give any indications that youth might not involve in substance use. It is also not a determiner that satisfaction in the activities will make them involve in substance use and criminal activities.

CHAPTER FIVE

ANALYSIS OF INTERVIEW DATA AND FINDINGS

5.1 Introduction

This chapter presents the second part of data analysis and results of the study. This is the qualitative part in which data was collected through interviews with the managers and implementation of YP policy in the state of Selangor. This part investigated Young Partners (YP) policy in the aspects of managerial process and programs implementations as implementing a policy requires analysis and involvement of various agencies. Thus, in order to find out to what extent the YP policy has helped youth in general in developing positive awareness towards leisure and developing positive behavior from its effective implementation, as well as the participation of young people in the policy process, the qualitative aspect of the research is to answer research question 5:

> How is the policy being implemented in the aspects of:
>
> i) Managing the programs at the state and district levels, and
>
> ii) The mechanism used in achieving the policy objectives?

Data were gathered from interviews with the officers involved in YP movement. The interviews were open-ended with semi-structured questions prepared beforehand by the researcher. The interview was a face-to-face session, guided by open-ended questions that lead to topical areas structured for the suitability of the research questions and the participants. It was meant to explore the nature and thoughts of the mangers on the management, policy and administrative aspects and to probe further on the objectives of YP policy.

The data were analyzed according to themes. Each theme was divided into several subthemes and presented with several topics of discussions under the subthemes. Some of the themes discussed were also being triangulated or cross referencedwith some documents taken from relevant sources to validate the statements.

The discussions were arranged following the given framework in Figure 5.1 on the next page. Results in these analyses were presented in two categories, the management aspect and the mechanism or the procedures used by YP followed by subthemes under each category:

a)   The Management:

      iv.   Planning (needs, objectives, mission, and vision).

      v.   Implementation (national, states, districts, schools levels).

      vi.   Assessment (participants, activities, monitoring, implications).

b)   The Mechanism:

      iii.   Programs(education, organized outdoor/indoor, lifestyle, budget, membership, officers/volunteers, and promotions).

      iv.   Participants (reasons/levels of participation, needs, satisfaction, attitudes, gender, race, age).

Primary data for qualitative analysis was derived from the interviews of two officers from Young Partners office in Selangor. They have been working at the administrative office for several years, have had enough experiences and involved directly in all YP programs in the districts, thus made them well verse about the YP policy in the state. Officer 1 was coded as O1 and Officer 2 was coded as O2.
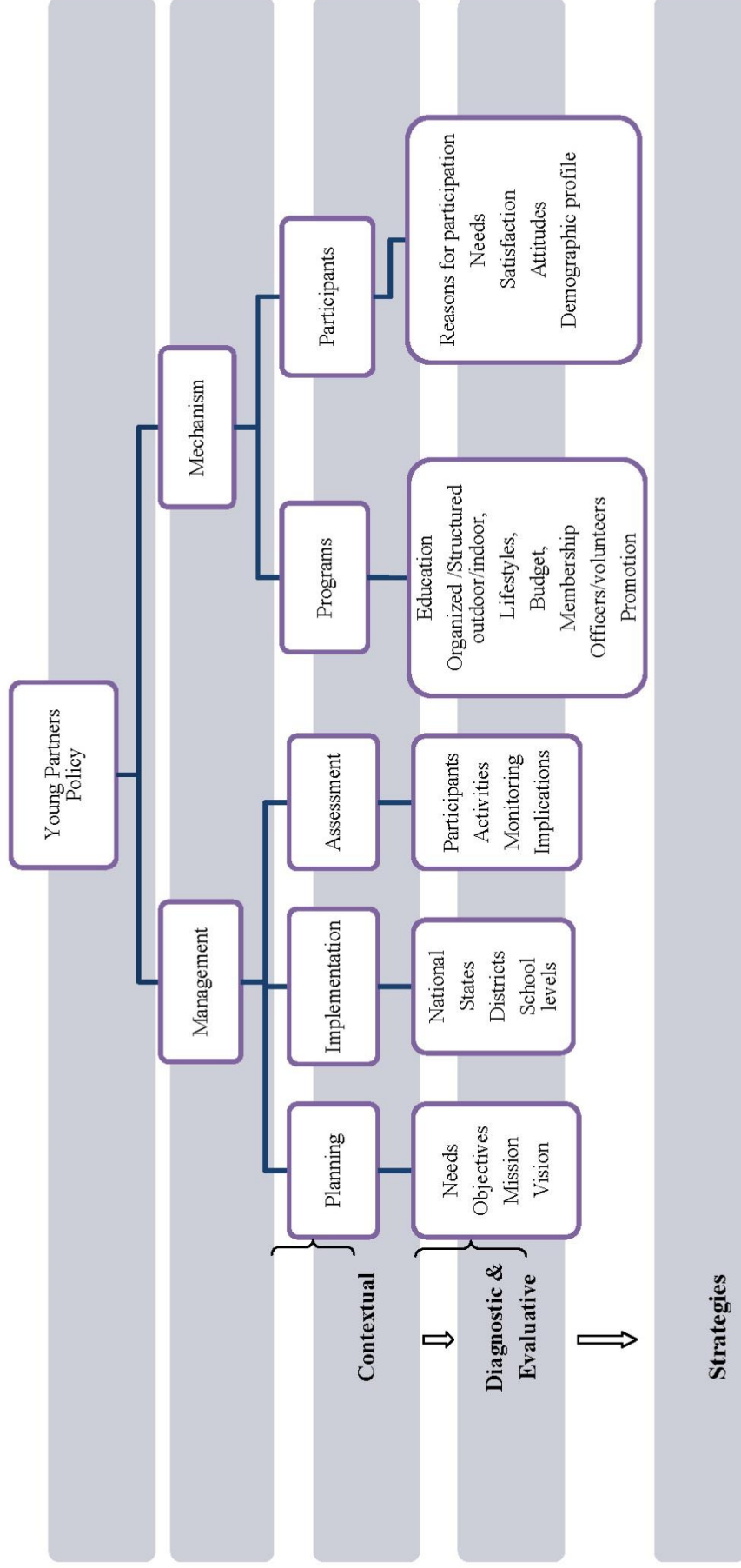
Figure 5.1. Development of Thematic and Conceptual Framework of Young Partners Policy in Qualitative Data Analysis

Figure 5.1 shows the hierarchical discussions following the thematic framework of Young Partners policy in the aspects of management and mechanism. Data analyses were gathered from the interviews with the officers. The aspects of management and the mechanism, which is the procedure of YP policy, were discussed under several subthemes. YP policy management is viewed from the planning, implementation and assessment aspects. In the planning aspect, discussions were based on the needs, objectives, mission and vision of government and the Ministry. The implementation aspect revolved around the programs held at the national, state, district and school levels, whereas assessment was viewed from YP evaluation methods on the participants, activities, monitoring and implications of the programs held.

YP Mechanism was viewed from the program and participant aspects. Under program aspect, several themes were touched in the analysis including education, outdoor/indoor activities, budget, membership, officers/volunteers and promotion factors. The participant aspect was further subdivided into several themes including reasons for participation, needs, satisfaction, attitudes, gender, race and age.

Discussions of the themes were categorized into contextual, diagnostic, and evaluative methods in order to obtain more in-depth information required. The categorizations were based on qualitative methods used to meet a variety of different objectives in applied policy research (Ritchie & Spencer, 2002), thus help the researcher to organize the materials and later use strategic method to discuss the findings. The contextual method, for instance, is used to identify the form and nature of what exists, like, "what elements operate within a system?"; The Diagnostic examines the reasons for, or causes of, what exists, like 'why do particular needs arise?"; The evaluative method appraises

the effectiveness of what exists, like "How are objectives achieved?" and "What barriers exist to system operating?".

5.2 Management of Young Partners Policy

This section discusses the managerial aspects from planning, implementation and assessment in YP policy.

5.2.1 Planning

Planning is a preparatory step and a systematic activity which determines when, how and who is going to perform a specific job. It is a detailed program regarding future courses of action. The planning stage of YP started in conjunction with the development of Vision 2020 as there are more than 10 million youth in the country and they play an important role in the country's economic future.

The government aspiration on youth development has been presented in Malaysian policies, objectives and frameworks in the 7th, 8th and 9th Malaysia Plan as the government feels that it is fairly important to guide the young generation. For example, various youth development programs were undertaken during the SeventhPlan period to promote the active participation of youth in nation building.During the Eighth Plan period, the thrust of youth development will beto equip youth with the necessary attitudes, knowledge and skills to enable themto rise to the challenges and cope with the effects of rapid economic developmentand globalization with greater emphasis on instilling positive values among youth through Young Partners programs (Eighth Malaysia Plan, 2001-2005).

Recognizing the need to equip youth withpositive values and right attitudes necessary to meet the new challenges andexpectations brought about by rapid development and the increasing exposureto the global environment, the implementation of the *Rakan Muda*orYoung Partnersprograms were continued. The programs mainly focused on the physical, spiritual, social andintellectual development of youth through the practice of healthy and productivelifestyles.

In efforts to further streamline and mobilize youth potential, the National Youth Policy, formulated in 1985 to guide the implementation of the youth programs, was reviewed in 1997 and replaced with the Youth DevelopmentPolicy. Although this new policy maintained the definition of youth as thosein the 15-40 age-groups, the development and implementation of strategies andactivities for youth development was targeted towards youth between the agesof 18-25 years(The National Youth Development Policy of Malaysia, 1997).

Young Partners was introduced for a long term involvement of youth in several activities conducted by the local YP secretariat. At the early stage of development only 5 disciplines or lifestyles were introduced as compared to 9 disciplines or Lifestyles now. 'Young Partners' was implemented in 1994 and rebranded for the second phase in 2007 as quoted by Officer1 during the interview.

The launching of the Rakan Muda or Young Partners Phase 2 by the Prime Minister, Datuk Seri Abdullah Ahmad Badawi on 29[th]of May aims at further strengthening the programs of Young Partners. It also aims to get more involvement of the community at all levels and localities and strengthen cooperation between the Ministry of Youth and

Sports and the other government agencies without forgetting the ultimate plan of YP, of which were to produce good citizenship and reduce crime rate among the young people.

Thus, the objective of YP was to cater for youth needs in leisure activities and to curb immoral social behaviors among them. In doing so, the Ministry of Youth and Sports has tried to 'promote, encourage, assist, advise and guide' youth through their programs and so that national policy can be interpreted from local perspective.

Up to this date the function of the YP department in the Ministry of Youth and Sports is to assist and organize programs for youth aged 15-25.This was determined at the ministry by the officers involved in the policy making during the planning stage. Thus, the age group was specified by the policy makers and Young Partners was established specifically for the target group asverified by O1:

> *"Under the Ministry of Youth and Sport, we have one policy department in making all policies on sports and youth and those involved sit together with the top management and the Deputy Director General to determine the age group for the Young Partners policy. So the brainstorming started there"* (Transcription, lines 53-58).

The planning stage takes place in the Policy and Strategic Planning Division, which is under the Ministry of Youth and Sports. Its function is to plan, coordinate, administer and supervise the implementation of strategic policies based on the objectives of the Ministry's programs and activities. It is to ensure the implementation of policies involving youth and sports development by all parties including government agencies, private sector, non-governmental organizations and individuals.

In the policy formulation process, surveys and related research were carried out to suit the purpose and the needs and as stated by the officer; policy document was drafted across all intended groups to ensure that young people were involved in the process

from the early stages. In relation to that, the government planning must suit the target age groups and their needs in leisure so their time spent will not be directed to unorganized and unfulfilling activities. This is the responsibility of the Policy and Strategic Planning Division so all policies are based on the objectives of the Ministry's programs and activities at national and international level. Thus, one of the strategic planning steps is to implement impact studies for youth and sports development programs through the Malaysian Institute of Youth Development Research which is responsible in developing questionnaires, and in identifying youth's needs through their surveys, as reported by O1:

> *"...we have another unit, Malaysian Institute of Youth Development Research (IPBM) which is responsible in developing questionnaires, and to find out youth needs whether they want after school programs which have been conducted by the Ministry"* (transcription, lines 137-141).

The needs analyses for youth were important to determine the types of activities and the appropriate time to hold the activities for the expected outcomes, in order to accomplish the purpose and vision already defined by the government. Therefore, Young Partners policy was established after necessary information and facts were gathered and this was supported by a statement from O1:*"... so when youth responded that they needed a program, saying that their free time was not fulfilled, no guidance, and Young Partners division was established."* (Transcriptions lines 143-145).

In establishing a youth profile, identifying their needs and concerns are crucial as stated:

> *'What all policies need... is to be grounded firmly and unequivocally in a national understanding of the position of young people. For only in this way will it be possible to create policies which have any chance of success for the young people concerned. If they are not successful by that criterion, how can they be successful by any other?'*
> Commonwealth Youth Action Programs (1990)

Thus youth needs in organized leisure after school hours have initiated the establishment of Young Partner movement since there was no particular organization

using systematic programs and approaches for the target group's age. Therefore, Young Partner was founded in 1994 and rebranded in 2007 for the next phase for improvement. After the rebranding, YP which now reached its second phase gives more focus at the grass root levels at the districts reaching those in rural areas. Initially, in Phase I YP focused more on organizing programs and mostly concentrating on big events at the national and state levels as reported by O1:

> *"The first phase were more programs oriented, did not focus at districts, parliaments, did not go to the grass root level, only concentrating on organizing programs at national levels, at big events..."*
> (Transcription, lines 252-254).

On this contextual basis, the nature of the existing system when it was operated was merely focusing on the programs as a whole, in a more general aspect, rather than giving a focus on the target group in more specific areas in the country. This is relevant to the Seventh Malaysia Plan whereby various youth development programs which were undertaken during that period were meant to promote the active participation of youth in general in nation building.

Therefore, although the implementation was to cater to Malaysian youth regardless of their social background, economic status and ethnic groups, youth from the rural areas were left behind and had fewer opportunities in participating. So when the NationalYouth Policy was reviewed in 1997 and replaced with the Youth Development Policy, the development and implementation of strategies andactivities for youth development targeted youth between the agesof 18-25 yearsalthough this new policy maintained the definition of youth as thosein the 15-40 age-groups years(The National Youth Development Policy of Malaysia, 1997).

Therefore, the second phase aimed to reach youth of age 15-25 from all districts, even at remote areas, with the hope that the programs organized by YP under the Ministry of Youth and Sports open more opportunities for participation among youth from all over the country and thus meet the objectives of the policy as substantiated by O1:

> *"...so after the rebranding, our focus was toward the young people aged 15-25 from all districts. So we can reach those in the rural areas, estate, and natives' settlement to give opportunity for them to experience it"* (Transcription, lines 253-255).

In the policy-formulation process it is important that the definition of youth (to determine who shall be the target of the policy to be developed) and the establishment of a youth profile (the identification of the specific needs and concerns of youth in Malaysia) be identified. The age group was determined as young people between the age range of 15-40 years assume the status of youth, however, since the focus of youth development programs and activities involve younger group especially those in schools therefore age range of 15-25 was chosen.

By doing so, the Ministry of Youth and Sport through the implementation of YP policy hoped to reach its objectives by expanding the programs among the target group. There was however no specific time limit as to how far the goals and objectives are achieved on the grounds that youth are aware of the movement and participation is highly encouraged among them. As mentioned by O1:

> *"There is no specific standard determined as long as the programs cover the 15-25 age groups and the programs are in reference to the 9 young partners' lifestyles which include fitness, and community services within the scope. However, the objectives are based on the programs, like what is our objective when we developed the programs? So we aim to achieve that, but with each program a specific objective."* (Transcription, lines 262-267).

In view to that statement, as mentioned in Chapter 1 in this study, 'Nine Lifestyle' was introduced to suit the needs of youth and to accomplish the vision to mould youth to achieve excellence in the community and the country by producing youth who are disciplined, responsible, conscientious, dynamic, proactive and active with exemplary qualities such as good leadership, skillful, independent, patriotic, and highly competitive. Youth can choose from any of the lifestyles programs offered for participation, which include Games, Self Defense, Nature and Environment, Culture, Innovation, Entrepreneurship, Fitness, Community and Recreation.

The development of the lifestyles were produced in accordance to the objectives of the Ministry of Youth and Sport and the programs have to be carried out following the code of practice of Young Partners or 'Rakan Muda' , which encompasses the requirements, structures and procedures towards producing accurate and high quality programs.

In relation to that, somehow it is hard to comprehend the success of the programs in achieving the objectives since there were no standard procedures to determine that. A question arising is, how far do the objective of National Youth Development Policy to establish a holistic and harmonious Malaysian youth force with strong spiritual and moral values, who are responsible, independent and patriotic in consonance with Vision 2020 can be achieved through programs and activities organized for youth by government bodies and NGOs?

Therefore, it is important to look at the objectives of Young Partners which are to strengthen the family unit and to foster stronger community awareness among youth before any programs are developed. Furthermore, it is to assure the older generation that their children and grandchildren will learn and cultivate the age-old values of integrity,

determination and friendship. All these are hoped to be achieved through strategies outlined in the policies and YP is a continuous program that may take years to achieve its objectives and to materialize the needs of government and society.

As for now what was stated by the officer only indicated that the government wants as many possible youth of the target group to participate in the programs in line with the objectives determined during the planning stage.

5.2.2 Implementation

"Developing and implementing leisure policies for instance, require the analysis of political and social scenarios" (Harris, 2005). So, although the program was formulated at national level, there may be some modifications when it is implemented at the lower level.

Malaysia government policy is implemented by 25 Ministries with many departments under each ministry. Each of the 13 States has a government to handle state affairs and the States of West Malaysia are divided into Districts. Selangor has 13 districts under its rule and YP programs are distributed among all districts.

The Ministry of Youth and Sports was renamed in 1987 and entrusted to implement the national policy for youth and sports development. The implementation principles of theNational Youth Development Policy stated that all programs and activities should be co-ordinated in accordance with strategies and action plans founded upon the principles of the Rukun Negara (Pillars of the Nation) and other relevant national policies. In doing so several departments were created to carry out the duties. There are three big departments under the Ministry of Youths and Sports, namely 'Rakan Muda' or Young Partners Division, Youths Division and Sports Division. Sports Department is available at all Ministry of Youth and Sport states offices with the three core divisions: Youth, Sports and Young Partners supporting it. Similarly, the policy and the function of YP throughout the country involve programs for the same target group between 15-25 years old, who in the planning stage are identified as youth who have greater tendency to involve in deviant activities, which according to O1:*"..any programs we do is to cater for the 15-25 age group, who we feel are youth of high risk.."* (Transcription, Lines 18-20).

In addition the officer confirmed the main objective of the establishment:

> *"That was the primary reason for Young Partners establishment at that time with the functions to mould them and to curb crime rate among the young people."* (Transcription, Lines 26-29).

So YP movement initially was hoped to develop youth personal traits and instill a sense of pride, and inculcate an appreciation for high moral values and positive attitude as mentioned by O2:*"The planning of activities is to instill positive attitude, personality and high morale development among youth"* (Transcription, Line 18-21).

It means that while it is important for a policy to be formulated and integrated with the overall national development plan and coordinating it with other relevant agencies, it is also essential that the components and the process leading to the establishment is not only analyzed but fulfilled. This is relevant to the vision of Young Partners in the new phase which is to produce young generations who are close to the community and to promote a sense of unity.

As for the state level implementation, for example in Selangor, a state chosen by the researcher to conduct the survey, several officers are placed at each district of the state. For example, there are 9 districts in Selangor therefore 9 youth and sports officers are in charge there. They are responsible for aspects of planning of physical resources, facilities and program implementation. It is a top to bottom management where the Ministry empowers the programs through providing schedules and budgets to the state so these can be distributed to all the 9 districts. At this juncture, the officers need to determine when the programs are scheduled, who are the participants (within the target age groups), and how much allocation to be used from the budget provided in running the programs.

The staffs at the districts are responsible in running the programs as they are the key persons in ensuring that all programs that have been structured and scheduled are handled and implemented, as recorded by O1:

> *"Yes, at the districts, they are the core persons as they implement it, whereas at the state level we only handle the management aspect and acting as the middle person between people at the districts and also the Ministry."* (Transcription, Lines 126-128).

This describes the details of the practical aspects of the project or programs movements where the officers' roles are implementing the programs and incorporating all the major stakeholders. Here the programs must have the required effect at local level and regional and local agencies should also be incorporated and included to assist and support the YP movement.

Each year several programs are planned and structured at the ministry using the yearly budget allocated before it is passed down to the state for implementation. Then the officers will decide on the suitability of programs so the programs are well distributed among all districts. At the end of the year officers who helped in running the programs can give suggestions to the ministry on activities to be considered for the following year; planning, and decisions made must be based on budget allocation. The suggestions are based on the monitoring of officers and participant feedback duringprograms implementation as substantiated by O2:*"At our level at the department we can suggest suitable activities and forward that to the Ministry"* (Transcription, Lines 293-294).

Furthermore monitoring is also being carried out during implementation to ensure program effectiveness, as mentioned by the same officer:

> *"We monitor the activities while it is being carried out; we also monitor the effectiveness of the modules in the activities. In other words, if let say there are any problems in any of the activities we will give feedback to the Ministry so they can improvise"* (transcription, Lines 299-303).

Similarly, programs that give positive impacts to the participants will continuously be carried on and those which gave no impacts are disposed of, as substantiated by O1:

> *"... For example, we had 'Tunas Muda Jiran Muda'(Youth and Young Neighbors) camps for youth aged 14 and below and after several surveys we found out that there were no positive impacts on the participants, thus we discard the programs. So programs that we have in YP are programs which have good impacts on the participants"* (Transcription, Lines 727-732).

This indicated that programs are open for improvements after the surveys done at the grass root level, and the findings and recommendations are submitted to the Ministry. This could also indicate that the programs may have followed youth needs if the improvements of the activities have been seen to give good impacts on the participants. Since a specific program represents a set of activities or actions, therefore it should be translated to help meet the policy goals and objective of each program at local levels. Not only that, the officers have to fully utilize the budget allocations and the resources needed in order to realize these objectives. So any local level programs following the national policy should clearly state the goals to be achieved and detailed actions to be taken involving the target groups.

In view to youth involvement in YP at school level, it is important to look at the Second Strategic Thrust of the National Education Blueprint 2006-2010 in developing human capital which is:

'...by giving attention to value systems, disciplinary aspects, character, morals and resilience of students. This is to produce students who are competent, innovative and creative'.

(National Education Blueprint 2006-2010)

This statement goes hand in hand with the objectives of the YP policy in producing future leaders of Malaysia who have positive attitudes, who have thirst for new knowledge and skills to broaden their perspectives and pursue excellence, and producing youth who are aware of their roles and moral responsibilities in nation building. The Malaysia policy framework recognizes that education development plays an important role in building a sustainable, resilient and competitive society. Youth development programs for example, which include various aspects as outlined in Malaysia Plans, provide greater accessibility and opportunities for youth in various participations in sports, education and culture and YP is an ongoing healthy lifestyle program aimed at providing youth with opportunities to practise a healthy lifestyle and to utilize their free time productively.

With regard to the age of participants, Young Partner's membership is only open for those from age 15-25 indicating that they are mostly students in schools and colleges/universities. This means YP programs and participation are acknowledged by the Ministry of Education at the national levels and education offices at the district levels. According to Officer1:

> *"Indeed, YP is also collaborating with the Ministry of Education whereby there is a program called School Young Partners with the help of Ministry of Youth and Sports and Ministry of Education that allocate some budget for 2565 schools in Malaysia up to this date."* (Transcription, Lines 155-158).

This has proven the fact that YP programs were also been initiated at grass root levels with the collaboration of the Ministry of Education. Furthermore a certain amount of

budget has been allocated to run activities at schools following the policy of both ministries, as indicated by O1:

> *"All schools are given RM5000 allocation for them to organize school YP programs by following the policy of Ministry of Education but taking our programs and implement it in schools, so there is a collaboration there"* (Transcription, Lines 160-163).

Since youth aged between15-17 are still in schools it is more appropriate to develop and handle the programs in schools using the budget given. It is also important that the school students know about the existence of the YP movement and its programs and that youth specific programs like YP are not being treated as an "add on" to their school priority programs, as mentioned by O2:

> *"...two years ago we had collaboration with the ministry of Education where we involved the education department and also YP programs, if the school used to have co curriculum activities before, now we can also have YP programs together. For example, Section 9 School Young Partners camping means YP program is also handled in schools and the students know about it. Then we can also register new YP members"* (Transcription, Lines 101-108).

The programs at school levels are based on the original programs structured at the district but passed down to schools. The state education department and district education office are informed on the programs scheduled so they can coordinate with the education offices' own programs. Those teachers who handle co curriculum activities are usually briefed by District Education offices and they are well informed about YP programs and can use the budget allocated in schools. It is important that to ensure such programs are handled successfully, inputs from YP and Education departments are needed to secure the quality of the outcomes so there will be no overlaps and redundancies in the programs.

At such any programs for School YP can be organized at any places depending on the needs, as long as the students are given opportunity to involve in the programs. Schools must follow the objectives, vision and mission of the programs and should abide by the principles of the YP movement. One of the most important aspects is the inclusion of all races in the programs and also a minimum budget used as stressed by O2:

> *"There are a few principles of Young Partner that must be adhered to, also when the logo is being used, the programs should involve diverse ethnic groups with a minimum cost"* (Transcription, Lines129-132).

This means co curriculum teachers will be tasked in securing that all races are involved and minimizing cost is met. In order to effectively implement the policy, programs must be developed accordingly and a timeframe must be set toward achieving the policy's stated goal and the formulation must involve a highly participatory process involving youth in schools. In short, the participation must involve all ethnic groups as formulated in the policy, which is the aspiration of national policy towards unity.

5.2.3 Assessment

'Rakan Muda' or Young Partners policy was formulated and implemented to achieve goals and create positive outcomes. Key indicators are usually identified for an effective youth policy and programs are continuously reviewed and discussed and revised accordingly for the betterment of the target group. As for the YP policy in Selangor, the assessment at the state level is based on the monitoring done by the district officers.

The district officers are the people who are in charge of running the programs; they know what are the weaknesses and the needs and they will then give suggestions to the department at the state office on the necessities. Most of the suggestions were put forward in a written report based on the post mortem of each program that needs to be submitted within 7days as reported by O2:

> *"We will bring the report and the minutes of the post mortem to the ministry if let say we need to increase the budget, add more programs, etc... that's our way" (Transcription, Lines 121-124).*

Officer 2 who has been directly involved in the programs at the state and districts mentioned that the program success cannot be evaluated within a short period of time. However, immediate responses on activities can be gathered from the participants, local community as well as the parents. It is done by distributing a set of questionnaires at the end of each program, usually during carnivals. Sometimes questionnaires are are also sent to the parents' home address when there were no involvement of parents in the youth programs such as students' workshops, as substantiated by O2:

> *"...let say in one housing area, normally we will get some feedbacks after several programs were conducted there. For instance, Community Social Programs which involves youth, we will find out if they continue organizing the programs and whether they can plan their own activities with the help of the local YP in the area, when we do the survey, we asked the local community" (Transcription, Lines 49-55).*

This indicates that program evaluation data are also being gathered from various parties, especially the local community. This is relevant to the transformational programs of YP which was launched by the former Prime Minister Dato' Seri Abdullah Ahmad Badawi on 29th May 2009 in Kuala Lumpur, which directed that YP proceed from an individual oriented approach in Phase I to more community based programs in Phase II.

Since YP policy is a long term planning, the success of the programs on youth is measured after a few years of implementation but quick responses on the achievement can be acquired from the local community and parents after each program was handled, as mentioned by O2:*"What we can measure on the success of the programs now is we look at the response of the parents and the local community"* (Tanscription, lines 47-49).

Thus, by involving the local community with the focus on the community approach programs in Phase II helps to meet the objectives of YP policy to build good image of youth with positive values that is going to be the foundation for youth development in the country's human capital. Similarly, O1 also mentioned about the assessment of each program in order to see the effects of the programs' success:*"In most YP programs we usually carry out impact research in order to see the effects to the participants as well as the output"* (Transcription, lines 718-720).

According to O1, impact research is done after the whole series of each program was completed, and obviously it is time consuming to carry out the research and to get the findings. However, it is important to see if the programs have managed to impart positive attitudes among youth. This is because positive outcomes mean that the programs were successful and will be continued and if otherwise stated the programs will be eliminated.

For new programs which use new modules, officers will monitor and evaluate and give feedback if the module runs well at all states in the country. This is consistent with the statement given by O1 on the assessment of programs at district and state levels which involved the participants and the local community.

For example, for the programs' assessment at school level, the schools need to provide reports one week after any programs were organized. Since there are 256 schools in Selangor which receive the RM5000 amount of budget therefore there will be 265 reports submitted to the department. From there any suggestions and comments will be delivered to the ministry.

Another way of monitoring and assessing the programs are by sending an officer to schools where the officer will get direct feedback from the students. Generally, most feedback from schools are similar, that the students have abundance of school activities to handle along with the YP programs, as stated by O1:

> *"The schools complain that they have many other school programs to handle, that our programs are a burden to them, however what they need is the budget. They don't want our programs but they want our funds"* (Transcription, Lines 213-217).

However, students have different opinions about the YP programs. As compared to the school activities, YP programs held within their school calendar activities have attracted these pupils more as mentioned by O1:

> *"...So what made the teachers disagree with the programs is because the students preferred YP activities, they like Ministry of Youth and Sports' programs than the schools. From there, we see the impact that YP programshave among youth in schools, it's the favorite."* (Transcription, Lines 237-240).

This indicates the implications of YP programs held in schools which seem to attract the students more. However, the programs that school students prefer generally vary from one to another. Most of them prefer camp activities which are usually handled for a week as compared to a 3-day workshop. In other words, outdoor activities which involve physical, environmental and social factors create more interest than the classroom based activities.

YP programs held in schools are one way to encourage participation among youth from other races, which is one of the main objectives. This was mentioned by O2 (Transcription, Lines 129-132) on the principles of YP that must be adhered to; the involvement of diverse ethnic groups and a minimal cost possible in organizing YP programs. In short, although YP programs are considered as a burden to the school administration they help to encourage participation among youth of other races, stimulate more involvement in interesting activities within the school calendar activities as well as among other schools in the districts which see more social contacts among the students.

5.3 Mechanism in Young Partners Policy

The mechanism is the procedure used by YP in organizing and implementing programs so that the policy achieves the stated goals and objectives. In presenting the findings in this aspect, I look at the programs and the participants. The programs cover various aspects involving the organized outdoor/indoor activities, education, budgets, memberships, officers, and promotion. The participants' aspects are discussed from the levels of participation, needs, satisfaction, attitudes, and their demographic profile.

5.3.1 Programs

The YP programs involved various activities organized under the Ministry of Youth and Sports with the involvement of other ministries and NGOs at international, national, state and district levels. The main emphasis on YP programs is to increase capabilities and to equip youth with various types of knowledge, skills, expertise and positive attitudes. This objective has to reach the target age groups of youth at all places in the country, especially after 2007 in Phase 2, when its target was to reach those at the grass root levels, which means focusing on youth in rural areas and involving the local community.

As the programs were also handled and carried out in schools, participation among school students in YP programs have enabled them to be immediate YP members who enjoy the benefits that YP has to offer. Major activities such as "young neighbors" which involved state and school students from all the 9 districts were usually being carried out during school holidays, which is similar to a summer camp that requires longer days for participation. Other short programs can be carried out during school days.

Rakan Muda Jiran Muda (RMJM) or 'Young Partners Young Neighbors' is one of the most popular lifestyle programs among participants. It is usually held for 6 days 5 nights comprising various activities from flying fox, abseiling, outdoors, BBQ, community work, and so forth. Youth seem to be interested in more outdoor activities that require physical challenges and that also involve natural environment. For example, according to Officer2:

> *"They like challenging programs. For example, camping, X-Games, adventurous activities, also activities that are not boring, they are not really into workshops"* (Transcription, Lines 156-159).

This shows the positive involvement in certain programs among youth although there were also some differences among the participation between youth in rural and urban areas. Youth in the urban areas were less likely to involve in activities related to community work as compared to those in the rural areas who seemed to be more interested in community work and involved more in clubs and organizations. On the other hand, urban youth preferred to be within their groups or clique and did activities amongst them.

Officers play important roles in order to attract more participation especially at the state level. As such, there are three units under the Young Partners department, namely lifestyles, organization development and promotion to help achieve this. Promotion plays an important part to attract new members and to promote and announce programs among youth. The development unit is responsible in the aspect of activities, and help youth to develop their social and positive personality aspects. Lifestyles refer to the choices of activities developed for youth to choose according to their interest, needs and capabilities.

There are also some programs involving the Neighborhood Club ('Kelab Rukun Tetangga') which is an agency under the Department of National Unity. This is a channel to get access to youth of rural areas and also youth from other races and ethnic groups to participate in YP programs. This is one advantage of being a member of any youth organization so they can get easy access and be informed of any programs delivered.

Apart from that, participants can access for information about YP programs in their respective state in the website. Even some YP movements have put up their notices and information in Facebook. There will also be promotions at the place where programs are organized through banners, buntings, and posters. Sometimes youth can get information from the nearest district offices to find out about the programs or activities. The good responses from youth participation indicated that YP programs have been a good movement for youth's involvement in organized leisure activities, in fact as quoted by officer1:

> *"From what we see most of our programs are very suitable for15-25 age group, so when we organized programs, shuffle for example, the crowd was good, participation was impressive, and they came without we make much publicity. From that we anticipated that these pupils need Young Partners. They like it."*(Transcription, Lines 314-320).

As reflected in the initial time of the establishment, YP is to provide youth of that target age with well planned and organized activities so their leisure time is spent wisely thus help to reduce delinquency problems among young people. This is supported by the statement from the same officer that:

> *"True, if there is no Young Partner, I don't think youth of age 15-25 will be taken care of, there will be an increase of juvenile delinquency, at least with our contribution we can serve them by having programs every week, end of the months, even during Ramadhan (fasting month). It means there are places for young people to channel their leisure time"* (Transcription, Lines 325-329).

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Furthermore the officer added:*"...So if there are no YP programs, there will be more loafing cases among youths"* (Transcription, lines 334-335)

Therefore, 'Gaya Hidup Rakan Muda' or Young Partners Lifestyles programs have managed to instill positive values among youth thorough their various activities and programs by fulfilling the needs and demands of the target group of YP.

In ensuring the success of mission achievement, the presence of all representatives in each district in all states has enabled youth to get direct access to information about any programs organized. This has also created good partnership and relationship between the officers and the participants in the areas.The officers are those who work at the state department office, professional paid members and also volunteers who helped to facilitate in several suitable activities. At the state department office, a few officers are in charge of their units. They are responsible in ensuring that all the necessary facilities are provided for, together in facilitating and monitoring the programs at the districts. At the districts, the officers are supported by YP 'movers' who play important roles in the whole operation during programs.

For example, some functions of O2 at the state are to mobilize the department in YP organization, to help establish youth clubs, to encourage and promote new members and to plan activities in ensuring the objectives of the policy are achieved and the programs are suitable for youth.

> *"...the president of the youth clubs' age normally does not exceed 25 years old so that he is closer to the members. We also organize programs subsequent to the youth's needs"* (Transcription, lines150-152).

Apart from the 'movers' there are also volunteers who help in running the programs. The movers are the full time staffs who run the activities. Just like the volunteers they are selected based on their expertise and experience in managing certain activities and having certificates are an advantage. In cases where there is a lack of manpower in organizing programs especially when many 'movers' have been terminated due to insufficient budget, volunteers are needed and they are given honorarium and tokens for their contributions.

The lack of manpower has become an issue in YP programs in achieving its target to run programs within the stipulated time. When this happens volunteers are in demand and most of them are taken from the Youth Clubs in the local areas. However, volunteers are required to undergo specific training to equip them with specific skills as stated by O2:*"To reach the goals of the programs, we usually have trainings for the volunteers so they are ready to face the youth"* (Transcription, lines 403-405).

Since YP programs are free of charge they have provided greater opportunities and participations among youth apart from the enjoyment that they experience. This is one of the other positive feedbacks given by the participants as stated by the O1:

> *"We know that the participants have enjoyed the programs that we organized, which is government programs, because they know it is free of charge, and furthermore they get souvenirs, goodies, etc"* (Transcription, lines 348-350).

With such benefits, participation is encouraging and even schools are not allowed to impose any charges on activities under the jurisdiction of YP. In fact all decisions on activities, programs and budget allocations are controlled by the Ministry; before it is passed down to the state department where the officers are responsible in implementing

programs, monitoring and presenting reports after each activity was accomplished. The reports will then be forwarded to the state then to the ministry for program assessment and further improvement.

One of the distinguished programs to recognize youth participation is 'Anugerah Remaja Perdana Malaysia' (ARP) or the Malaysia Premier Youth Award, which is a recognition to the members who have completed several programs and are awarded with bronze, silver and gold medals. ARP was inspired from other countries, following the international specifications and was adapted to suit the local needs. ARP is open to all YP members who are qualified. YP membership is a lifetime membership automatically given to participants. For this purpose the ministry has provided 1 million membership cards where members get several benefits from discounted items in several outlets. This is one advantage as mentioned by O2:

> *"The advantage of being a member is that it is easy for us to give information about the programs through the website since they can log on to it. Let say if there is a program in that particular month, they can register direct to the club and the youth club can bring them to the districts. Furthermore, they can get discounts on items".*(Transcription, Line 271-279).

This recognition showed the support of the government in producing youth who are skillful and dynamic and who are ready to face challenges not only in the local community but also at the international level, which goes hand in hand with the mission of the country to create youth of today to achieve greatness and excellence in order to support and contribute to the community and the country for the future.

5.3.2   Participants

Since the launching of 'Rakan Muda' or Young Partners (YP) in 2006, about 5.35 million youth have enrolled and taken part in 267,489 activities organized under the YP Programs. Taking into consideration the positive responses from youth, the Cabinet Ministers Meeting on 9 May 2007 have agreed to retain YP Programs under the direction of the Minister of Youth and Sports with a new approach to suit the needs of Malaysian youth as it was meant to be ***"From Youth, For Youth".***

The initial plan of YP movement was to cater for the needs of Malaysian young people in providing organized programs and activities t oequip youth with the necessary knowledge, skills and positive attitude in order to prevent them from involving in negative activities. With the new community oriented approach, YP was hoped to be able to create responsible, active, confident, capable and self disciplined young generation to face the challenges of globalization and the country's rapid growth of development and at the same time increase their role in the lifestyle of their respective communities.

Some positive feedback from the participants have revealed that their involvement in YP programs have enabled them to experience new activities and in particular to get new friends. This was substantiated by O1:

> *"When we asked them for the reasons of participation, is it because their parents sent them, the majority would say no, because they got the information from friends who gave good comments on the programs, on how exciting it was, so they participated to make new friends.."*(Transcription, lines 352-355).

Officer1 was also assured of the participants' satisfaction in YP programs:

> *"If the ranking of satisfaction is from 1-10, the score of 8-9 is affirmed. It is very seldom that they were not satisfied especially when we developed the programs without any charges, in fact we gave goodies. So there was no reason why they were not satisfied"* (Transcription, lines 547-551).

Here, a question may arise as whether the participants' satisfactions are due to the free enrolment and getting goodies or because of the quality and content of the programs offered?

In view to that, Officer 2 commented that the reasons for participations vary from one place to another especially to compare those coming from cities and rural areas. According to him youth in the cities or urban areas participate in leisure activities because there are more sports facilities provided, and furthermore there are many event companies who play the roles in getting more participations among youth. The urban youth have more sources and access to leisure participation and they do not depend on the Youth Department to organize any activities for them. In fact, most of them are capable of organizing activities without the support of any youth clubs during free time with their friends.

In terms of satisfaction, Officer 2 agreed that up to this date participants were satisfied with YP programs and their involvement. The only reason that he felt unhappy was the program schedule and information did not reach the target group at all times and some youth may miss the programs. Therefore other local clubs and NGOs are needed to help spread the information although YP has its own offices in all districts.

As for participation from other races and other ethnic groups in YP programs, it was obvious that with Malays the majority participating there was very little involvement by

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other races especially Chinese or Indians. Although this issue has been brought up during the meetings there were not many changes because Malay youth seemed to dominate in all programs although the ratio was set up for 60% Malays, 20% Indian and 20% Chinese during the program planning stage. However, when programs were running, there were very little participation from other races and ethnic groups. The officer suggested that the programs schedule may have reduced the interest of the other races to join as quoted:

> *"In the past, when we asked about the lack of participation among other races after programs were completed, we found out that they usually looked at the programs timetable. For example if we are organizing Young Neighbors program, and there will be motivational talks and prayers included in the programs timetable, they decided not to participate".*

This could be a reason why they feel that the programs are only suitable for the Malays. Although program contents are mostly focused on developing positive attitudes among youth but the spiritual aspects stressed are from the Islamic perspectives, especially when it involves motivational camps. Due to this, different approaches were made to encourage more participation among the non Malays like having a separate activity during praying time, and training as well as educating facilitators towards becoming more "1Malaysia" in approach while handling the activities.

Another reason for the lack of participation among other ethnic groups was because of the lack of Chinese or Indians youth clubs registered under ROC (Registry of Company). Thus this makes it less possible for them to get information about any programs delivered because organizations registered under ROC are easily accessible for information.

Youth participation has increased tremendously ever since YP was launched. With the total population of 11 million youth from age 11-25 in Malaysia, approximately 70-75% is in the range age of 15-25 years old. If 70% of that range is involved in YP, it means it is a huge success. In fact up to this date there is no state in the country rejecting YP movement. As long as the budget is still being allocated YP programs will continue and keep breathing as it is the essence of youth's lifestyles which give impacts to them as quoted by O1:

"The programs give a long term impact because of the variety of programs offered through its various lifestyles, and each program is held based on the needs of youth, with a structured, standardized programs schedule."

This indicated the fact that getting participants for YP programs is not a problem. However, some of the challenges faced while organizing programs are the lack of budget and manpower and unsuitable timing. With the major constraint of budget allocations, programs planned may not be able to run, thus reducing future activities. The consequence would be that youth may slowly disappear, without proper guidance on leisure time management and it can be difficult to bring them back for active involvement in the future.

In order to overcome the insufficient budget, some big programs or carnivals planned may have to be postponed or cancelled by giving more focus on small programs. However, promotions are still being carried out at shopping complexes to attract more new members to register. Other than that, YP will join other youth clubs to attract participation. All these are to help youth to organize their leisure time and to reduce their pressure, which helps to eradicate disciplinary problems among youth.

Since its implementation, the organizer has claimed that YP programs have helped youth to fill their time after school in a more beneficial and productive way. The programs have taught participants about time management, discipline, social skills and other life skills. This was supported by the statement:

> *"One of the benefits of our programs for those aged 15-25 is that the programs helped to develop their self-reliance. We helped to develop their mental and physical..."* (Transcription, lines 709-711).

Integrated programs, which are the combination of several other interesting activities apart from a mere self motivation talks were also being carried out to attract more participation. For example, this approach was applied for problematic students in schools where programs were carried out in a recreational park with the inclusion of religious activity together with physical and outdoor activities. The purpose was to equip young people with knowledge and skills and good attitudes with a focus on their self-development. The impact has invited more participation among students to join the programs. Furthermore, on many occasions the programs were carried out together with the involvement of a few different schools around the districts, also from the help of secretariats and NGOs thus providing greater social contacts among youth.

Program evaluation is carried out to see the implications on participants. If any of the programs do not give positive impacts on youth they will be removed. That is the reason why the YP approach that revolves around nine (9) Lifestyles was designed to fulfill the needs of youth. The activities organized by Young Partners were aimed at motivating the younger generation to build up positive attitudes in an attempt to encourage them to pursue their dreams by providing them with new skills and knowledge. This is important to ensure the program objectives are achieved and the national mission is accomplished from a continuum of organized programs held for the younger generations.

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In doing so, Officer2 mentioned that their approach was usually based on psychological method. They were not too strict but rather friendly and approachable. They facilitate the participants more than teaching them. He also believed that those members who have participated in their programs were able to lead others to organize programs within a smaller group, which reflected the leadership ability gained from their participation.

Thus it hopes to reach the objective to prevent deviant activities among youth from the effect of YP programs which have helped them to create awareness on healthy lifestyles and function effectively on delivering the concept of leisure activities for youth. As for his hope O2 stated that:

> *"This is my hope so that youth do not just participate in the activities organized by us, but also involve in other outside activities, by the local community, so they will not be influenced in unhealthy activities. This is because youth usually have no place to go or join when there is no one to help to facilitate. This is also my hope and expectation for the senior ones who should help youth and get them to involve in continuous activities, not to stop for a few months after completed one activity"* (Transcription, lines 489-494).

In short, continuous and organized leisure programs for youth are necessary to equip them with discipline, knowledge and good moral values in spending quality leisure time, and provide them with leisure skill for continuous quality of life.

CHAPTER SIX

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The research findings on how youth use their time will be of great use for Government bodies and NGOs, especially the Ministry of Youth and Sports, education and health authorities to focus efforts to increase youth participation in healthy physical, leisure and recreation activities, from gender and activity preferances, also from social status backgrounds.

Healthy individuals relate to a potential switch of funds of the government from increased related health service cost in a longer term to more focus on building facilities and efforts towards producing healthy communities. In other words, spending time participating in meaningful leisure opportunities not only gives satisfying experiences, but more importantly improves quality of life. This effort should start from the younger generation.

So this study looks at the implementation of the Young Partners policy to encourage healthy lifestyles and a positive way towards leisure pursuit among youth. First, it investigated their conceptualization of leisure, leisure activities, leisure attitudes and leisure satisfaction. Then, the second part analyzed the management and mechanism used in achieving the policy.

The research samples came from Young Partners members aged between 15-25years old, who participated in YP programs organized by the Selangor Department of Youth and Sport, which is the most active Young Parners movement of all states.

This chapter summarizes the main results of the study and discusses how these are related and beneficial for the improvement of time use and leisure services among youth in Malaysia. Therefore these research findings I would hope influence thoughts on the significant contribution leisure activity can make to young people's lives and I believe will strongly assist leisure and recreation industry leaders and managers to effectively plan improvements to the YP Program. The discussion follows the order of the Research Questions and is presented following the research findings in Chapter 4 and 5.

6.2 Summary of Findings

The summary of findings will be presented following the order of Research Questions (RQ) presented in Chapter One.

1. In understanding youth concepts of leisure, results showed that over half of youth in Selangor perceived leisure as being the amount of free time available for them after all necessary duties have been fulfilled and about one third conceptualized leisure as about engaging themselves in recreational activities. In connection with spending free time for various purposes, youth established that the time available was often used to "try to learn or develop skills" followed by "relax and recover", rather than "establishing new contacts". During leisure activities, youth occasionally think about school/work, feel rushed and bored, but not to the point that distract them from enjoying leisure.

2. For gender differences in leisure activities, female youth seemed to participate in more passive leisure; the time used they spend at home, in doing activities that are relaxing and require only some little effort, as compared to male, with watching TV/video as most frequent, followed by listening to music and reading. As expected, male youth participated in more active leisure more significantly than female in sports and exercise, games such as computer and board games that require active hands and quick thinking related skills, followed by watching live sports. There were also significant differences between genders in the frequency of participation in social leisure. For example, males go to parties and clubs, movies, hang around town with friends and spend time with a partner more significantly than female. Males also spent more time attending religious place as compared to female. However, female youth participated in family outings more significantly than male.

In all items in social leisure, talking with a friend was done most frequently by both genders with female significantly engaged more than male youth. In work-related activities, male youth participated in a paying job more significantly than female. However, female youth participated more frequently and significantly than male youth in studying/doing homework and doing chores around the home. Finally, results showed that both genders hardly ever or never involved in substance use and criminal activities. Items on criminal activities were included because there are cases involving youth in negative behaviors during free time. However, there were only significant differences in alcohol and cigarette intake, where male youth consumed more or at least have taken alcohol more than female.

In determining the influence of socio-economic status (SES) with participation in leisure activities, results showed that there were significant differences between SES in active and social leisure activities, which indicated that youth leisure participation in both leisure activities were influenced by their social background and income. Post hoc test which was carried out to determine the differences proved that youth from higher SES involved in more active leisure, but there was no real difference in between the three SES groups in social leisure activites.

3. Youth leisure attitudes were measured from three components: cognitive, affective, and behavioral. From the gender perspective, results showed that there were no significant differences in cognitive aspect in attitudes towards Young Partners' activities. This means both male and female youth have positive perceptions toward leisure activities in the YP policy. In the affective aspect, which are their feelings toward the activities, results showed that male youth preferred more intellectually

challenging activities, also group than the female respondents. Finally, the behavioral aspect of leisure attitudes showed that that male youth actually enjoyed being more active during their time free after school hours as compared to female, but mostly they would end up just lazing around by doing nothing. The overall results indicated that youth have gained several expected benefits which motivated their participation and develop positive attitudes toward their leisure life.

In determining the influence of socio-economic status (SES) with participation in leisure attitudes, results showed no significant differences among all three SES groups in affective and behavioral aspects. However, youth from upper SES have better perceptions towards activities organized by YP in cognitive aspect. Post hoc test was carried out in order to determine wether these differences are in the cognitive aspect and results showed there were no real differences across the three SES groups. Post hoc test also revealed that youth from all three SES groups have positive attitudes toward their leisure.

Results in leisure satisfaction showed that there were no significant differences between genders in all aspects of leisure satisfaction in YP involvements. The psychological items indicating youth participation in leisure activities have given them psychological satisfaction in the benefits of a sense of enjoyment, self-accomplishment, freedom and an increased confidence level. There were also no significant differences in educational aspects of satisfaction as leisure programs through YP policy have helped youth to stimulate their mind, learn about themselves, learn new things, and increase their knowledge. Socially, participation has given youth rewarding relationships with other individuals and their involvement has helped them to relieve stress and made them feel relaxed. There were also no significant differences between genders in physiological

aspects, and aesthetic aspects are important in providing pleasing, interesting and beautiful environment for greater satisfaction in involvement. High mean scores indicating higher satisfaction of involvement

In comparing leisure satisfaction across SES, results showed no significant differences among SES groups with psychological, educationl, social, physical and aesthetic aspects. However, there was a significant difference in relaxation aspect among higher SES. Post hoc showed the difference was between lower and upper groups and also between middle and upper groups with no significant difference between youth of middle and lower SES groups. Thus, youth from upper SES agreed on relaxation aspect as giving them more satisfaction as compared to lower and middle groups. This can be concluded as youth of higher SES can afford more resources and financial aid for involvement that can also provide greater satisfaction for them.

4. Finally, the analysis showed that only three of leisure activities have significant but weak relationship with leisure attitudes; namely active leisure, social leisure and work-related leisure. There was no relationship between leisure attitude and the other three categories of leisure activities which indicated that attitudes toward YP policy did not influence their passive leisure and involvement in substance use and criminal activities.There were also significant but weak relationships between passive, active, social and work-related leisure in leisure activities with leisure satisfaction among youth, which indicated that youth who engaged in more leisure activities have higher level of satisfaction.

5. Young Partners (YP) policy was viewed from the aspects of managerial process and program implementation. In the management aspect, the planning stage of YP started with the establishment of Vision 2020. Then, various youth development programs were undertaken during the Seventh Malaysia Plan. During the Malaysia Eighth Plan period, *Rakan Muda* or Young Partners programs were extended with the concern to equip youth with positive values and right attitudes necessary for nation building. Thus, the objectives for YP development planning were to cater the needs in leisure activities and to curb immoral social behaviors among youth.

During the implementation, the National Youth Development Policy stated that all programs and activities should be co-ordinate in accordance with strategies and action plans founded upon the principles of the Rukun Negara (Pillars of the Nation). Therefore, Young Partners Division, which is under the Ministry of Youth and Sports was responsible in implementing the policy through various programs for youth aged 15-25 years, at national, state, district and school levels.

In view of the YP assessment, it was carried out by the district officers at the state level. Youth policy and programs were continuously reviewed and revised for effective implementation in order to achieve the goals and create positive outcomes among youth.

From the interviews and document analyses, it was acknowledged that the mechanism in implementing Young Partners was achieved through programs and participants. The programs involved various YP activities organized under Ministry of Youth and Sports in collaboration with various ministries, NGOs and other local communities.

Standardized programs which were scheduled from the national level were brought down and held at schools and districts in the state, under the supervision of district officers, with the help of facilitators, teachers, and volunteers to meet the needs of the target age group.

Finally, from the participation evaluation it was found that in general youth preferred outdoor activities that involved more physical aspects, with some significant differences in gender preferences in certain activities. Youth in the urban areas preferred to do activities amongst them compared to those in the rural areas who seemed to be more interested in community work and involved more in clubs and organizations. It was also revealed that youth were satisfied with their involvements in YP programs and the majority of participation was from the Malays which require efforts in the planning and implementation stage to attract more youth of other races to participate.

6.3 Discussions of Findings

This section discusses the findings of research following the sequence of research questions. It starts with the quantitative followed by the qualitative findings.

1. In general there was no significant difference between male and female youth on their concepts of leisure. In response to that also, concepts of leisure among Malaysian youth were rather more on the involvement in leisure activities. The concept of leisure as an activity provides opportunities for someone to engage in some kind of activity, whether vigorous or relatively passive, which are common past time for youth in the country. This conception of leisure is relevant to the meaning of what youth perceived during leisure and how they felt while engaging in the activities because youth concepts of leisure as free time is higher as compared to activity, state of mind or cultural context in a more generic concept Henderson (2001) sees leisure that evolves into four basic approaches which includes time, activity, state of mind, and cultural context.

This finding is relevant to the context of YP because youth participated in programs that were planned, structured and implemented accordingly to suit their needs and to meet the objectives, which intentionally involved skills and educational elements embedded for their benefits. In fact, the lack of leisure activities structure can be detrimental to youth development and may be a risk factor for problem behavior as proposed by Mahoney and Stattin (2000).

While participating in leisure activity the participants reported that they were only occasionally disturbed by thoughts of school/work. So the break from school/work reduced stress and allowed them to gain perspective of their school/work responsibilities. This suggests an increased psychological well-being (Tarumi &

Hagihara, 1999) and makes a person recharged after a week's work (Smale & Dupins, 1995). As supported by previous researches, leisure participation is seen as a mechanism to avoid everyday stress (Iso-Ahola & Park, 1996) and leisure concepts in terms of activity participation tend to ignore gender difference (Godbey, 1999). Thus, leisure experiences in YP have provided opportunities for values clarification and introspection, aesthetic, enhancement, and learning (Driver & Brown, 1986), evolves into four basic approaches (Henderson, 2001) and carries similar concepts for both male and female youth in Selangor.

2. In the participation of leisure activities, results showed that there were significant differences between male and female youth in certain activities that they did during free time which indicated that differences do exist in the way females and males address leisure. Male youth seemed to participate in active leisure more often than female. These included activities like sports and exercise, watching live sport, playing musical instruments, camping and games such as computer and board games, whereas female youth seemed to involve in passive leisure more than male like reading, watching TV/video and listening to music. This is consistent with the results in a European comparative study in several countries about the choice of electronic games that boys played computer games more significantly than girls did (Garitaonandia, Juaristi, & Oleaga, 2001). Boys preferred violent sports and girls preferred educational and entertainment type games. Boys were also reportedly engaged in more sports activities and spent more time playing sports than girls did (Huston & Wright, 1998; Larson & Kleiber, 1991). Prior studies have also noted the clear gender differences for adolescents' leisure activities and interests (Fitzgerald et al., 1995; Gibbons et al., 1997; Larson & Verma, 1999; Nolteernsting, 1998; Silbereisen et al., 1996).

Male youth were also more sociable in their free time as compared to female; activities such as going to parties, clubs, movies, hanging around town with friends, spending time with partners and attending religious place were more involved by male youth. Female youth preferred to spend time talking to friends and going on family outings. Similarly, some ethnographic studies suggested these patterns of time use also existed in Indonesia whereby the types of work activities performed differ by gender as they grow older, with boys performing more market oriented work and girls more domestic labor. This could be true as in most developing countries boys tend to have significantly more leisure time than do girls as the girls spend more time in household work.

Results also showed the considerable effect by gender in work-related activity when male youth did more paying jobs as compared to the female who did more studying/homework and household chores. As male youth enjoy more free time, however, household tasks for them are negatively associated with free time. This is found in gender differences in time spent outside of school when girls help with household chores, the male youth are allowed to play (Larson & Verma, 1999). Thus, one common pattern among young people in low income countries, it is observed that gender and age have significant contribution in work and leisure structure (Ritchie, Llyod, & Grant, 2004). Youth from the lower income groups do more work-related leisure activities especially among male as compared to female. Overall, gender differences for leisure activities among youth and adolescents derived from this study are in line with the literature (Fitzgerald et al., 1995; Gibbond et al., 1997; Larson & Verma, 1999).

In substance use, male youth consumed more alcohol or at least have taken alcohol more than female youth. They also seemed to involve in cigarettes more significantly

than female. Having more time spent outside the house and leading a more sociable life compared to female youth can be the major contributing factors in substance use among male youth. Moreover, certain types of leisure activity may foster delinquency like "hanging out" with friends and on the street can increase the likelihood of substance use due to peer influence. It means young people who are not meaningfully employed or involved in any kinds of extracurricular activities in their free time often results in using illegal substance. When this becomes addictive there are many consequences for family members, the community, and the entire society. It was also reported that during this unoccupied time that many youth have the opportunity to develop attitudes and choose friends that contribute to negative or sometimes, antisocial behaviors (McKenny & Dattilo, 2001), and when free time is wasted time, in many cases resulting in social and personal destruction as well (Kleiber, 1999). Furthermore, youth participation in structured out-of-school activities is often associated with positive behavioral outcomes and a negative correlation with tobacco use (Melnick et al., 2001).

However, a question may arise as to whether the amount of time use on leisure has any relation to delinquency? Hirschi (1969) notes that even the most delinquent adolescents probably do not spent more than a few hours a year engaged in actual delinquency though many researchers have long argued that certain activities increase the likelihood for delinquency such as frequent visits to places like arcades and hanging out with friends. In this research, the findings indicated that both female and male youth hardly ever or never involved in drugs and criminal activities.

Thus it is assumed that their involvement in organized YP programs have helped them to be more reliable and had positive impact on their behavior and leisure choices. This is relevant to Social Control Theory (Hirschi, 1969) that the probability of delinquency is

reduced when the individual is high in one or more of the four social bonds: Attachment, commitment, involvement, and belief. For example, youth engagement in pleasurable leisure activities with parents will increase their level of attachment to their parents. In fact, structured leisure activities are shown to help reduce crime rates (Wikstrom et al., 2012), similarresults for boys and girls (Mahoney & Stattin, 2000), and play a role in molding young people's morale and able to help them to have self-control.

Therefore, participation in leisure activities under YP programs at school and the community may increase their attachment to the institution and community, provide higher expectations and higher levels of educational attainment because participation in extracurricular activities is associated with higher grades, which may further increase their level of commitment and reduce the likelihood of delinquency. It is important to acknowledge that structured programs for youth which involved social bonding during free time help to prevent undesired behavior and that delinquency may affect and jeopardize young people's involvement in any other activities and also their good reputations. It is relevant because previous studies reported that involvement in structured leisure activities exhibit less substance use (Darling, 2005) and less delinquency and aggression among youth (Wong, 2005). Furthermore, in comparison to unsupervised and unstructured leisure contexts, youth behavior is usually associated with negative mood and low life satisfaction (Trainor, et al., 2010).

In the aspect of the Socioeconomic status (SES) and its relation to leisure activity involvement, the result from the Post Hoc test indicated that only active leisure showed a significant difference between the SES. It means there is a direct relation between income and interest for active leisure, as the income increases the participation for

active leisure increases. Youth from middle and higher social economic status are able to involve more in active leisure as they can purchase required equipment and spend more money for such involvement that youth from lower SES are unable to commit. Some examples of active leisure include sports and exercise, playing musical instrument, camping, and games such as computer and board games.

3. The measurement for leisure attitude was to identify youth attitudes toward leisure in the context of YP policy. Results showed that there were no significant differences between male and female youth on their beliefs about leisure from the YP perspective. Both genders have positive perception about the programs they participated in.

However, there was a significant difference from the SES point of view about cognitive aspect in leisure attitude. Upper SES youth have better beliefs towards leisure activities organized by YP as compared to the lower and middle SES. This would suggest that youth of upper SES of both genders believed that their participation, to mention a few, gave them self confidence, a sense of self accomplishment, helped them to use many different skills and abilities in their leisure time and that the leisure activities they involved in have provided some knowledge about leisure in general and its advantages through structured leisure programs in particular under the Young Partners movement.

Another aspect of leisure attitude showed a significant difference by gender in the component of affective leisure. Male youth preferred activities that involved group involvements more than female youth. This showed the leisure preferences and participation patterns in the formation of peer groups among male youth since a 'sense of belonging is an easily understood reason for seeking and succeeding in peer relations' (Sprinthall & Collins, 1988).

The behavioral component of leisure attitude is the individual's past, present and intended actions with regard to leisure activities and experiences. The overall findings of leisure attitudes showed positive acceptance of youth on the role and importance of leisure so as to understand not only what they do but also what they think. This supports the notion on positive relationships between leisure attitudes and behavior indicating that an individual's leisure behavior can be measured and predicted by his or her leisure attitude (Chan, 2002; Pai, 2005; Chen, 1998).

The overall results indicated that youth have gained several expected benefits which motivated their participation and develop positive attitudes toward their leisure life. Thissupported the notion that people participate in leisure activity for different reasons under different conditions (Iso- Ahola, 1980). For instance, findings have indicated the influence of Young Partners policy with the use of free time among youth. Their participation has helped them to explore different types of leisure experiences in different settings and contexts. One of the indicators was through the Nine Lifestyles that become the alternatives for youth to engage under their own preferences in different locations and conditions.

In terms of Leisure Satisfaction from the Psychological, Educational, Social, Relaxation, Physiological and Aesthetic components, results showed that youth were satisfied with their leisure participation and there were no significant gender differences in all aspects of leisure satisfaction. However, both male and female youth were found to be highly satisfied in the aesthetic component which indicated that their leisure activities have helped them to appreciate the environment and they were truly satisfied with the settings in which they engaged. The relationship between satisfactions with the aesthetic component of leisure indicates that leisure resources and environmental

conditions are important to quality of life (Lloyd & Auld, 2002) which in this research may be associated to the quality of the programs and activities delivered, thus provided greater leisure satisfaction to youth. This is relevant to previous findings of different types of leisure activities which were found to contribute to people's health through increased park usage (Orsega-Smith, Mowen, Payne, & Godbey, 2004), and that pleasant affective reactions often occur in a visually pleasing natural environment (Ulrich,1983).

The implications of this finding are based on the discussions in the review of literature on leisure needs and motives. For example, the effect of social factors for participation is the presence of others, because youth involve in the activities that others participate. They direct their intrinsic motivation to social recreational activities and followed what others were doing. This is possible because structured leisure activities require the presence of others (London et al., 1977). There was also a positive interpersonal involvement (e.g., developing close relationships) which indicated one of the basic dimensions of leisure needs through socialization.

Furthermore, they learned through their socialization process that such activities gave health benefits, relaxation and increased their knowledge. They also learned how to use time wisely, how to access resources for leisure involvement, and how to interact socially during leisure. Thus they learned many skills that are applicable to other areas of life (Caldwell, 2002). Their satisfaction was also increased by the rewards they may receive, such as medals, certificates and recognition from YP participation. Therefore, if we were to use Maslow's Hierarchy as the driving force behind leisure service programming, it is significant to identify their needs for participation as various needs drive people's actions and preferences (Murphy et al., 1991; Niepoth, 1983).

One aspect in leisure satisfaction has signified the influence of SES. Youth from the upper SES group admitted the relaxation aspect gave them most satisfaction compared to the lower and middle SES while participating in YP programs. They believed that leisure time relieved them from stress, made them happy and they usually felt satisfied after spending their leisure time. Relaxation in this context is similar to the findings by Witt and Bishop (1970) catharsis theory that leisure participation is initiated by a need to release emotional tension and anxiety. The findings also supported the concept of intrinsic motivation underlying leisure behavior when youth perceived their leisure as providing them with positive interpersonal involvement (London, Crandall, & Fitzgibbons, 1977). Thus, youth from higher social class who usually come from the urban areas participated in outdoor activities as a leading motive for solitude, the same as social interaction function for those in more rural areas (Knopp, 1972).

4. Finally, correlation coefficient was used to determine if there was a possible relationship between Leisure Activities with Leisure Attitudes and Leisure Satisfaction, and to describe the degree to which two or more quantitative variables are related. Results show that only three of the relationships were significant. The significant activities were active, social and work-related leisure. Supposedly, the more positive the attitude of youth, the more they involve in active leisure. There was no relationship between attitude and the other three categories of leisure activities, namely passive leisure, and substance use and criminal activities. Thus, attitude towards YP programs policy did not influence their passive leisure and involvement in substance use and criminal activities.

Correlation coefficient was also used to see any relations between the different types of leisure activities and youth satisfaction. There was a positive relationship between passive leisure, active leisure and work-related activities with leisure satisfaction which revealed that these types of leisure activities participated in YP programs have satisfied youth.

This denotes that youth's satisfaction in leisure has not been associated with negative activities. If they were satisfied with YP programs, that did not give any indications that youth might not involve in substance use even though previous researchers have shown the possible positive effects on active leisure involvement with less opportunity for delinquency. However, in this research, it is not a determiner that satisfaction in the activities will not make them involve in substance use and criminal activities even though the findings in leisure activities showed almost no involvement in substance use and criminal activities by both male and female youth. This is relevant to the argument about the possible effects on adolescents' attachment with leisure activities and its relationship between leisure and delinquency, as Hirsch (1969) noted that even the most delinquent adolescents probably do not spend more than a few hours a year engaged in actual delinquency. What is important is the actual experience with service that reinforces the satisfaction. Leisure provider, in this context, YP programs, should provide high quality services because youth satisfaction is of central importance and previous research showed that higher expectations is more likely to create less satisfaction (Chen, Chan & Fan, 2012).

Another theory that supported this notion is known as rational choice theory (Cornish & Clarke, 1986; Ritchards et al., 1979) that individuals are 'semi-rational', who at least will give some considerations in terms of cost and/or benefits when they want to choose

how to spend their free time. In other words, youth who are involved in meaningful activities are likely to have reduced level of delinquency, not because their involvement in leisure leaves them with less time but because their attraction to certain types of leisure provides them with less desire for delinquency. In addition to that, Benefits-Driven Model by Kraus (1977) suggested that possible benefits should be identified and become the outcomes to be achieved through leisure programming because the benefits are seen to increase in emotionally healthy youth, improve their social and personal skills, which not only benefits them but also the community from such programmatic efforts (DeGraaf, 1999). So, it is important that Young Partners provide programs that are able to attract youth so their time is fulfilled with interesting and meaningful activities.

Therefore, the different types of leisure activities do affect the choice and commitment and potential involvement in delinquency and most importantly youth intrinsic leisure motivation should be enhanced so their leisure feelings are taken care of and their ability to make decisions in leisure pursuits are also improved.

5. In the policy process, the government plays an important role in determining the ideas so the policy process is brought down for the course of action. In Malaysia Ministry of Youth and Sport, the policy department is responsible with all the planning of the Young Partner policy. At this stage the top management is responsible for the process as quoted, "…*top management and Deputy Director General determined the age group of Young Partner policy*". It is the administration aspect that involved people who gave effect to these decisions.

In this context, the process involved leaders and government officers as the players. Later the implementation involves many other ministries, organizations or non-governmental intermediaries to mobilize it. This is to ensure that each lifestyle gets direct knowledge transfer and support from the respective agencies. Some examples of agencies mentioned in Chapter One highlighted the names of several ministries that are relevant to the Lifestyles introduced in the policy. For example Ministry of Unity, Culture, Arts is relevant to the Art and Culture Young Partners Lifestyle, Ministry of Entrepreneur and Co-operative Development is relevant to Entrepreneurial Lifestyle and Ministry of Natural Resources and Environment is relevant to Love for Nature Young Partners.

The cooperation is to help youth to develop interest and get relevant knowledge and experiences in the areas subsequent to the objectives of Young Partners through government and other NGOs supports so youth can spend quality time in organized leisure programs.

In the Young Partners Policy, the implementation was derived from the government agenda to reduce negative behaviors among youth so that they become more competitive, disciplined, and skillful and live a healthy lifestyle. In achieving the objectives, the policy framework is seen as a top-down input whereby the programs and activities are implemented without needing to raise questions whether new intervention from the top have any effect (Hill, 1997). This is equivalent to the statement given by the officer that:

> *"Under the Ministry of Youth and Sport, we have one policy department in making all policies on sports and youths and those involved sit together with the top management and the Deputy Director General to determine the age group for the Young Partners policy. So the brainstorming started there".*

This indicated the vertical approach policy and organizational process by Malaysian government by promoting Young Partner Lifestyles among youth so they are able to spend quality leisure time. It is done with the help of government through collaboration with other ministries and NGOs who have knowledge relevant to the YP needs. So the question asked should be "how is this problem perceived, and by whom, and in what way do they try to get support for action by drawing attention to the problem of youth and their leisure time?" This is what is called "social construction" through policy process where YP was implemented to address the problem (Colebatch, 2002). This is in line with the function of organized leisure as according to Smith (1991), as cited in Pawelko and Magafas (1997, p. 28-39):

> *Participation in organized recreation provides for the constructive use of free time and develops skills for the management of discretionary time and thereby reduces the need for, and the costs of, providing other governmental and social services that deal with the management of antisocial behaviors after they occur.*

From the survey it was identified that several series of improvement were made throughout the implementation process to suit the needs and to match with the local aspiration. For instance, the transformational programs were made in 2008 with an emphasis on more community based programs as compared to individual based programs in 1994. This was the rebranding stage of the YP movement when programs were then focused more at the district level to encourage more participation among those living in rural areas. This was supported by a statement by the officer: *"...so after the rebranding, our focus was towards the young people aged 15-25 from all districts. So we can reach those in the rural areas, estate, and natives' settlement to give opportunity for them to experience it"*.

This community approach programs seemed to go hand in hand with the national aspiration towards developing human capital which objective is to build good image

amongst youth, to instill positive values, discipline, respect, and other good values as the foundation. Therefore it is important for the movement to plan and manage programs and infrastructure at the local community for the benefit of youth and reduce time spent loafing and doing unnecessary activities. This goes hand in hand with the Community Youth Development approach which emphasizes the total involvement for youth and local communities to develop young people with principles and good character. This is relevant to the Colebatch (2002) approaches to the analysis of policy towards "social construction", when the policy exists not by natural phenomena but rather is produced by the participants.

A policy is what needs to be done while the mechanism specifies how it is to be done. It is the process for achieving the intended goals. In the context of the Young Partners policy, I focused on the programs and the participants' themes in analyzing the mechanism used in achieving the policy objectives and goals since these two aspects play important roles in YP.

In the program aspects, analysis showed that various YP activities organized under the Ministry of Youth and Sports were also co-organized with other ministries and NGOs at international, national, state and district levels. Several activities or programs were fully favored by youth especially the ones done outside schools and during school holidays over the last years. Outdoor activities were among the favorites and received enthusiastic participation. This was claimed by the YP Officer that youth preferred challenging programs like camping, X-Games and other adventurous activities that were more exciting. In view of that statement, it is possible because during their teens, youth are most excited to try almost all types of physical activities, even high risk activities, and when their energy is at peak, most will search for extensive leisure opportunities

(Chubb & Chubb, 1981). So, the Nine Lifestyles introduced by YP have helped youth to make choices of their preferred leisure activities, and continuing relevant activities and changing those that were insignificant will help to improve implementation of Young Partners policy.

Continuous involvement in active leisure helps to develop cognitive and social aspects and is also able to help youth to develop self-control. So, there is a strong relationship between structured leisure activities and low levels of antisocial behavior (Mahoney & Stattin, 2000), which also showed no differences between male and female participation rates in structured activities generally, or physical or social activities in particular (Bartko & Eccles, 2003; Pedersen & Seidman, 2005). Moreover, youth participation in structured out-of-school activities is often associated with positive behavioral outcomes (Melnick et al., 2001). As a matter of fact, research findings showed that youth who were YP active members seemed to have more control and showed less or no involvement in substance use and criminal activities. So, it is important that structured programs delivered by YP are not only able to attract continuous involvement during free time after school but should also be exciting and energizing as requested by youth, both in the rural as well as the urban locations.

Young Partner was born in response to the national concern in molding young people with principles and good character. One of the missions was formulated to cultivate a thirst for knowledge, together with inculcating an appreciation for high moral values and positive attitudes through continuous structured YP programs in Malaysia. Similarly, National Education Philosophy states that Education in Malaysia is an on-going effort towards developing the potential of individuals in a holistic and integrated

manner, aimed to produce knowledgeable and capable individuals who have high moral standards.

Considering the similar aims involving the young generation, there should be a close partnership between the organizations. However, there was no involvement of the Ministry of Education that is relevant to the Lifestyles introduced in the policy although education office at districts contribute in conducting YP programs at schools in the extra-curriculum activities. This probably because the ultimate aim of establishing Young Partners was to instill positive values among youth through various activities and programs and prevent negative behavior, as reported by the officer that *"..if there are no YP programs, there will be more loafing cases among youth",* which indicated that education outlook derived from leisure experience was not given emphasis.

This means that the knowledge of education in leisure and the impact it has on individual's quality of life should be inculcated first among the officers, so it can be channeled to the participants, especially the school students. Infusing the knowledge can be implemented through YP programs or school curriculum so understanding the role leisure plays in young people's development can be more significant that just merely spending time in an organized way. This is because leisure is a "key context for education and learning, for health care and the decisions that impact their health" (Irby & Tolman, 2002). Furthermore prior studies have highlighted the roles education plays through leisure participation. For instance, it helps a person to develop an understanding of self and healthy social behaviors (Fain, 1991), is looked upon as a way an individual receives and understands the world through multiple intelligences (Gardner, 1946) and to enhance individual's leisure experiences through translated programmatic structure

(Mundy, 1979). The implications and suggestions on leisure education will be discussed further.

Therefore, the process of education during leisure helps to contribute to young people's sense of self where they may learn how leisure can be beneficial and rewarding, as so many skills learned in leisure education are applicable to other areas of life as emphasized by Caldwell (2002).

Other aspects on programs like budgeting, membership and promotion showed the significant role the government played in making the YP policy a success. A certain amount of budget is allocated every year to run YP programs throughout the country. However, there was also times when insufficient budget limit the programs implementation since participation is free of charge and state offices will have to wait for the amount allocated in running the programs. Some instances like the lack of manpower had contributed to the unsuccessful programs delivery since personnel and part-timers, including volunteers need to be paid or given token payment for services rendered.

The lack of manpower has become an issue because if there is no budget to pay for the officers and trainers, volunteers' services are needed, but the drawback would be that they are required to undergo specific training to equip them with specific skills as stated by Officer 2, *"To reach the goals of the programs, we usually have trainings for the volunteers so they are ready to face the youth", w*hich means, financial support is still very much needed not only to run the programs but also for the training purposes among volunteers and 'movers' for effective service delivery. So budget deduction will affect the whole yearly programs already planned for Young Partners, reduce the excitement

due to the lack of continuity from existing YP members and new members' participation, and thus interfere with the medium to long term assessments of a successful program.

In relation to the financial aspect discussed above, YP programs were declared to have provided greater opportunities and participations among youth, as stated by the Officer:

> *"We know that the participants have enjoyed the programs that we organized, which is government programs, because they know it is free of charge, and furthermore they get souvenirs, goodies, etc."*

With such benefits, participation is encouraging because even schools are not allowed to impose any charges on activities under the jurisdiction of YP because all decision making on activities, programs and budget allocations are controlled by the Ministry. However, if budget for YP is reduced, collaborations with other service organizations and NGOs on selected programs can be considered and continuous programs can still be implemented. The roles of service organizations depend on the types of agencies, activities and the target groups. For example, provision of services for youth with special needs and other youth non-profit organizations can also be part of YP programs but under different service organizations, but with similar objectives. This has already been implemented in several countries over the years (Edginton, 1978; Edginton & Neal, 1983; Hastings, 1984; Howart & Edginton, 1986).

Other alternative funding from public and nonprofit organizations may also help to reduce the burden and keep the programs running. For instance, gifts and donations may be made for specific programs like ARP or the Malaysia Premier Youth Award, which is an award giving ceremony to acknowledge members who have completed several stages in YP programs with bronze, silver or gold medals, depending on their achievement. Sponsorships which include contributions like cash or products for distinguished YP members not only help to reduce budget constraint but also provide

the sponsors with market recognition and promotional opportunities. At the same time can encourage more new YP members to be active participants. So a successful sponsorship means both parties benefit from the collaboration (Edginton et al., 2002).

This information and collaboration, not only about YP activities and the benefits the members are getting, should be promoted and published, in printed media or electronic medium of instructions which are now readily and easily accessible for the benefits of youth so they will not disappear from YP structured activities. Therefore, medium to long term financial planning resources and collaborations with other agencies for an alternative funding are required so YP movement will not depend solely on government's budget, so to keep YP breathing and alive.

In view to the participants' aspect, several themes like the demographic profiles, youth needs, attitudes and satisfaction will be further discussed and elaborated that account to the findings of the research. Taking into consideration the positive response from youth and the increasing numbers of members enrolled since it was launched, it can be said that Young Partners has helped youth to fill their time after school in a more beneficial and productive way. As declared by the officer, "*… the programs helped to develop their self-reliant. We helped to develop their mental and physical...*" So, YP benefits have proven the evidence of happiness and mental health of 'social supports' with activities done with friends and families (Veiel & Baumann, 1992) and positive well-being with enjoyable activities with friends (Headey &Wearing, 1991).

Furthermore, previous research has found out that leisure can lessen the effects on stress on mental health, as leisure generates social support, promotes challenges, and enhances feelings of personal control (Coleman & Iso-Ahola, 1993) and physical activities during

leisure improve cardiovascular fitness, muscular strength, endurance and flexibility (Wankel & Berger, 1991). Other motives for taking part in leisure activities which were highlighted in the previous research included psychological: Self-concept, self-confidence, self-sufficiency, sensation seeking, actualization, well being, personal testing, sociological and physical needs (fitness, skills, strength, coordination, catharsis, exercise and balance (Cheek & Burch, 1976; Rolston, 1986). So the integration of various activities through Nine Lifestyles that involve physical and psychological aspects offered by YP has contributed in achieving the objectives through structured leisure.

Socially, Young Partners policy has managed to gather youth from various districts in Selangor state, also from various states in the country through National event. They came from different social and geographical backgrounds also diverse ethnic and cultural differences. However, over the years during the implementation, the majority participation was among Malay youth. The main reason for the absence of other races was program content as according to the officer, "*…if we are organizing Young Neighbors program, and there will be motivational talks and prayers included in the programs timetable, they (other races) decided not to participate*". So, this does not fulfill the ratio of having 60% Malays, 20% Indian and 20% Chinese during the program planning stage. Therefore some adjustments were made to attract more participation like providing a separate module during Islamic preaching or prayers with other contents involving spiritual and moral values. More promotions and making YP memberships more accessible through District Educational offices may help to increase awareness among others. Understanding the motives for participation could be additional ways of promoting more youth to join, as Kelly (2000) stated that leisure was

seen as a way to maintain closeness with family as well as developing and maintaining friendships, which is one of the key factors for youth participation.

As discussed in the previous paragraphs on activities variations to develop positive well-being among youth, it also important to consider needs assessments to provide appropriate programs and services for participants. Needs assessment is the first step in the programming process (De Graaf et al., 1999). This is the beginning effort in finding what is desired by the participants so the organizational philosophy and mission will be directed towards achieving both the Young Partners' objectives and youth's interests across all races. Although it is not easy to measure the needs for leisure and recreation but in reviewing the literature, the need can be conceived in several ways. For instance, public need for recreation must be internalized (Godbey, 1999), concepts of recreational need must be understood (Mercer, 1973) and why people participate in leisure activity for different reasons under different conditions (Iso-Ahola, 1980) should also be analyzed before the leisure service plans can be systematically developed and utilized.

Moreover, building from Maslow's theory, Tillman (1974) believed that people have needs, and the needs can be satisfied in a variety of ways, and one way of achieving it is through leisure opportunity. Therefore, Young Partners policy is able to achieve its objectives in both following the top-down administrative role of the cycling programming process and also bottom-up from the needs assessment of the participants. If this can be done, overall participants' satisfaction can be achieved because satisfaction was only measured by the way participants responded verbally as reported by the officer:

"If the ranking of satisfaction is from 1-10, the score of 8-9 is affirmed. It is very seldom that they were not satisfied especially when we developed the programs without any charges, in fact we gave goodies. So there was no reason why they were not satisfied".

This means, being able to participate without any charges and getting goodies may not be strong determiners toward achieving leisure satisfaction. But, the quantitative data analysis in this research has shown considerable level of satisfaction among youth in their participation, particularly on the aesthetic values. This indicates the importance of locality where leisure activities were carried out, although the program contents were already being planned earlier. This also reflected on the high interest of outdoor activities participation among youth as environmental and interpersonal challenges are important to the provider of community recreation to allow creative approach in the understanding of community sports and youth (Bramham & Henry, 1990; Kew, 1987).

So, what is important is that youth can get easy access to programs location and decide on leisure activities they are interested in providing that the activities are safe, appropriate and attractive. There must also be a balance between the freedom youth has in pursuing his desire on the choice of activities and the responsibility he has as a member in a community because at present YP if emphasizing on community typed activities following its second phase of implementation. So leisure service program should meet community needs as suggested by Kraus and Curtis, 2000, even from various population needs (Edginton & Neil, 1983; Howat and Edginton, 1986; Beggs & Elkins, 2010) in providing leisure experiences. This means, satisfying leisure experiences are essential to provide challenge to the participants and escape from their ordinary life routines.

To conclude, by having positive and satisfying leisure experiences during Young Partners' participation, youth are able to develop and shape long-term leisure patterns and behaviors among youth (Gordon & Catalbiano, 1996; Hultsman, 1993). What is significant, youth will continue to participate in leisure activities even after the college years. As determined by Searle, Mactavish, and Brayley (1993), leisure satisfaction was one of the main variables that contributed in explaining an individuals' choice to continue participation in leisure activities.

6.4 Implications of the Study

Some recreation programs are offered based on the tradition (or perceived needs) rather than actual youth needs or interests. Similarly, Young Partners was designed to meet the government objective in achieving its mission or aspiration to equip youth with knowledge and skills necessary and prevent negative behaviors. It is implemented through structured activities after school hours and during free time so youth leisure time is pretty occupied with supervised activities. Therefore, leisure activities of which young people engaged in should be of their concerns and priorities and needs first, and leisure providers, namely Young Partners should provide whatever support that is necessary to ensure the effectiveness of the programs and encourage more new participatory opportunities.

Needs analysis or needs assessments should be reflective of a commitment of the provider, namely Young Partners to serve youth within the scope of the organizational mission.So, participation in any kinds of programs under Young Partners made them aware that leisure is not just doing any activities during free time but also a mechanism for physical, physiological, spiritual, and cognitive well-being. With the initiative of the YP movement, its leisure activities help in character building among youth and help to create a better generation for the future as required but most importantly created the self conscious attitudes about the importance of leisure in their life.

Therefore, the Young Partners policy should be continued as it has helped youth to experience leisure in a variety of 'lifestyles' and optimistically to make good decision-making about their leisure choices, through continuous improvements from the provider in the planning process by understanding youth's leisure needs and types of activities during the implementation and evaluation of the cycling process.

There should be innovations and experimentation in terms of aspects relevant for the betterment of youth movement. Money spent for the programs should also be used for such innovations and research. Improvising services for the youth movement at all levels from national to district, rural and urban areas should be done progressively. Places for youth to hang out and spend their leisure time should be developed and upgraded. Places in the urban areas for example, may include Skate Park, Extreme Park, playgrounds, pools, museum, and many more, and rural areas that focus on the community halls, parks and natural resources should be easily accessible and safe for use. The facility should offer necessary amenities and be attractive to youth so the physical environment is suitable for the proposed activity. The organization should also make continuous efforts to respond to barriers and constraints that restrict leisure to the target group.

Education in leisure and time use for young people should also be further developed in schools and higher learning institutions with emphasis on students at the primary levels so they have knowledge about leisure, its accessibility and benefits for well-being. This is important because programs and activities organized under proper supervision can help to construct meaningful experiences for youth and to connect with others, together with other benefits gained through participation because 'no other life domain provides opportunities for social interaction and personal competence more readily than leisure' (Ahola, 1980). In this aspect, leisure education should not be conceived as a specific program for special population only because leisure and understanding leisure in various aspects should be made available for all, especially youth who are known for their experimentation and exploration at this life stage. This is relevant to a theory suggesting play intervention and leisure education for children and youth (Kleiber, 2001). One of the suggestions was the use of play to define self in relation to others, so

an individual involved in the activity able to reconstruct her/himself thus provide opportunities for decision-making and activity control.

Since research findings indicated that youth preferred active leisure and outdoor activities, so outdoor leisure education which include, to name a few, the environmental education, youth camping, outdoor pursuits, survival, heritage interpretations, eco-tourism, adventure education, and any other educational disciplines should be infused to cultivate the association between human and nature. This is to foster appreciation for nature and promote a livable environment in accordance to mental, physical, social, and spiritual well-being (The American Association for Leisure and Recreation, 2003).

In a nutshell, it is relevant that authorized decision-maker through vertical dimension policy should not be an only alternative; rather a combination of two with a horizontal dimension through the cooperation of outside agencies and participant's views should be made possible. This is because, although Young Partners policy has collaborations with other ministries and NGOs and takes feedbacks from participants, however, the approach is still very much vertical with the government as the authorized decision-maker. On the other hand, horizontal dimension concerns with relationships with other organizations outside the line of hierarchical authority and involve commitment and understanding among participants in various organizations too. This was mentioned in the previous paragraphs where I suggested different types of organizations possible to contribute in implementing programs especially when budget is constrained.

As highlighted by Colebatch (2002), the flow may also run both ways: top-down and bottom-up because policy is not only about authorized decision-making, but also about problem solving. It means, the authority passes directions down the line and at the same

time participants at the lower levels may contribute in providing ideas, take part in the decision-making process and to pass up the line seeking authoritative endorsement for their plans. This is to enable shared understanding reach the horizontal line. In Young Partners policy, participants' needs and their views through open communications can be assessed after programs implementation, thus help policy maker to improve on various aspects in management and mechanism in order to reach the objectives with participants' needs being the ultimate aim. Hence, the focus is on the reform, giving attention to outcomes rather than process. This is to accomplish priority goals rather than because of routines or political pressures (Colebatch, 2002).

It is hoped that the Malaysian government together with other agencies, in line or outside the hierarchical line help in providing greater attention on the outcomes and the accomplishments of policy objectives in Young Partners.

6.5 Limitation

Members of YP are taken as samples and considered as the representative of youth in Malaysia. The samples were only taken from Selangor when there were also YP movements and programs handled at various states in the country. A more thorough survey could have produced better findings if representative of participants are taken from all states and relationships can be made in the aspects of location as well as races or ethnic for the demographic profiles.

Further research and future policy can be enhanced in broader concepts of leisure from gender perspective. For example, the definition of leisure as 'time' and as 'activity' can be further explained by addressing different access to leisure for men and women, and understanding can be obtained from an in depth interviews of YP partners from both male and female youth.

Recent studies have highlighted on the increased use of internet and computers during free time among youth. This aspect, though mentioned in passive leisure activities questionnaire items and showed frequent participation in the findings of this research, was not thoroughly discussed and elaborated as the focus is more on the activities after school hours outside the house. Furthermore, Young Partners' Nine Lifestyles seem to focus more on a healthy and active participation.

6.6 Recommendations

Based on the research findings and discussions presented, several recommendations were derived for policy direction in Young Partners from leisure perspective:

1. Students in all schools should be given the opportunities to participate in related programs offered by YP according to their needs. Teachers can help to identify students' needs for leisure through needs assessment questionnaires that can be developed and used throughout the country. This can be done during Physical and Health Education class or other relevant subjects in school where leisure can be embedded in the curriculum. Participation in YP can be channeled through school co-curriculum activities so students have more choices and freedom to choose. Assessing youth needs help to provide input in the planning of organized recreational or leisure programs so their participation is not only that the activities are fun and enjoyable but also meaningful and provide educational elements relevant to the government aspirations. This may necessitate a paradigm shift away from offering just "fun, games and sports" types of activities, but to be replaced with leisure engagements which offer the possible attainment of meaningfuldevelopmental outcomes which is going to be the foundation for youth development in human capital. Therefore, free time and leisure provision should be based on the needs of youth in the community and not to adopt a 'one fit for all' policy regarding leisure provision.

Strategy: Needs Assessment Analysis

A needs assessment is the process of collecting information about an expressed organizational need. The analysis is to improve current performance or to correct a deficiency of a program. Assessments can be formal, using survey and interview techniques or informal, asking questions of those involved). For YP purpose needs

analysis is needed to plan effectively, identify priorities, make decisions and solve problems. The recommended process may include: (1) Identifying the process, (2) Identifying the population, (3) Indentifying Data sources and (4) Develop strategies for improvement. To make a good decision about the needs assessment approach it is advisable to consider:

i)   the size of the population for the program or policy

ii) the participant group

iii) the best method of communicating with participants or a sample of participants

iv) the multiple sources of data that might be helpful in understanding the needs of the adult learners

2. New innovations and improvements require expertise and financial supports. Thus it means partnership. It is viable that youth movement to have partnership and establish links with other NGOs, agencies, educational institutions and voluntary organizations within the community for optimal use of leisure resources and facilities, not only involve matters with regards to physical activities and team building through recreational activities but also a lot more than that. For instance, youth movement should establish relationships with health and medical associations/ centers for Disease and Prevention, National Cancer Institute, and universities to increase awareness about health and quality of life, also educate youth about their well-being and decrease obesity and delinquency. Partnership with industries, beyond the governmental policy like having partnerships with major recreation equipment and manufacturers may provide added value to leisure experience, help to reduce budget constraints and encourage continuous program implementation. It is also beneficial for sharing of resources and expertise, expanding opportunities and minimizing duplication. Some of the potential

partners may include the community public library, cultural centers, religious clubs or services, volunteer groups, and the private sectors.

Strategy: Identify potential partners for high priority in service needs as outlined in the youth needs assessment and maintain regular contact with wide range of potential agencies. Young Partners should develop a mechanism to evaluate potential partnerships for youth services.

3. For future research in leisure studies, an extensive series of large-scale survey funded by the federal government or other agencies should be carried out, or research on leisure time use among youth to identify their needs for leisure from other various demographic profiles: ethnic, race, special population, identity crises, disabled or age. Geographical locations: urban, rural, east and west Malaysia, islands, highlands, east and west coast may have different impacts on youth at different places, as people participate in leisure activity for different reasons under different conditions (Iso- Ahola, 1980). There is a need for reliable and valid measures for more in depth findings through direct observation, interviews with participants and videotaping in the areas focused in the research or other leisure aspects in YP context, as mentioned above. This will provide comprehensive information on youth and their leisure needs, preferences, attitudes and motives for leisure thus help policy makers to decide on program planning and implementations so the policy is used as the pursuit of an authorized purpose to achieve certain goals that are relevant, reliable and significant. Moreover, understanding leisure needs of young people help in the process of urban planning and rural development so their access to those facilities and opportunities are ensured (World Youth Report, 2005), thus making leisure provision for young people is socially orientated within the community.

Strategies:

i) Longitudinal studies on leisure time use among youth in Malaysia.

ii) Comparing YP and non-members to see if there is effective implementation that the program has successfully helped youth to spend free time wisely. To administer such scales required immediately before a leisure activity, immediately after, and at one or later intervals, during YP participations to find the effects of different leisure activities.

4. Leisure Education is to be introduced in school curriculum. Leisure education is learning skills, gaining knowledge, and attitudes relating to how people spend their time. Although in most research leisure education is measured through the outcomes of specific program interventions for specific population, like the use of leisure skills for continuum development for disabled children, however, I believe that leisure education, be it as a single subject or embedded in other subjects in Physical and Health Education or even in Art or Music subjects, help the development of leisure values within an individual. Similar to leisure education concept for inclusive leisure services, it also provides any individuals the chance to enhance the quality of lives in leisure, understand potentials, challenges, impact of leisure, skills and appreciation from leisure knowledge (Datillo, 2002).

So the implementation towards leisure educational approaches should be self-directed, in a non-threatening environment to support freedom of choice. The content areas should include leisure awareness, as when and where leisure can happen; self-awareness, the preferences as what to do and with who; and resources awareness, the place and location for leisure within the community settings. So leisure education can

be implemented through formal and informal channels, direct and indirectly in the system. Ultimately, the educational process is to 'enhance the quality of a person's life through leisure' (Chinn & Joswiah, 1981) and I see leisure as one aspect to enhance one or more of the multiple intelligences suggested by Gardner (1999) in terms of bodily-kinesthetic, interpersonal and intrapersonal intelligences.

Strategy: Leisure Education Curriculum- integration of leisure concepts and contents; leisure as a subject of study itself; leisure experimentation; teacher-pupil leisure counseling; leisure activities; school leisure programs with Young Partners, community, institutions and facilities; and appointing leisure education consultant or training the teachers with responsibility over all leisure education activities and curricula in schools (Adapted from "Leisure Education in the schools: Taskforce on leisure education in the schools". A position statement presented to AALR, 2003). What is important is Leisure Education should begin atearly age.

5. Leisure activities, attitudes and satisfaction can be examined from different ethnic groups by making comparisons so suggestions can be made in terms of designing new programs by policy makers so participations can involve all races. This is for the purpose of enhancing solidarity and achieving government's aspirations toward 1Malaysia. 1Malaysia is a concept to foster unity amongst the multi-ethnic citizens of Malaysia through various strategies, and sports are known as an element for the purpose, with leisure activities can now be part of the ideas to further reinforce our solidarity from a bigger perspective for young people. For example, by organizing more inter-culturally diverse leisure experiences and activities among youth can help to foster participation and integration in the community at the same time eliminating possible barriers or discrimination.

Strategy: Young people between the ages of 15-25, regardless of their ethnic groups should be targeted and encouraged to join YP programs and be assured of their full participation in the regeneration of their neighborhood requirements by the representations in the community or district levels. The voluntary pre-National Service Program in schools through Young Partners should be promoted more comprehensively across the secondary school system, public and private.

6. In terms of management aspect, direct communication and consultation with youth should be a priority when designing or planning any services or leisure facilities for them. The process should be ongoing, easily accessible and flexible to youth needs. This can be done through continuous monitoring and the engagement in a long range of planning and evaluation. By doing so, the staffs and officers should be aware of current leisure trends and best practices in leisure and recreation through participation in conferences, visits, new innovations, workshops and trainings with other organizations related to Young Partners policy and youth needs.

Strategy: Simple measures may include:

i)   A comment drop-off box at all YP district offices

ii)   A short survey for program activity on overall satisfaction and evaluation for trainers

iii) On-line comments to solicit ideas for new programs by youth

iv)   Continuous leadership trainings for officers and staff

7. Government should consider the horizontal approach of policy implementation whereby the process takes into account active participations of government officials and leaders in defining the objectives, as well as the participants and other agencies to give inputs on the overall program services, across organizational boundaries also within them. So the decision making is seen as a collective voice although policy is usually described as the work of "the authorities". So people who are involved in the policy area develop special knowledge about it and share it with other experts, who have different ideas but may be addressing similar problems during policy process. As mentioned in the implication, the flow may run both ways: top-down and bottom up, where participants and officers at the lower levels may pass directions and ideas with the approval of the higher authority, so satisfactory level from the planning to the evaluation process can be increased through inputs from various stages.

Strategy: Experts from various areas that are relevant to Young Partners should be appointed for specific objective and focus. For example, experts in health, leisure, recreation, or welfare can be chosen from the government agency or private sectors so their responsibility for policy in any area will be claimed by some functionally defined group of experts.

8. The Ministry of Youth and Sports should increase opportunities for structured leisure activities for youth actively promoted through Young Partners. This can be done by testing the interest by providing small scale activities first and once proven successful develop into larger scale activities. This awareness can be generated through a creation of a strong brand image youth. For example, more participation in many major events relevant to youth at national and international levels should be encouraged. More

incentives and guidelines should be provided to encourage participation of youth among all races.

Strategy: Promotions and announcements about Young Partners and its programs should be well publicized in mass media so youth and community should be made aware of the important role that YP plays in the effort to bring youth together. Some example of programs and activities to be highlighted and initiated by government that can encourage greater participation may include international fairs, sports events, recreations and other relevant activities involving youth.

Other policy recommendations may include:

a) Enhancing on the identified specific target groups in all areas to ensure active and maximum participation.

b) Establishing an image of quality, good service, safe and communicative program to increase the image of Young Partners.

c) Establishing an image of multi-cultural and multi-racial movement, maintained and nurtured to distinguish Malaysia on its diversity.

d) Enhancing the role of Young Partners offices and administration, placing emphasis on planning, monitoring and implementing high quality programs and playing a leadership role in developing YP movement in Malaysia.

Therefore, money already spent on YP should not be wasted on new initiative but government should seek to rebuild and develop YP more strongly as the initiative seems to be faded away and interests seems to be lost in YP initiative.

6.7 Conclusion

It is essential that leisure is discussed and analyzed for the development of young people and their effective contribution to society. Youth in Malaysia, regardless of gender and socioeconomic status should be given a wide range of opportunities, supported by a variety of organizations to provide broad ranging programs to suit and develop their needs. Young Partners is seen as just one mechanism in achieving the national aspiration of promoting positive social change and developing a real feeling of national unity through organized leisure and recreational activities that combine both leisure and education.

The findings of this research have unveiled some knowledge and insights to the authority, leisure providers, Young Partners to be specific, on organized leisure as one way to achieve the mission of the government towards producing youth who are not resilient to social problems through leisure and recreational activities. To sum up:

1. The Government, NGO's and Leisure experts should work together in providing leisure experiences that are fun, exciting and challenging. The inclusion of leisure within education is seen as beneficial, perhaps crucial, for character building among youth, in line with the aspiration of the government.

2. Young Partners is seen as a tool to achieve national aspiration through leisure services and activities in the emergence of personal identity, national identity and nation building through structured leisure activities. This is achievable as YP components have all the aspects based on the philosophy of education (physical, mental, emotional, and spiritual)

which helped youth to use time wisely and develop social skills, enhance personal and collective self-esteem within one self and the community.

3. The Young Partners policy and its development is hoped to prevent social ills that may be caused by the lack of sufficiently funded and supervised leisure programs.

4. Policy making must begin with the identification of the beneficiary group, the needs and benefits to be derived from the implementation.

5. Policy solutions must outline specifically the problems and needs of the beneficiary group. A good policy is one that solves problems and fulfills the needs of the target group as well as reaches the objectives of the policy maker.

6. Policy implementation requires an enforcement agency with critically a long term view together with a proper well defined structure and systematic and results driven work process.

7. This research has demonstrated that the government must act as the social catalyst that drives the organization and management leisure activities for youth.

8. Private organizations such as the YMCA, youth associations and existing leisure and recreation industry businesses should be involved in the development and expansion of the relevant facilities to drive the required change. Rational choice theory does not work without the allocation of sufficient resources over an extended period of time to support it.

In conclusion,the components of leisure studies focusing on leisure concepts, leisure activities, leisure attitudes and leisure satisfaction, with the analysis of Young Partners implementation, this organized program during free time is seen as a continuous effort in achieving policy objective among youth in Malaysia. The success of the program will be determined in the cycle with continuous improvements throughout the implementation and leisure education is seen as a fundamental element in providing knowledge to the young ones in understanding leisure concepts and the spectrum of leisure in achieving quality of life. Therefore Young Partners should be maintained and developed with continuous effort, focus and improvements in realizing the national aspiration.

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