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THE USE OF LEISURE TIME BY HIGH SCHOOL STUDENTS IN THE SUBURBS OF DETROIT, MICHIGAN

by
Mae Jeanne McDaniel Flegle

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1972

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TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

LIST OF TABLES v

Chapter

I. INTRODUCTION TO THE STUDY 1

Introduction
Need for the Study
Statement of the Problem
Hypotheses
Delimitations of the Study
Background of the Problem
Summary

II. REVIEW OF RELATED LITERATURE AND RESEARCH . . . 19

Review of Related Literature
Research into School Activity Programs
Summary

III. METHODS AND PROCEDURES. 53

Introduction
Procedures
Definition of Terms
Assumptions about the Data
Summary

IV. ANALYSIS OF LEISURE TIME INTERESTS. 75

Introduction
Kinds of Sponsored Activity Participation
Kinds of Unsponsored Activity Participation
Amount of Sponsored Activity Participation
Amount of Unsponsored Activity Participation
Reasons for Participation in Sponsored Activities
Reasons for Participation in Unsponsored Activities
Reasons for Nonparticipation in Sponsored Activities
Leisure Time Activity Preferences
Summary

V. ANALYSIS OF LEISURE TIME PROBLEMS 159

Introduction
Leisure Time Problems: Coded Responses
Examples of Leisure Time Problem Responses
Summary

VI. ANALYSIS OF LEISURE TIME NEEDS. 197

Introduction
Leisure Time Hours Available Per Week
Leisure Time Hours Enjoyed Per Week
Changes in Activity Participation
Activities Requested
Willingness to Participate in Requested Activities
Perception of Quality of Education for Leisure
Perception of Quality of School Counseling for Leisure
Satisfaction with Available Leisure Time Activities
Satisfaction with How Leisure Time Is Used
Summary

VII. SUMMARY AND CONCLUSIONS 251

Review of the Study
Summary of Statistical Findings
Summary of Descriptive Findings
Conclusions
Implications and Recommendations
Delimitations of the Study
Suggestions for Further Research

Appendix

A. LEISURE TIME QUESTIONNAIRE AND DIRECTIONS FOR ADMINISTRATION. 291

B. FREQUENCY OF ALCOHOL USE, MARIHUANA USE, AND ILLEGAL BEHAVIOR OF SAMPLE SUBJECTS 307

BIBLIOGRAPHY 309

LIST OF TABLES

Table		Page
1.	Size of Sample by School and Grade Level. . . .	58
2.	Kinds of Sponsored Activity Participation According to Socio-Economic Level	79
3.	Kinds of Sponsored Activity Participation According to Sex.	82
4.	Kinds of Sponsored Activity Participation According to Frequency of Alcohol Use	85
5.	Kinds of Sponsored Activity Participation According to Frequency of Marihuana Use	88
6.	Kinds of Sponsored Activity Participation According to Frequency of Illegal Behavior. . .	92
7.	Kinds of Unsponsored Activity Participation According to Socio-Economic Level	96
8.	Kinds of Unsponsored Activity Participation According to Sex.	98
9.	Kinds of Unsponsored Activity Participation According to Frequency of Alcohol Use	100
10.	Kinds of Unsponsored Activity Participation According to Frequency of Marihuana Use	103
11.	Kinds of Unsponsored Activity Participation According to Frequency of Illegal Behavior. . .	105
12.	Other Kinds of Unsponsored Activity Participation According to Socio-Economic Level. . . .	108
13.	Amount of Sponsored Activity Participation Over a Four-Week Period According to Socio-Economic Level.	110
14.	Amount of Sponsored Activity Participation Over a Four-Week Period According to Sex. . . .	120

Table		Page
15.	Amount of Unsponsored Activity Participation Over a Four-Week Period According to Socio-Economic Level	129
16.	Amount of Unsponsored Activity Participation Over a Four-Week Period According to Sex	137
17.	Reasons for Participation in School Activities	144
18.	Reasons for Participation in Church Activities	146
19.	Reasons for Participation in Community Activities	147
20.	Reasons for Participation in Unsponsored Activities	149
21.	Reasons for Nonparticipation in School Activities	151
22.	Reasons for Nonparticipation in Church Activities	153
23.	Reasons for Nonparticipation in Community Activities	154
24.	Leisure Time Activity Preferences	156
25.	Perceived Causes of Leisure Time Problems	162
26.	General Leisure Time Problems According to Frequency of Alcohol Use, Marihuana Use, and Illegal Behavior	164
27.	Specific Leisure Time Problems According to Frequency of Alcohol Use	167
28.	Specific Leisure Time Problems According to Frequency of Marihuana Use	170
29.	Specific Leisure Time Problems According to Frequency of Illegal Behavior	173
30.	Number of Leisure Time Hours Available Per Week According to Socio-Economic Level	198

Table		Page
31.	Number of Leisure Time Hours Available Per Week According to Sex	199
32.	Number of Leisure Time Hours Available Per Week According to Frequency of Alcohol Use	200
33.	Number of Leisure Time Hours Available Per Week According to Frequency of Marihuana Use	202
34.	Number of Leisure Time Hours Available Per Week According to Frequency of Illegal Behavior	204
35.	Number of Leisure Time Hours Enjoyed Per Week According to Socio-Economic Level	206
36.	Number of Leisure Time Hours Enjoyed Per Week According to Sex	207
37.	Number of Leisure Time Hours Enjoyed Per Week According to Frequency of Alcohol Use	208
38.	Number of Leisure Time Hours Enjoyed Per Week According to Frequency of Marihuana Use	210
39.	Number of Leisure Time Hours Enjoyed Per Week According to Frequency of Illegal Behavior	211
40.	Changes in Activity Participation over the Past Year	213
41.	Activities Requested According to Socio-Economic Level	218
42.	Activities Requested According to Frequency of Alcohol Use	220
43.	Activities Requested According to Frequency of Marihuana Use	222
44.	Activities Requested According to Frequency of Illegal Behavior	224
45.	Willingness to Participate in Requested Activities	226

Table		Page
46.	Student Perceptions of Quality of Education for Leisure	228
47.	Student Perceptions fo Quality of School Counseling for Leisure	230
48.	Satisfaction with Available Leisure Time Activities According to Socio-Economic Level.	232
49.	Satisfaction with Available Leisure Time Activities According to Sex.	233
50.	Satisfaction with Available Leisure Time Activities According to Frequency of Alcohol Use	235
51.	Satisfaction with Available Leisure Time Activities According to Frequency of Marihuana Use	237
52.	Satisfaction with Available Leisure Time Activities According to Frequency of Illegal Behavior.	239
53.	Satisfaction with Use of Leisure Time According to Socio-Economic Level	241
54.	Satisfaction with Use of Leisure Time According to Sex.	243
55.	Satisfaction with Use of Leisure Time According to Frequency of Alcohol Use	244
56.	Satisfaction with Use of Leisure Time According to Frequency of Marihuana Use	246
57.	Satisfaction with Use of Leisure Time According to Frequency of Illegal Behavior.	248

CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Recently, there have been growing concerns about adolescent preoccupation with leisure time activities which are anti-social, illegal, and self-destructive. Drug use, delinquency, and other destructive behaviors are increasing, despite the enormous amount of governmental funds provided for recreational programs, despite the attempts of churches to offer social activities for young people, and despite the efforts of schools to provide activity programs and avocational classes which might attract youth toward worthwhile leisure time pursuits.

Forecasts that leisure time problems will continue to grow cause further concern. Kahn and Wiener (1967), as well as others, predict that leisure hours will dominate man's life in the future. They anticipate that this extra gift of time will actually become a curse for those who have not been exposed to a variety of experiences which have pleasure potential.

To date, social institutions have been handicapped in assisting youth with their leisure problems because not enough is known about adolescent use of free time. This study was pursued under the assumption that schools, churches,

and other community agencies might better serve a substantial preventative function if they were provided with basic information pertinent to the leisure time interests, needs, and problems of adolescents.

This study was devoted to an investigation of high school students' leisure time activities, reasons for participation or non-participation in certain kinds of activities, perceptions of recreational needs and interests, problems involved in their use of leisure time, and suggestions for improvement of existing activity programs. In addition, descriptive information about each student was studied in order to determine unique leisure interests, needs, and problems of different kinds of adolescents.

Need for the Study

The increase in leisure time in this country is emerging as a problem which demands that education must respond. Douglass (1960, p.1) believes that "For the first time in human history, leisure rather than work has become the dominant time factor which integrates life. . . . To accept our leisure as seriously as we once did our work shifts a whole emphasis. The change necessitates new value systems..."

Over a decade ago, Martin (1958, p.4) pleaded for more attention to educating for leisure by stating that "The distressing fact is that the past decade gave us the forty-hour week, the long weekend, longer vacations with pay, increased longevity, but it also brought us, among other things, an increasing tempo of living, more duodenal ulcers,

increasing deaths from coronary thrombosis, increasing annual budgets for mental disease, and increasing consumption of drugs for sleeplessness of psychological origins. We have to include increased accident-proneness, especially automobile accidents, many of which can be attributed to the inability to relax, and the compulsive need to keep going at all costs, and to get there first."

One might add to this list at least two more recent problems that might also be associated with use of leisure time--increased drug abuse and increased crime rates.

In the early part of this century, preparation for worthwhile use of leisure time was charged to schools as a basic educational purpose, and was listed (Robbins, 1969, p. 272) as one of the Seven Cardinal Principles of Education. More recently, the American Association of School Administrators (1966) included at least four education-for-leisure goals in their "Nine Imperatives for American Education." Specifically, these were (1) to make the best use of leisure time, (2) to make urban life rewarding and satisfying, (3) to discover and nurture creative talent, and (4) to strengthen the moral fabric of the society. It was believed that effective instruction and activity programs could contribute toward reaching these objectives.

Despite the need for such education, and the promises that have been made by schools, the White House Conference on Children (1970) charged that social institutions have failed to meet their responsibility in educating for leisure.

"Creative leisure activities make a profound contribution to the child's emotional, psychological, physical, aesthetic, and spiritual growth. We, as a nation, have failed to emphasize the importance of leisure experiences upon the individual. The prime obstacles have been two prejudicial attitudes: (1) that leisure is intrinsically less worthy than work, and (2) that survival skills are more worthy than those activities enjoyed for their own sake." (White House Conference on Children, 1970, p.1)

Conference participants recommended (ibid., p. 9) that educational institutions "...should renew their commitment to play the central role in developing proper attitudes concerning leisure and leisure proficiencies among students." Specific suggestions for accomplishing this goal were as follows:

1. Implement meaningful curricular activities which stress the development of a wholesome attitude toward the importance of the proper use of leisure.
2. Encourage a wide range of curricular activities which challenge the interests of all students, are characterized by the development of life-long proficiencies, and are participatory rather than spectatorial.
3. Assume a leadership position in providing research and development activities in leisure.

Regarding the last suggestion, the Conference participants emphasized that it was especially critical at this time for research to be conducted in order to discover truths about the following questions:

1. Are there sufficient quantities of quality leisure time activities available in the community that are specifically geared to satisfy the unique social and psychological needs of children?

2. To what extent do prevailing physical, social and economic environmental features in a community shape the leisure time activity patterns and preferences of children and what can be done to accentuate positive features and overcome features that are negative?

3. How should leisure time activities for children be structured and presented to provide optimal childhood education for subsequent adolescent and adult leisure interests and skills?

4. To what extent and for what purposes should community-based human service agencies and organizations develop and support a structured program of leisure time activities for children?

5. What impact does the lack of meaningful and constructive leisure time activities have upon the child, his family, his community?

Statement of the Problem

In accordance with the expressed need for more emphasis on educating youth for leisure, this study will be devoted to an investigation of some of the research questions recommended by the White House Conference on Youth (1970), as well as to some other related questions. Specifically, these questions are as follows:

1. Are there sufficient quantities of quality leisure time activities available in the schools and communities to attract young people?

2. What physical, social, and environmental factors determine whether or not an adolescent participates in activities which are available to him?

3. To what extent should social insitutions and organizations develop and support a structured program of leisure activities for adolescents?

4. How effective do adolescents feel their education and counseling for leisure has been?

5. What are the leisure time problems, interests and needs of adolescents, in general, and of subgroups, in particular?

Hypotheses

The general null hypotheses established for this study are as follows:

Hypothesis 1:

H_o: There is no significant relationship between students' leisure time interests and socio-economic level, sex, frequency of alcohol use, frequency of marihuana use, and frequency of illegal behavior.

Hypothesis 2:

H_o: There is no significant relationship between students' leisure time needs and socio-economic level, sex, frequency of alcohol use, frequency of marihuana use, and frequency of illegal behavior.

Delimitations of the Study

The delimitations of this study are as follows:

1. This study is limited to students attending public high schools in the suburbs of Detroit, Michigan.
2. The period of time covered by the survey is from September, 1971, through March, 1972.
3. This study is limited to student self-reports of activity involvements, and to student perceptions of their leisure time needs, interests, and problems.

Background of the Problem

"Man's dream of leisure has come true--still he must choose. Will he use leisure for dissipation, empty idleness, or will he reach for the peak of creative achievement?" (Nash, 1953, p. 1) This question by Nash reflects modern concern, and would have been unthinkable three centuries ago. In this country, the idea of leisure time is no more than two hundred years old, but, during that time, the decrease in the work hours and increase in labor-saving devices have

greatly influenced not only man's values and attitudes toward leisure, but also his entire life-style. The concept of leisure has changed, and with it have come changes in expectations about how one should spend his leisure time.

Leisure in the 1600s

Because of their puritanical views and their struggle for existence, early settlers of this country clung tenaciously to their beliefs in the value of work and the uselessness and sinfullness of play. Predominant in colonial literature are preachings about the intrinsic good of work, and against idleness and activities not associated with life-maintenance tasks. Sundays were strictly considered to be days of worship rather than play, and there were many regulations, with accompanying punishments, prohibiting play and amusements any day of the week; thus, current concepts of leisure were nonexistent in the early days of this country.

Leisure in the 1700s

As the colonies became more economically stable, participation in leisure activities became logically acceptable. The wealthy engaged in banquets, hunting or fishing expeditions, horseraces, parties, golf, theaters, and concerts. The less affluent resorted to hunting, fishing, fairs, house-raisings, sheep shearings, corn huskings, shooting contests, ice skating, sleighing, and square dancing. The frontiersman, on the other hand, had little time for recreation and was further limited by the recreation resources available to him--

log rolling, camp meetings, revivals, drinking, shooting contests, hunting expeditions, horse racing, wrestling, conversation, and contests of strength and agility (Miller and Robinson, 1963, p. 83).

Typical of the 1700s was the lack of activities sponsored by social institutions. Leisure time activities were contrived by individuals and groups to meet their needs for fun and for escape from a harsh life.

Leisure in the 1800s

Perhaps the greatest change in the concept of leisure came in the 1800s. It was a century marked by important social, economic, and industrial changes which had significant repercussions on man's use of his leisure time.

The beginning of the century saw the middle classes struggling to get ahead. Those fortunate enough to have jobs worked long hours under poor conditions for low pay. Many of those without work began to move west and pioneer new land. In both situations, people did not have the time, energy, or money to indulge themselves in leisure-time activities.

As labor unions gained strength, they were able to make three important gains that affected workers' recreational lives, (1) shorter work days and the six-day week, (2) increased wages so that man could buy the necessities and still have a little left to spend on pleasures, and (3) better working conditions so that workers were not so exhausted they could not enjoy what leisure they had.

The industrial revolution in the 1800s served as a catalyst for a number of changes which completely revised man's view of leisure. Industrial demands for workers caused urban societies to develop. Cities grew with few or no recreational facilities, and uprooted families were robbed of their natural playgrounds. In addition, because of the invention of machines, man now had more time than ever away from work--time which he did not know how to use in his urban environment. As a result, crimes and social problems increased, and people drifted into cheap, commercial amusements. City-living marked the beginning of the trend toward spectator activities and passive forms of recreation. Urban dwellers amused themselves with horse races, ball games, picnics, amusement parks, steamboat or train excursions, dance halls, beer gardens, penny arcades, billiard parlors, bowling alleys, drinking, gambling, and prostitution. The wealthy had additional access to symphonies, theater, tennis, golf, horse shows and racing, musicals, and football games. The pioneers in the West enjoyed saloons, drinking, gambling, fighting, dancing, ball games, band concerts, group singing, church activities, and social clubs and lodges. Rural recreation revolved essentially around the church, Grange, get-togethers, square dances, fairs, and traveling shows (Miller and Robinson, 1963, p. 85).

Growth in urbanization also caused changes in family patterns. The family lost its unity and began to become disorganized as a central source of recreation. Individual

members began to seek their own amusements apart from the family unit. Thus, the emphasis on parental responsibility for supervision of children's activities began to be shifted toward other social institutions. In addition, the increase in employment by women resulted in fewer women in the home to plan and coordinate family activities, as well as to supervise and encourage worthwhile use of leisure by the children.

By the end of the 1800s, man had greatly altered his idea of the pursuit of happiness. The good life implied to him enough material things to meet his needs, and enough leisure time to enjoy himself. In addition, his views about enjoyment had changed, for, along with the industrial revolution had come an intellectual revolution. With the exposure of larger numbers of people to education, interests were increased in literature, the arts, drama, and other areas. Not only did man have more leisure time, but he had expanded his interests immeasurably.

The latter 1800s saw an increase in both spectator and participation sports, and a great increase in reading. People began to require play and fun in their lives, and to demand that organizations and agencies help them enjoy their leisure in constructive ways. As a result, a recreation movement emerged. Colleges introduced gymnastics, rowing, baseball, football, and other sports. Community parks and playgrounds were built, national and state parks developed, and recreational organizations such as the YMCA were founded.

Leisure in the 1900s

During the twentieth century, schools and governments began to accept more responsibility for meeting man's leisure-time needs. As a result of the economic depression, the federal government took action that has influenced recreation even today. Through the public works program, hundreds of recreational facilities were built or improved. In addition, a large recreational program was undertaken not only to give jobs to unemployed artists, actors, and writers, but also to help people use their enforced leisure time. During the wars, especially World War II, recreational services were amply provided by the government for the men and women in the armed forces. The provision of these and other recreational services by the federal government has lended a value of legitimacy to, and necessity for, provision of leisure activities by social institutions. It has also played up the importance of recreation to modern man, and has given leisure time activities a status not formerly enjoyed.

Schools lagged behind other institutions in their obligations to provide leisure-time activities until the social pressures increased to the point they could not be ignored. In 1900, only a few schools sponsored student activities, predominantly athletics. In many cases, these activities functioned without school sanction. Schools soon began to permit students to use school facilities for their activities. Later, as the need was recognized, advisors were provided and activities were given school approval.

Prior to 1910, interscholastic activities comprised the major part of student activity programs. After that time, other kinds of activities increased. In the Chicago area, for example, such activities increased 60 percent between 1910 and 1920, and 340 percent between 1920 and 1930. In addition, activities for girls increased to the point that by 1928, there were more girl participants in high school activities than there were boys (Reavis and Van Dyke, 1933). A study by Tompkins (1950) indicated that a decade later there were still more girls than boys participating.

In 1917, Elbert K. Fretwell, called the father of extracurricular activities, offered the first university course on this topic at Columbia University. At this time, he also wrote one of the first textbooks on the subject (Fretwell, 1931). One of his students, Harry C. McKown, who became a leader in the student activities movement, edited the School Activities Journal, and authored many related books.

During the late 1920s, student activities gained in importance, and schools began incorporating activity periods into their daily schedules. A study by Tompkins (1950) of 42 high schools in 22 states revealed that 70 percent of the schools surveyed had an activity period. Those most commonly incorporated into the school program were student council, drama, and journalism.

During the 1940s, student activities became an established part of the school program. Common were athletics; educational, social, and service clubs; as well as dramatic productions, journalistic activities, and student government

councils. It is a rare high school today that does not sponsor a student activity program. This, however, does not end the problem, nor does it fulfill the schools' obligations toward providing for students' leisure time needs. In fact, the problems of leisure time use have increased faster than schools and communities can solve them. Large cities have grown until half of the country's population lives in one or another metropolis. Modern inventions such as automobiles, radios, television, telephones, household appliances, etc., have made life easier because tasks can be done more quickly. Pressures of modern-day life are associated with an increase in what is thought to be tension-related disorders--ulcers, cardiac problems, nervous disorders, mental and emotional disturbances. Science technology has increased the length of man's life so that he has more post-retirement years to enjoy. Social pressures have increased for schools to develop what Dewey referred to as the "whole child," to teach children social skills, and to help them develop well-rounded personalities. Compulsory education laws, predominant in the twentieth century, have trapped some rebellious, reluctant learners who do not associate enjoyment with school. All of these factors, plus others, have caused schools to accept the student activities program as an integral part of the school's responsibility. The major difficulty, however, is that many modern schools evidently do not recognize the vital importance of their role in educating youth for worthwhile use of leisure time, or in providing opportunities for all their students to

explore and engage in activities related to their interests. Support for this contention can be gained by reviewing the changes that have taken place in activity offerings over the past twenty-five years, for example. For the most part, current offerings are not much different from those of previous years--Future Teachers' Club, Future Nurses' Club, language clubs, etc.--even though there is considerable evidence that adolescents today are decidedly different from those of a quarter of a century ago. Further, schools have never been very resourceful or creative in activity program offerings, which are aimed primarily at academic, talented, and athletic students (Frederick, 1959; Phillips, 1967; Bourgon, 1967; Reister and Zucker, 1968). There is little available in most schools for those who are non-college bound, non-athletic, untalented, and who have discipline problems, are socially maladjusted, and most vitally in need of learning worthwhile ways to use their leisure time.

Besides after-school activities, many schools have added what they call avocational electives to their curricula. The number of such courses is limited, and lists of course offerings support the contention that, no matter what schools purport, their prime role is obviously preparation for further schooling or for work, and not for leisure.

In general, the main charges against schools are that today they are inadequate in meeting the leisure time needs and interests of students, that they are ineffective in teaching how to use free time contructively, and finally,

that in light of the increased amount of leisure time, they are placing too heavy an emphasis on education for work, and too little on education for leisure.

Leisure in the future

If schools are to respond to the challenge of educating for leisure, they must be cognizant of predictions about the future. Speculations about future leisure time are dependent upon how much time man is expected to be working, and thus how many away-from-work hours he will have for leisure. Inevitably, such figures become bound to predictions about what level of per capita gross national product (GNP) Americans will accept. If man has to choose between increased wealth and increased leisure time, where will he draw the line? His choice, which reflects his attitudes about work, play, and material possessions, will determine not only the amount of time he spends on the job, but also how much "free" time he has. Kahn and Wiener (1967) published a series of forecasts estimating increases in population and GNP in relation to work-time and participation in the labor force. Assuming there is only a moderate growth in population and productivity, and that the 1970 standard work year of 2000 hours will remain the same, by the year 2000, the United States could reach a low GNP with only thirty percent of the population employed. Another possibility is that Americans would choose to have more people working, but for shorter hours, in which case, the same GNP could be achieved with only thirty-eight percent working 1500 hours, or forty-three percent

working only 1300 hours. Should improved technology increase productivity even more than the predicted three percent increase, it is even possible that thirty-three percent of the population working 1500 hours, or thirty-eight percent working 1300 hours, could produce relative affluence for Americans. In fact, Kahn and Wiener estimate that it is not unlikely that only a third of the population will work, and that these people will work 174 days a year, and have 191 days off. These statistics point to the possibility that the majority of our society will not be working, and that those who are working will have more leisure time than they have time on the job.

The problem of a decrease in workers and work-time is further complicated by the possibility that workers will prefer to have their free time in concentrated blocks rather than in bits and pieces spread throughout the year. Four to six-week vacations may not be unusual in the future, and three-month vacations are a possibility; thus, there will be the additional dilemma of not only what to do with evenly dispersed leisure time, but also what to do with large blocks of it.

Figures used to predict future amounts of leisure time often do not discriminate between kinds of workers, and therefore, do not indicate whose non-work time will be increased. Employment forecasts, for example, show that more workers will be needed in professional, technical, and managerial jobs. Indications are that those employed in these areas may find their workweek increasing, rather than decreasing. It is the

other workers who will reap the benefits of more free time, and ironically, they are the least prepared to use it effectively. Those who have attained a higher level of education and obtained jobs requiring greater personal responsibility and longer workweeks have been exposed to more activities and experiences which might fill their leisure hours, while those with little education and less demanding jobs in terms of personal responsibility have had the least exposure to activities which have potential for use in leisure time.

Complicating the situation still further are predictions that future generations will live predominantly in large megapoli where urban crowding may contribute heavily to leisure-time problems.

In general, forecasts for the future imply there will be not only increased amounts of leisure time, but also greater difficulties in the use of non-work hours. Social institutions, especially schools, have been challenged to serve a preventative role before the problem develops fully.

Summary

This study grew out of concerns that many adolescents do not know how to use their leisure time in socially-acceptable, self-fulfilling ways. Because of predictions of a great increase in the amount of leisure time for this age group during their adult lives, this investigation was pursued in order to analyze not only the leisure time needs, interests, and problems of adolescents, but also the effectiveness of

existing activity programs in the community.

The study was limited to students in public high schools in upper, middle, and lower socio-economic level suburbs of Detroit, Michigan. Leisure activities were surveyed for the period between the beginning of September, 1971, and the end of March, 1972.

The hypotheses and delimitations of the study were included in this chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Review of Related Literature

The definition of leisure

The term "leisure" has a rather ironical background. The Greek and Latin words for leisure are skole and scola, respectively, and are words from which the modern term "school" was derived. The connotation of the ancient words arose from the fact that only men of higher social classes who had financial security were free for the leisure of conversation, discussion, debates, lectures, and learning; thus, leisure originally meant a pleasurable, free-time learning experience.

Kaplan (1960) believes there is a new system of values attached to leisure, and he offers a definitional framework by means of his criteria for determining the quality of leisure. Successful leisure, he says, (1) promotes belonging, (2) helps one differentiate oneself from others, (3) may fulfill several functions for the same individual, (4) is useful to society as to the individual, and (5) has no objectively measurable evil consequences. Valid leisure, which meets these criteria, provides both personal satisfaction and the means for developing new forms of sociability.

More simply, Roberts (1970) defines leisure as time

that is not obligated, and Lee (1964, p. 79) concurs that "Leisure may be defined as freedom from some necessary obligation, with the result that leisure itself is oriented in terms of the obligation itself rather than established in its own right."

The philosophy of leisure

Pieper (1964, p. xix) expresses the view of many philosophers in his statement that "Culture depends for its very existence on leisure, and leisure, in its turn, is not possible unless it has a durable and consequently living link with cultus." Play is one of the main bases of civilization, the means whereby civilization arises and unfolds (Huizinga, 1950). Caillois (1961) maintains that one method of analyzing culture is to study the games men play, for, what is expressed during man's leisure is expressed in his culture. It is possible, he believes, to diagnose a civilization on the basis of games popular in that place and time.

In modern times, when time for leisure has become a more dominant factor in the lives of people of all social levels, there has been a continuing debate about what is the major foundation of man's life. Blumberg (1968) and Wilensky (1961) still argue for the old line of thought that work, not leisure, shapes the attitudes and life-style of man. Wilensky's beliefs are based, in part, upon the results of his study in which he discovered that men who had control of their own schedules worked longer hours, regardless of their income. He proposed that the leisure class today is not a

class at all, but a collection of occupational groups and age categories. That is, those who have leisure forced upon them are the leisure class. Those who have a choice prefer to work.

These views have been logically challenged, however, by a number of authors. Reisman, et. al. (1967) argue that leisure and consumption occupy the central place in man's life. Anderson (1967) drew upon research in Europe and concluded that it is leisure that gives members of contemporary society a meaning in life. Some aspects of life, such as work, have become relatively meaningless, and people structure their lives around their leisure interests and needs.

Dumazedier (1967) states that leisure is the major determinant of man's self-consciousness, and that the style of life the individual develops during his leisure forms the basis for the adoption of values and attitudes that affect behavior in other aspects of his life. He believes that leisure is a time of apprenticeship, attainment, and integration. It is a stoppage of required activities during which there is a questioning of routines and social values associated with responsibilities. Leisure, he maintains, carries with it the potential for a revolutionary change in the culture itself.

Zweig (1961) proposes that relationships formed at work are becoming irrelevant to the worker's conception of his place in society. In his study, workers indicated their jobs gave no identification of the kinds of people they

really were. It was the interests developed and styles of life adopted during leisure time upon which they based their self-identity.

The trend toward viewing leisure as the prevailing force in man's life brings the cycle of beliefs back to its beginning, for it was Aristotle who, centuries ago, asserted in Politics that "We are unleisurely so we may be leisurely." That is, we work so we may have leisure.

Miller and Robinson (1963) suggest that any philosophy about leisure must contain four elements: (1) a consideration of the nature of the individual--his growth, needs, interests, rights, (2) a consideration of the nature of relationships between individuals, between individuals and society and its groups, and between society's groups, (3) a formulation of the goals and purposes of leisure in fulfilling its individual and social function, and (4) consideration of the values assumed for leisure, including individual and social, ethical, and aesthetic values.

Pursuit of worthwhile leisure interests, according to Miller and Robinson, is viewed as an ethical good, a basic value necessary to the good life of man. Definitions of the good life are predicated on man's conditions of life, his interests, needs, desires. If it is socially just for man to live the good life in harmony with the living of the good life by others, then the social provision of means whereby individuals can satisfy their needs becomes a primary social, ethical good. The community, then, is responsible for

providing its citizens with access to experiences which will meet their individual needs for an interesting, creative, worthwhile leisure life.

Miller and Robinson (1963) offer four basic assumptions about leisure: (1) leisure activities are a cultural universal in that they have been exhibited in all known societies, (2) leisure activities are a social function in that man has always used his free time to fulfill his self interests, (3) leisure activities create important social forces which exert powerful influences in developing the individual from an asocial to a social being, and (4) leisure activities have a philosophical base which is reflected in man's effort to explain the values of play by means of theories.

Theories of leisure-time play

For centuries, play theories have been formulated to attempt to explain the purpose of play and why man chooses certain kinds of leisure time activities. Play, in these theories, refers not to games, contests, sports, and the like, but rather to all those activities man pursues when he is not involved in obligatory tasks.

Five basic play theories have been predominant up until recent times. One of these is the Surplus-Energy theory formulated by Friedrich Schiller (1875). Man's body, Schiller said, generates a certain amount of physical and mental energy which must be discharged in order for him to maintain homeostasis. Leisure activities, then, are essential for man to rid himself of excess energies not used in his work.

The Preparation for Life theory, proposed by Karl Groos (1901), has also been referred to as the Teleological theory and the Instinct-Practice theory. Proponents believe that human behavior is explained in terms of deeply rooted instincts that determine the major patterns of life. Inborn impulses constitute the important foundation for play behavior, and its purpose is preparation for the next stage in the individual's life.

According to Miller and Robinson (1963, p. 112), Guts Muth offered the still popular Re-creation and Relaxation theory in which leisure activities are seen as a means to re-create, recuperate and restore the mentally and physically tired.

G. Stanley Hall's (1904) Recapitulation theory proposes that play, in different stages of life, is a recapitulation of the cultural epochs in the development of the human race--savage, nomadic, and agricultural life. By instinct, man follows these patterns in his cultural and play behavior.

The last traditional view was developed in 1950 by Erik H. Erikson. This Catharsis theory explains play as a way to work off tensions, frustrations, and emotions which are pent up in man.

Modern play theoriests have separated themselves into one of two basic positions. The first is that play answers man's basic physiological needs. John Dewey (1925), for example, emphasized the biological basis of play in his suggestion that activity is basic and necessary for all life. Hans Selye (1956) maintained that whatever we do or whatever

is done to us causes physical and mental stress--wear and tear. Stress is therefore a common feature of all biological activities. Many diseases, Selye believed, are basically faulty adaptations or adjustments to stress, and he urged man to avoid overstress by striking a balance between work and play.

The other basic position is that play answers man's psychological needs. Freud (1951) believed that the personality mechanism of sublimation leads to substitute activities which are dominated by a desire to obtain pleasure, and toward a desire for the repetition of pleasurable experiences. Viewing the individual as a psycho-organic-social unity, S. R. Slavson (1948) used Freud's theories to analyze the psychological nature of play. He saw play as an important learning opportunity in how to deal with the world and reality. He proposed that leisure activities were ways of meeting fundamental sex needs, that dangerous sports satisfied the death wish, combative games satisfied sadistic and aggressive motives, and that creative and constructive activities satisfied life-extending urges. All of these activities serve to permit man to express his impulses in a socially acceptable manner. Slavson explained that play is an acceptable regression to more immature behavior, serves as an escape mechanism, satisfies social hunger, and permits release or discharge from unconscious or repressed cravings and impulses in a manner approved by the group.

Lee (1964, p. 84) views leisure activities as a way

of learning to relate oneself to the world. He maintains that leisure-play serves five major functions: (1) man plays for self-expression, communication, and sharing with others, (2) man plays for the sheer joy of the play itself, (3) play provides for some a security they fail to find in the rest of life, and provides for others an escape from reality, (4) play functions in giving expression to the desire for community and relationship with other humans, and (5) play functions to bring man a sense of wholeness.

Leisure-time needs of youth

Miller and Robinson (1963) have summarized the leisure-time needs of youth on the basis of current physiological and psychological play theories. Physical growth of the adolescent is characterized by a spurt in height and weight, by rapid skeletal and muscular growth, and by growth in organs and sexual characteristics such as body hair. Such changes indicate a need for large-muscle activities, and for vigorous and energetic games to play. On the other hand, extended overstrenuous activities may overtax growing bodies. Instead, the need is for some separate activities for boys and girls inasmuch as boys are surpassing girls in physical strength, and girls can no longer compete as they did when they were younger. The authors' list of activities which they feel meet the physical needs of adolescents are as follows:

1. Some separate games for boys and girls
2. Strenuous activities of only short duration
3. Avoidance of extremely competetive activities

4. Rest and relaxation periods
5. Accomodation of the extreme range of individual differences
6. A recognition of differences in interests.

Psychological growth of the adolescent is characterized by emotional problems connected with sexual maturation, abandonment and breakdown of the childhood-based concept of self, rebellion of dependency on parental values resulting in period of experimenting with new values, and finally a new perception of the self based on a new set of identification with peers and adult figures. While there is an apparent rejection of most adults, and a turning to peer groups, adult models are believed to be extremely important at this time. Those activities which Miller and Robinson believe respond to adolescents' psychological needs are the following:

1. Activities in which youth have a great deal of autonomy and self-government
2. Adult-like activities which help youth feel like adults
3. Self-planned, self-run activities, with a consultant rather than an advisor
4. Coed activities
5. A variety of activities to cover wide ranges of interests.

In addition, Miller and Robinson maintain that adolescents have strong social needs for identification with peers. Gangs and cliques provide means for learning social skills; Consequently, adolescents need small-group activities to satisfy gang needs, large-group activities to help them learn

to get along with strangers, and contacts with the opposite sex to fulfill male-female role needs. These, they believe, call for dances, team activities, and experiences where adolescents can learn manners, cooperation, teamwork, sportsmanship, and other social skills.

Finally, Miller and Robinson state that, aesthetically, adolescents need opportunities to seek and gain appreciation and enjoyment of beauty. Leisure time activities which might satisfy aesthetic needs of youth are in the areas of music, art, literature, and other cultural experiences.

Lee (1964, p. 110) says of adolescence, "It is a period in one's development when suddenly he is not who he was and doesn't yet know who he will be." Lee argues that because modern youth have been exposed to more stress than any other generation, they have unique needs, above and beyond those listed by traditional psychologists. "Today the adolescent's life is more complicated. Not only must he work out conflicting pressures in his life, but he does so in an atmosphere charged with fear, frustration, and a sense of helplessness, in an age of world revolution and potential total destruction... Life is precarious and filled with anxieties and uncertainties. He has lived most of his life with physical and social fallout" (ibid., p. 110).

Lee further states that youth are desperately searching for something stable and secure to cling to, something that is real and dependable, but their idealism and new-found freedom complicate the search. Even the basic task of

establishing independence through rebellion has been thwarted. "Today's adolescent has been largely deprived of things to rebel for as well as against. He is a rebel without a cause. Lacking a clearly defined target may lead to purely negative, destructive forms of rebellion . . . Thus, many of the anti-social activities of teens express blind rebellion. The act itself is symbolically important to blot out the mood of boredom" (ibid., p. 113).

Lee points out current leisure time needs of adolescents by stating what he believes to be their basic leisure problem. "Throughout this period of adjustment lurks the spector of boredom, . . . time filled with nothingness and void of meaning, idleness which is the tragic death of the possibility of leisure. Thus the threat of leisure for the young is a double threat; It is time hanging heavy when the adolescent needs to feel that his time is for some purpose, and it is time empty of meaning for the adolescent is having an increasingly hard time learning the meaning of work in a society that delays his entry into the labor force. Leisure cannot mean fulfillment if the youth can find little meaning in life around him, just as work can have no fulfillment if there is no opportunity for leisure" (ibid., p. 114).

There have been a number of attempts to explain deviant behavior, such as delinquency and drug use, in terms of social conflicts which are resolved during leisure time. Merton (1957) proposed in his anomie theory that when a discrepancy exists between the goals society encourages in its members,

and the means society makes available for the legitimate pursuit of these goals, some sort of deviant behavior is bound to result. An individual who repeatedly fails to reach his goals by legitimate means resolves his guilt about illegitimate means by abandoning the social norms surrounding the guilt. Cloward (1961) believes this guilt is resolved in a different way. Through a process of rationalization, the individual not only withdraws support of social norms, but also attributes legitimacy to his asocial acts, given the social circumstances in which he is placed. Thus, the antisocial leisure-time behavior of some youth becomes an acceptable adolescent norm.

Durkheim (1951) broadens the viewpoint by pointing out that anomie results from a breakdown in the regulation of goals such that men's aspirations become unlimited. "A stable society is one in which men throughout the social hierarchy are more or less content with their lot in life, or aspire to achieve only what it is realistically possible for them to achieve" (ibid., p. 248). This stability tends to break down when men's aspirations become unlimited. The crucial problem in an industrial society is to locate and train the most talented; Therefore, success goals must be defined as potentially accessible to all so that all will be motivated to try, and talent can thus be identified. As a result, there are unlimited aspirations, but limited opportunities for achievement. Such a situation constitutes a source of frustration which sets the stage for deviant behavior.

Downes (1966), in his study of delinquent boys, found that, in their free time, they possessed an urge to experience excitement and to engage in activities that cost money. The need was so strong that, if money and excitement could not be obtained legitimately, the young people would resort to deviant methods of obtaining those leisure time satisfactions which they felt were important. Downes concludes that the need for excitement is prevalent among delinquents, and perhaps among all adolescents.

Perhaps one of the first to stress the importance of excitement was Aristotle who, in Metaphysics, expressed his belief that excitement caused by music, drama, and the like, has both a physiological and psychological curative, cathartic effect. Man has a need for a periodic rise and fall of pleasurable and unpleasurable tension in order to purge his mind and body. He compared the process to the rise and reduction of hunger and thirst. Pleasure and excitement were thought to be the necessary ingredient of leisure occupations.

Elias and Dunning (1969) further emphasize the need for excitement in leisure activities. Not only have serious, critical situations causing excitement--famine, epidemics, etc.--diminished in recent times, but social mores in America dictate that individuals exert control of strong emotions in public. In our advanced society, leisure activities are the means for socially approved release of emotions, and there is greater public tolerance of overt displays of feelings. The

authors contend that American society is unexciting because of the restraints imposed on its members. A need arises, then, for excitement during leisure hours to compensate for the "staleness of emotional valencies in the purposeful, rational routines of life" (ibid., p. 55).

All of these theories suggest that, in addition to the traditional activities which promote physical, mental, social, and emotional growth, modern adolescents need to have other, more meaningful activities to fill their time. They need successful leisure time experiences to compensate for the frustrations presented by unlimited aspirations versus limited opportunities. They need activities which will help them find stability, security, and meaning in an unstable world. They need experiences which will help them establish a self-identity and a feeling of personal worth in an overcrowded, impersonal environment. Finally, they need excitement and relief from the boredom and routineness of life.

Suggestions for schools

A number of authors have begun to urge strongly that educational institutions assume greater leadership in helping youth with their leisure time problems. The increased offering of recreational activities by community organizations has not solved the problem. Even the efforts of churches seem to have made little impact. Pickering (1968) maintains that religion has been transformed into a leisure-time activity. Not only have clubs, activities, and social events been introduced, but worship services are now regarded as a leisure

pursuit--a voluntary choice--because of the removal of legal obligations and social pressures to attend. Yet, despite this, churches have had little, if any, influence on non-church members, or even on the behavior of members in other leisure time activities.

Nor is commercial recreation the answer. Owen (1970) presented considerable evidence to show the tremendous growth in sales and production of leisure time goods and services over the past sixty years. In spite of this rise, adolescents, as well as others, appear to have more leisure problems than ever.

In search of a solution, many are considering schools as the place to instill leisure time values and standards, to expose young people to a variety of experiences having leisure potential, and to publicize the availability of existing leisure time opportunities. The plea is for schools to unshackle themselves from the obsolete notion that their prime role is to educate for work. Reisman (1958) states that in the sphere of education, schools will have to concern themselves increasingly with preparing the young for their future leisure lives, rather than for occupational roles, if education is to continue to be a meaningful experience.

"Only educators who take a very narrow view of their profession, and people who do not understand that all uses of leisure have an educational effect, for better or for worse, will deny the responsibility of the school to help young people enjoy their spare time profitably" (Wrenn and Harley, 1941, p. 67).

Conceding that there are obstacles in making leisure education a part of the curriculum, Roberts (1970) feels it is essential that these problems be overcome. People of all classes are faced with a variety of possible ways in which to use their free time, but they are equipped with few standards to direct the choices they make. The solution will come, not from increasing the range of offerings, but from the schools' equipping pupils with a set of normative standards which they could use in their leisure time.

Wrenn and Harley (1941) listed the leisure activities they felt were inadequate for the majority of youth at that time. These were sports, creative activities, social activities, and home recreation. Further, they offered (ibid., p. 84) these recommendations for schools:

1. Accept leisure as being in reality a form of education, and minimize the distinction between classroom and extracurricular activities

2. Develop a well-rounded program of activities in school with an emphasis on creative and social activities, but also affording all the opportunities to cultivate physical fitness through games, sports, and outdoor activities

3. Provide guidance in the proper use of commercial recreation

4. Encourage pupils to form leisure interests which will carry over into adult life

5. Make provision for vacation-time leisure of youth by keeping the school open during the summer

6. Accept a measure of responsibility toward out-of-school youth and toward all members of the community by keeping in touch with former students and conducting a program to meet their special needs, by encouraging the development of the family as a recreational unit, and by securing the maximum use of school facilities

7. Cooperate with communities in establishing a single public educational authority to administer the schools, libraries, and public leisure time programs.

Although written over thirty years ago, these recommendations appear to be viable guides for leisure education today.

Research into School Activity Programs

Amount of student participation in school activities

Some educators offer the opinion that there is a lack of participation by both teens and adults in community and school activities. Frederick (1959), for example, charged that participant figures lie because participation is limited to a few students in each school.

In a study of seniors in a suburban Detroit high school, Phillips (1967) found there was small participation in proportion to the number of students in the senior class. In a similar study of seniors in another suburban Detroit high school, Bourgon (1967) analyzed the participation rates for boys and girls during their three years at the school, and found that 28 percent of the students were responsible for more than half of the participation in school activities. Forty-five percent of the students accounted for 1902 out of 2093 total participations. The inference is that over half of the students either did not participate at all, or participated very little.

In order to determine the nature of student interests, Phillips (1967) surveyed suburban high school students and

found most were interested in music activities, as judged by the number of participants. Those activities which gave students public exposure were more often selected as being most helpful to individuals. There was no significant correlation between the student's selection of the activity most helpful to him and the advisor's rating of him as a high performer.

Reister and Zucker (1968) classified high school students into a number of categories, and then surveyed their leisure time behavior and other individual traits. They found that the "leathers" and "true individuals" tended not to be involved in school activities, whereas the "collegiates" were most involved in school social and athletic events and in student government. "Intellectuals," on the other hand, participated in journalistic activities and academic clubs. Away from school, the students participated most in activities planned by their subgroups, with the exception of the "intellectuals" who tended to participate more in community-sponsored activities, and "quiet" students who spent more time in family and neighborhood activities. Almost two-thirds of the "collegiates" and three-fourths of the "leathers" were regular drinkers of alcoholic beverages. Less than one-fifth of the other groups drank alcoholic beverages regularly, and over three-fourths of the "quiet" students claimed they were nondrinkers. The study provided evidence that an individual's subgroup membership may determine not only the kind of leisure activities he chooses, but also the extent

of his participation in school and community sponsored activities.

Individual student factors associated with participation

The bulk of investigations into leisure-time activities have been attempts to discover what individual traits are associated with participation or non-participation in activities. Many researchers have been concerned about what relationship there might be between participation and academic achievement. Stierwalt (1966) examined the relationship of involvement in school activities to the academic achievement of high school students in Oklahoma, and concluded that differences in academic achievement could not be attributed to participation in activities. In addition, there were no significant achievement differences between students involved in different types of activities.

Crowe (1970), on the other hand, found a high positive correlation between academic achievement and participation rates of high school students in Mississippi. His findings supported those of Snyder and Blocker (1969) with community college students in Pennsylvania, of Brown (1933) with secondary school students, and of Bourgon (1967) who discovered a high positive relationship between class rank and number of participations in activities over a three-year period. Schmuck, et. al., (1963) discovered that those who participated in activities tended to be more popular, and that those liked by their peers came closer to realizing their academic

potential in the classroom than did those not liked by their peers.

The research findings of a number of other investigators have influenced college admission officers in considering participation in extra-curricular activities as a predictor of college grade point average. For example, Holland and Richards (1965) studied the high school records of 7262 college freshmen in twenty-four colleges and universities and concluded that academic and nonacademic factors are relatively independent measures of talent.

A year prior to this, Holland and Nichols (1964), in a similar study, found that records of extracurricular activities of Merit Finalists were needed to predict which students would be outstanding in college academic achievement. Lawson (1959) developed a method of quantity-quality record-keeping of participation that yields a score comparable to grade point average. Similarly, Behring (1966) developed an activity index that discriminated between high and low achievers at Ripon College. His instrument predicted college grade point averages almost as well as the Verbal part, and better than the Mathematical part, of the College Entrance Examination Board Scholastic Aptitude Test.

Finger (1966) found a relationship between achievement in student activities and achievement in occupations, and concluded that, in light of these findings, colleges should consider participation in student activities as an achievement predictor.

A number of investigators have focused their attention on academic achievement of athletes. Coleman (1961a) suggested that more rewards are given athletes than to scholars, and that, as a result, these rewards divert the energies of some of the brightest athletes from academic achievement. Research findings do not support Coleman's contention. As early as 1935, Cormany, using standardized tests as a measure of achievement, established there was little difference between the scholarship of athletes and nonathletes. Improving on methods used by Cormany, more recent researchers have duplicated his findings. Eidsmoe (1963) studied basketball and football players in an Iowa high school and found that, on the average, they had higher grades than other members of their classes. An earlier similar study by Keating (1961) had yielded the same kind of results. Schafer and Amer (1966) matched athletes and nonathletes on four variables--father's occupational class, I.Q. scores, choices of high school curriculum, and junior high school grade point averages--and found that, in high school, athletes get better grades than nonathletes.

The results of studies comparing athlete and non-athletes' grades remain open to question on the basis that grades are subjective measurements which may be biased, and athletic eligibility requirements may weed out low achievers, especially those who do not pass all their classes.

A number of other attempts have been made to discover in what ways intelligence, aptitude, and ability are related

to participation in activities. Brown's (1933) descriptive study showed participators to be superior in intelligence and in leadership ability. Similarly, Krumboltz, et. al., (1959) in a study of aviation cadets found amount of participation in student activities to be a better than chance predictor of leadership ability. On the other hand, Crowe (1970) and Bullock (1965) both found low correlations between aptitude and amount of time spent in school activities.

Personality and temperament factors have been the major emphasis in a number of studies. Bullock (1965) conducted a three-semester study of 102 ninth grade males in an upper socio-economic community. His findings were that there was no significant relationship between personality factors, school adjustment, and participation in activities. Those in both athletic and nonathletic activities were more likely to have ascendant personalities and high levels of sociability, and were more likely to be rated higher by peers in positive personal characteristics. Activity enthusiasts were also more likely to be sociable and to be rated superior in personal characteristics by teachers. In general, students more socially conscious and ambitious were more apt to participate in school activities; however, participants in general were not better adjusted, better citizens, or more intelligent.

Ibrahim (1969) failed to discover significant differences between personality variables and types of activities preferred by 207 college students. Not only did the personality of recreationally-inclined individuals not differ

from those not so inclined, but also the personality of a student preferring one kind of activity did not differ significantly from that of students preferring other kinds of activities.

In a later study, Ibrahim (1970) attempted to determine if there were differences among recreational groups in their temperamental traits. His results did not yield significant differences for either men or women.

Anxiety, one of the factors studied by Crowe (1970), was found to have a low correlation with activity participation.

O'Connor (1970) explored relationships between individual choices of leisure-interest groups and certain personality needs, as measured by the Edwards Personal Preference Schedule. In studying women members of nine leisure-interest groups, he found significant differences between the personality needs of participants in groups and the general population. In addition, he found a relationship existed between personality need and choice of a leisure-interest group.

At least two studies have concentrated on student values and their association with activities. Snyder (1969) analyzed the relationship between high school student values, social participation, and educational-occupational achievement. His five-year study tested Coleman's (1961b) theories regarding adolescent values and their relationship to participation in school activities. His findings indicate that (1) values held in high school change radically by early adulthood,

(2) students with value orientations that stress participation in activities participate more in school organizations and activities than do students with academic value orientations, (3) high school student values show no significant relationship to future educational and occupational achievement, and (4) social participation in high school is positively correlated with educational and occupational achievement. In general, Snyder found that, while the student was in high school, there was a significant relationship between values and activity participation.

Hamilton (1960) studied the educational values of activities as perceived by students and teachers in twenty-four high schools. He found a high correlation between teacher and student ratings of activities as being above average in value in meeting youth's socialization needs, mental health, reasoning ability, guidance, and preparation for future education. There were also high correlations between ratings of activities as being of average value in contribution to physical health, life in natural and scientific enviornments, choice of occupation, and leisure-time fun.

Student attitudes and goals were the major consideration in Hauser's (1965) investigation. High school students were divided into four activity types--Activists (participators who were good scholars), Students (nonparticipators who were good scholars), Joiners (participators who were average or poor scholars), and the Uninvolved (nonparticipators who were average or poor scholars). Findings were that Activists

were more likely to be integrated into the school life, to hold high self-concepts, to choose college prep courses, not to be bored in school, to have upper-class, white-collar occupational aspirations, and to enter college. The Students and Joiners tended to be more like the Activists than the Uninvolved in these attitudes and goals.

Rehberg and Schafer (1966) in a study of Pennsylvania high school senior boys ascertained that those who participate in athletics tend to have higher educational aspirations than nonathletes. More of the former expect to attend and to complete college.

Studies which have attempted to differentiate between participation by boys and girls have yielded conflicting results. Tompkins' (1950) study showed more girls participated than did boys, and Bourgon's (1967) study showed that twice as many girls as boys in his school participated in extra-curricular activities. Contrary to this, Phillips (1967) and Hamilton (1960) found no significant differences between the amount of participation by boys and girls.

In order to determine what differences in activity participation exist between steady and casual daters, Watkins (1966) matched 372 students on I.Q., sex, age, grade level, and dating status. She found no significant difference between the two kinds of daters in participation in school activities, academic achievement, vocational and educational plans, and religious affiliation. Sex and grade level appeared to be more important influences than dating patterns.

Self-concept as a factor in activity participation was investigated by Phillips (1967). The study of 188 high school seniors showed there was a significant relationship between participation in activities and scores on self-concept as measured by the Osgood Semantic Differential test. Specifically, variations were found in the self-concepts of first and second-string athletes, boys who did and did not participate in music activities, and activity participants and nonparticipants. There was no great difference in the self-concept of athletes and non-athletes.

A number of investigators have been concerned with the relationship between dropping out of school and the amount of participation in school activities. A review of related literature from 1949 to 1956 by Tesseneer and Tesseneer (1958), and major studies by Thomas (1954) in the Chicago area, Livingston (1966) in Illinois, Bertrand (1962) in Louisiana, Pierce (1965) in Oregon, and Bell (1964) in Kansas all confirm a significant relationship between dropping out of school and lack of participation in school activities.

Schafer and Polk (1967) found in their study that delinquents participate considerably less in student activities than nondelinquents do. In a more concentrated study, Scott (1970) compared the kinds of leisure-time experiences of delinquent and nondelinquent teenagers. She found little difference between the two groups in the number of game or amusement participations; the amount of time spent with peers; the amount of interactiveness with others in leisure activities;

or in the amounts of controls, physical movement, skills, interactiveness and rewards received during elementary school years. Significant differences were found in nondelinquents' experiences with more rules as they were growing up, spending more time with their families, and experiencing in high school a greater amount of rules, controls, physical movements, skills, and rewards.

Wootten (1959) examined twenty-one studies of delinquents and concluded offenders were unlikely to be regular church-goers, club members, or good workers on a job, Many had earned poor reputations in school and were likely to be truants. High educational achievement was negatively related to delinquency in all of the studies reviewed.

School factors and participation

School size has been named as a contributory factor in the success or failure of activity programs. Turner and Thrasher (1970) conducted a study to determine the optimal school size for cost, comprehensiveness and effectiveness of activity programs. They concluded (ibid., p. 45) that "Smaller schools provide opportunities for proportionately more students to participate in extra-curricular activities; maintain less formal and complex lines of communication among students, teachers, and parents; and face fewer charges of depersonalization. In terms of combining educational opportunities with program effectiveness and comprehensiveness, optimal school size appears to be in the range of 700 to 1000 students."

Similarly, Barker and Gump (1964) found a relationship between the size of a student body and the quality and quantity of participation in activities. Students in a small school are more likely to take part in and hold important positions of responsiblity in student activities. They state that their findings suggest that larger schools which adopt the House Plan or Oxford Plan may increase the extent and quality of participation in school activities.

Robbins' (1966) survey of high schools in Arkansas showed that participation in student activities was more stable in smaller schools than in larger ones. Mullins (1961) conducted a study of secondary schools in Oklahoma and found that the larger the school, the more varied and comprehensive was the activity program.

Those investigators interested in school climate as a factor in activity participation have been concerned about those things which make a student feel comfortable about becoming involved in extracurricular experiences. Taba (1955) was one of the first to emphasize the importance of this concept. Her research indicated that schools differ in social climate because of the philosophy of school leaders, the nature of students and staff at the school, and parental influences.

Thompson's (1951) view is that for many reasons--former abuses of privileges, protection from lawsuits, protection of students, etc.--schools set so many rules and regulations that the resulting rigidity deters students from

participating in activities.

Hollingshead (1949) found in his study that there were common discriminatory practices in high schools which not only discouraged, but eliminated, students from activity participation, namely, eligibility requirements based on achievement, talent, popularity, attendance, race, and citizenship.

Coleman's (1961b) study suggests schools control the kind of activity participation by a reward or incentive system. Those activities which are given the most attention, funds, and recognition--athletics, for example--are the most sought-after and stable activities.

Some of the more optimistic investigators have been Robbins and Williams (1969) who feel that recent educational innovations have improved both the school climate and the potential for increased participation in activities. They cite specifically (1) modular scheduling which permits activity periods during the school day, (2) improved school organization such as team teaching, the house plan, nongraded schools, (3) guidance in scheduling for activity periods, (4) racial integration, (5) greater rewards for nonathletic participants by means of school letters, certificates, and the honor system for privileges, (6) improved instruction through computers and programmed learning, and (7) revisions of the curriculum through coed physical education, local news columns by students, noon-hour recreational programs, and school trips.

Mullins (1961) conducted an extensive study of the

public senior high schools in Oklahoma and found, among other things, that most schools paid little attention to the objectives and purposes of their activity programs; Furthermore, evaluation of the activities was inadequate, and activity problems were related to student participation, students' missing classes to participate, scheduling and supervision of activities, and students' valuing participation in activities more than scholarship in classes. Additional findings were that athletics dominated the activity programs, and school activities and regular classes lacked desirable integration.

Underlying these school factors is an important implication offered by results of Campbell's (1946) study which showed that only twenty-eight out of sixty-nine colleges and universities surveyed offered courses devoted to study of the extracurricular program. He suggests that higher education institutions share some of the blame for current ineffective activity programs.

Other factors and participation

In addition to individual student and school variables, there are a number of other conditions thought to influence participation in school activities. A number of studies have been conducted to determine participation differences between various socio-economic-ethnic groups. Crowe (1970) found no significant relationship between the educational attainments of a student's parents and his participation in activities.

Howell (1958) and Hamilton (1960) both found significant differences between white and Black student participation

rates, with the latter not only participating more, especially in all-Black high schools, but also rating activities as being of more value to them.

Participants in the White House Conference on Children (1970, p. 5) concluded that "Most of the leisure activities currently available for children primarily benefit the affluent."

Erickson (1965) examined a representative sample of thirty Minnesota schools and found that the wealth of the community is an index to participation in speech and journalism activities, but not to other activities.

Lopez (1969) found significant relationships between the amount of participation by lower-class male adolescents and race, parents' education, fathers' occupations, and mothers' employment.

In a study of eighty teachers and custodians representing two ethnic backgrounds and two levels of socio-economic status, Jackson (1971) concluded that the combination of all three factors was a more critical determinant of leisure attitudes and activity preferences than any variable considered independently.

Jung (1963) compared activity participation with socio-economic and ethnic variables of 574 California children. He found no major differences between groups. The greatest differences that occurred were along ethnic lines. Middle class students read more, went to the library more, had more hobbies, and participated in more Scout activities than the

lower class students. Black students participated more in outdoor games and sports than other ethnic groups, and Oriental students preferred more sedentary activities such as reading, hobbies, and homework than did other groups.

Reister and Zucker (1968) examined adolescent social structure and drinking behavior and found a highly significant relationship between drinking and the student's subgroup membership.

Herr (1963) used the High School Characteristics Index to measure student perceptions of environmental press. Scores were then compared to rates of participation in school activities. There was a significant difference between non-participators and medium and high participators in their perceptions of environmental pressures. The former group saw pressures as being much greater than the latter groups.

Somewhat related to this study, Erickson's (1965) findings were that students felt they had little influence in controlling their school environment, including the student activities in the school.

Summary

Leisure is defined as time unobligated to other required duties. The reduction of work hours, and increase in leisure hours, has caused a number of modern philosophers to consider leisure as the basic foundation of man's life. During leisure time, man may unleash his emotions, establish his identity, and become a whole person. Some psychologists and sociologists have proposed that, because of the stress

youth are exposed to today, they have needs unknown to previous generations. They need experiences which help them overcome the frustrations in their lives, which will help them find stability and security, which will help them set realistic standards and goals for themselves, and which will provide excitement to compensate for the boredom in their lives. More and more, schools are being looked to as the logical place to instill leisure time values and standards, to expose young people to a variety of experiences having leisure potential, and to publicize the availability of existing leisure time opportunities.

Researchers in this field have tended to concentrate heavily on student variables in an attempt to explain quality and quantity of participation in school activities. Significant associations have been found between participation and academic achievement, intelligence, talent (especially in athletics and music), personality needs, student values and attitudes, self-concept, sex of participant, social ambition, and social consciousness. Significant negative correlations have been found between participation and dropping out of school, and delinquent behavior.

Those school factors related to participation were found to be school size, school climate, philosophy of the administrators, rules and regulation, discriminatory practices, the reward and incentive system, curricular innovations, and staff attitudes. In addition, activity program objectives and evaluation were seen as important

influences on participation.

Other factors associated with participation were ethnic background, socio-economic level, parents' education, fathers' occupations, mothers' employment, and environmental pressures.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to survey and analyze the leisure time needs, interests, and problems of public high school students in the suburbs of Detroit, Michigan. It was designed to permit comparisons among students of different socio-economic levels, and sexes. In addition, it was designed to compare the leisure time needs, interests, and problems of students who use drugs, or who are involved in illegal behavior, with students who do not exhibit these behaviors.

Procedures

Population of the study

Inasmuch as a comprehensive survey of a particular age group would involve extensive research beyond the scope of this study, the investigation had to be limited to certain kinds of areas. After weighing the possibilities of choosing residents of a large city, suburban cities, or rural cities, it was decided to concentrate on the kind of young people with whom the investigator had had the most contact; therefore, the population for this study was defined as public high school students in the suburbs of Detroit, Michigan.

Sampling procedure

Schools from which subjects were selected were intentionally chosen because they were located in the suburbs of Detroit, Michigan, and because they were located in upper, middle, and lower socio-economic areas. Decisions about what constituted the various socio-economic levels were based on the average sales price of homes and average income of residents in the area, as well as on educational and occupational attainments of the majority of adults in the community. For example, for suburban Detroit in 1970, the range of average sales prices of homes was from $20,434 to $48,192, and the range of head-of-household average incomes was from $9,225 to $32,500 (Michigan Council of Governments). Figures for determining the socio-economic levels of the communities came from the United States Census for 1970; U.S. Department of Commerce, Detroit, Michigan; Michigan Council of Governments, Detroit, Michigan; United Northwestern Realty Association of Western Wayne and Oakland Counties, Redford, Michigan; and from libraries, city halls, and realty boards located in the four respective areas. Figures and descriptions of the schools came from local boards of education, and from assistant principals and counselors in each of the schools.

Four schools were selected for sampling purposes. One school was selected because it was located in an area where home prices and incomes were above average for suburban areas; two were selected because they were located in an area

where home prices and incomes were average for suburban areas; and one was selected because it was located in an area where home prices and incomes were below average for Detroit suburbs.

Because of the confidential nature of some of the data, these schools will not be named, but will be briefly described and labeled for study purposes.

Description of the sample schools

School A, chosen from an upper socio-economic area, is in a city of 42,788 population. Residents have the highest income base in the county. The median income for head of household in 1970 was $32,500. The average sales price of homes in 1971 was $48,192. The majority of citizens are college graduates and hold executive positions, or own their own businesses. The school has 1217 students, divided into the following numbers by grade level: 404 sophomores, 430 juniors, and 383 seniors. Ninety percent of the graduates go on to college, and the majority have professional aspirations. The school average on the State of Michigan Assessment test is at the 99th percentile. There are a few Black students in the school, but the school is composed predominantly of white students.

School B, chosen from a middle socio-economic area and referred to as an upper-middle socio-economic school for this study, is in a city of 104,199 people. Homes in 1971 sold for $32,322 on the average. Residents in the school area are primarily in professional, managerial, and technical occupation. The 1970 average salary for head of the household

was $17,300. There are 1991 students in the high school, divided as follows: 686 sophomores, 688 juniors, and 617 seniors. Statewide Assessment scores were not available; however, based on national norms, students average at the 81st percentile on Iowa Tests of Educational Development. Seventy percent of the graduates go on to college or to some form of special schooling. Aspirations are mainly towards the professional, technical, and service occupations. The school is composed entirely of white students.

School C, chosen from a middle socio-economic area and referred to as a lower-middle socio-economic school for this study, is located in the same city as School B, but is on the other side of the city. Although there are no Black people in the area, the district is composed of a large number of first, second, and third generation foreign-born, mostly from Arabic countries, and from Poland and Italy. Also in this area is a borderline slum section. Average 1971 sales price of homes was $25,033. It should be noted that more people rent homes in this area than do people in the School B area, where the majority own single-dwelling houses. The majority of residents are in technical, skilled and unskilled occupations, and a minority work at professional or managerial jobs. The average head of household income for 1970 was $14,300. The school has 2176 students, of whom 776 are sophomores, 709 are juniors, and 674 are seniors. Fifty-five percent of the graduates go on to college, most of them attending a community college. Aspirations are primarily toward clerical, service, technical, and professional

occupations.

School D is located in a city of 80,799 population, and is in one of the less-desirable areas of the city in terms of housing. Although many people rent, the average single dwelling in this section of the city sold for $15,112 in 1971. The majority of the residents work at unskilled, service, and semi-skilled occupations. About ten percent of the families are on welfare, and the remainder earn an average of $8,428 per year. The school has 1319 students, of whom 398 are sophomores, 304 are juniors, and 286 are seniors. About thirty-three percent go on to college. The college-bound have professional and technical aspirations, and the others either have no specific occupational goals, or plan on clerical, service, or factory jobs. Eighty percent of the students are Black, and the remainder are Caucasian, Mexican, and Oriental.

Selection of sample subjects

Samples of students were selected from the four schools in an identical manner. Because administrators in each of the schools were concerned that disruptions in the school schedule be kept to a minimum, entire classes, instead of individual students, were randomly chosen for the sample. In each school, a department was selected which offered required classes for three years, and which grouped students hetereogeneously in terms of ability and achievement. Each of these classes was numbered, and numbers were then drawn randomly, with replacement between draws, until the sample consisted of two sophomore

classes, two junior classes, and two senior classes. In School A, subjects came from social studies classes; in school B, from group guidance classes; in School C, from social studies classes, and in School D, from English classes. The total number of students selected is shown in Table 1.

TABLE 1

NUMBER OF STUDENTS SELECTED FOR THE SAMPLE

	Sophomores	Juniors	Seniors	Totals
School A	62	61	45	168
School B	58	60	43	161
School C	57	71	53	181
School D	58	58	54	170
Totals	235	250	195	680

Instrumentation

In order to collect the data for this study, a questionnaire was constructed by the investigator. The initial form was administered to a pilot group of thirty suburban high school students, revised, re-administered to a different group of thirty-two high school students, then revised into its final form. (See Appendix A)

The questionnaire was designed to obtain answers to some basic questions about leisure time. These are as follows:

1. How do young people use their leisure time, and how would they prefer to use it, given a choice?
2. How much time do adolescents have for leisure time, and how much of that time is spent doing things they really enjoy?

3. What are young people's reasons for participation or nonparticipation in certain kinds of activities?

4. How satisfied are youth with available leisure time opportunities?

5. How satisfied are youth with the way they currently use their leisure time?

6. How do students rate the leisure time education and guidance they have received?

7. What persons influence the choice of leisure time pursuits?

8. What kinds of activities do young people wish were available?

9. What leisure time interests, needs, and problems are peculiar to adolescents who are involved in drug use and illegal behavior?

The original form of the questionnaire proved to be too long, too wordy, and too complicated for students to answer accurately. For example, students were asked to indicate approximately how many hours they had spent in each kind of leisure time activity between September and the end of March. This proved to be an impossible task, so, based on the pilot experience, this part was modified to provide categories of time ranges from which students could select, and to reduce the period of recall from seven months to four weeks. The second pilot group found no difficulty with this revised section.

When it was discovered the original questionnaire was too long, some of the questions were eliminated. These were a series of questions having to do with leisure time problems. These items were consolidated into one open-ended question which asked each student to describe his leisure

time problems. Because the second pilot group showed a tendency to skip or slight such questions, the final administration included oral stressing of the importance of those sections. Ultimately, this kind of question provided much information that might not have been obtained through the original series of items.

The main revision after the second pilot-group testing was in the written directions which were considerably shortened and simplified. The final administration relied more heavily on oral emphasis for motivation, explanation, and direction. Instructions on the cover sheet merely stressed the main points of the questionnaire, and instructions for each part of the survey presented only directions for completing questions in that part.

Administration of the instrument

The data were gathered within a one-week period at the end of March, 1972. The instrument was administered by the investigator to different sized groups, depending on whether or not the selected classes met at common times.

In School A, administration was performed in the school cafeteria in four sessions of 62, 45, 30, and 31 students each. Students were seated one to a table, and were unable to see one another's responses.

In School B, administration took place in an auditorium-type classroom in three sessions of 50, 53, and 58 students each. Students were seated one to two chairs apart, and were unable to see each others' responses.

In School C, administration took place in the school cafeteria on two separate days. On the first day, administration took three sessions with 50, 19, and 58 students each. Because there was a field trip that day, the sample of juniors fell to nineteen instead of the expected number; therefore, the investigator returned two days later to administer the questionnaire to the remaining 54 juniors in the sample. Students were seated one to a table, and were unable to see each others' responses.

In School D, administration took place in the school auditorium where students were given lap boards, and seated two seats apart so they could not see each others' responses. There were five sessions of 60, 35, 32, 25, and 20 students each.

During every administration session, care was taken to see that students could write their responses in privacy, and to assure students that their questionnaires would be kept confidential. Identical directions were given to all groups. (See Appendix A) While students were completing the questionnaire, periodic explanations were given so students would be more likely to complete each part correctly. When all had finished, the investigator reviewed the directions for each part while each person checked for omissions or misplaced responses. The questionnaires were then collected and shuffled by the investigator.

The average time for completion of the questionnaire was thirty minutes, with the range being from twenty to

forty-five minutes.

In all schools, the students were cooperative, and appeared to concentrate on their answers. There were no distractions in any of the sessions except for an occasional request for additional instructions. In School D, the lower socio-economic level school, there was, at the beginning, considerable authority-testing and attention-getting behavior; however, once the explanation of the study was given, students settled down and wrote quietly. Also in School D, there appeared to be more students with reading difficulties, so the directions for each part had to be read to them orally.

Completing the questionnaire was entirely voluntary on the students' part, and this was stressed in the oral directions. All students chose to respond except one girl in School B who had homework due the next period, and asked to be excused so she could complete it, and one boy in School A who started writing answers, then told the investigator he was afraid he might "mess up the study" because he had just taken some drugs and couldn't think clearly. Thus, of the original sample of 682 students, 680 voluntarily elected to respond to the questionnaire.

Validity of questionnaire responses

A number of things occurred during the administration sessions that tended to show the information being obtained was valid. In School A, the investigator circulated around the testing room, and stopped to talk with individual students who had comleted their surveys. These students stated that

the questionnaire had not been difficult to answer and that they had found it interesting to respond to the questions. Occasionally, students would summon the investigator to discuss or clarify particular responses. About half-way through the session, the boy who had just taken drugs indicated that, even in his present state of mind, he felt the survey was an important one and he did not want to harm the results by giving inaccurate answers. After the administration sessions, a total of fifteen students lined up to speak to the investigator personally. All wanted to explain things which were not asked in the study, but which they felt were important for the investigator to know. In general, these were that (1) money is a leisure time problem in this upper-class community because, even though the parents have money, the young people do not, (2) it is very difficult to break into upper-class cliques, so students new to the school are socially forced into seclusion until they are accepted, (3) regardless of financial status, it is extremely difficult to be accepted into upper-class leisure-time activities when one is Black, and (4) because the community is a wealthy one, it is falsely assumed families can afford, and will, provide recreational activities for their children, and, therefore, the city is relieved of this obligation. One boy encouraged the investigator to continue with, and expand, this kind of study because he felt there was a great need for a method whereby young people could convey their feelings to adults. He specifically suggested the next study might be

on young people's feelings about job opportunities. He felt adults were unaware of how much bright, college-bound students were threatened by the current emphasis on hiring people on the basis of sex, race, and poverty-level, rather than on ability and achievement. Such an emphasis threatens the value system of ambitious people like himself.

In School B, reactions were much the same as in School A. Students felt the questionnaire was easy and enjoyed completing it. After each session, three to four students lined up to talk to the investigator. The main things which were expressed were that (1) although the community offered an extensive recreational program, teens who had been exposed to it all their lives were tired of it and needed variety, (2) they were glad someone was taking the trouble to find out what they thought, (3) that being new to a school is a great handicap in getting involved in leisure time activities, and (4) they were really interested in the results of the study and were going to invite the investigator to return to the class to discuss the findings.

In School C, students seemed less inhibited than in Schools A and B. They asked more questions during the pre-administration explanations, and more of them momentarily stopped taking the survey to talk to the investigator who was circulating around the room. After each session, small groups of six to eight students came up to talk to the investigator, but their comments were made in group-fashion rather than privately. There appeared to be little embarassment about

talking over personal matters in front of peers. One boy who had a broken leg wanted to explain what a difference that made in his leisure time activities. He thought handicapped people must have unique leisure time problems that ought to be studied. Several girls complained that the boys in the school don't date much, and this created a real problem for the girls. Girls also explained that because of their ethnic cluture they were sheltered and supervised too much, and were burdened with too many home responsibilities. Others indicated they were bored with their community's recreational offerings because they had been exposed to them for so long.

School D students were completely unique from those in the other schools. They entered the testing room noisily, clapped loudly when the investigator would not permit the teachers to stay in the testing room, then, before the investigator could speak, shouted many questions, such as "Hey, is this a test?", "Are we gonna get graded on it?", "What's this gonna be for?", plus numerous requests to go to the "bathroom," sharpen pencils, get drinks, etc. After the survey explanations were given, six to ten students in each session decided they wouldn't answer the questionnaire. Evidently this was a manner of testing the investigator, for when they saw no pressure was going to be exerted, one by one they came up and asked for a questionnaire, which they completed. Because of their difficulty in understanding and following directions, students continuously asked for directions because they "wanted to do it right." During the administration,

students talked to the investigator and either wanted to know personal things about her, or else wanted to reveal personal things about themselves. One boy entered one of the testing sessions late. The investigator explained what the class was doing, and suggested he not bother to participate in the survey because he would not have time to complete it. After chatting for a few minutes, he asked if he might complete the survey anyway. When the bell rang, he still had not finished, and although the investigator several times suggested he need not finish, he insisted on doing so because "I want to tell people how I feel." It was later learned that he had given up his lunch hour to complete this task, which was obviously difficult for him because he had to have most of the questions read to him, and he had to ask how to spell many words for his answers. When he finally finished, he continued to talk about his many problems and about how his life of crime, drug use and selling had created difficulties for him now that he was trying to go straight. Having spent four years in jail made him older than his classmates, and he had few leisure time interests in common with them. At the end, he asked if he could come to visit the investigator's school. In all, a total of two hours were spent with this boy.

Other incidents in School D involved a boy who demanded to be paid a quarter to complete the questionnaire, a boy who had no pen and refused to write with the pencil provided, and four boys who were called to the office because

they had just participated in a gang fight in the school parking lot. The first two boys decided they would complete the questionnaire anyway, and the latter four boys returned with a note from the assistant principal who indicated they were being suspended, but that, because they wanted to finish their survey, they were being permitted to do so before leaving. Classroom teachers were frankly astonished that some of the more aggressive students had been so cooperative, and that all of them had agreed to participate. Evidently this is not their usual behavior with outsiders, nor even with some of their classroom teachers. As in School C, these students came up in groups of four to six to talk to the investigator afterwards. Their comments indicated that (1) there are no community leisure time facilities or recreational programs, (2) the local Boys' Club doesn't have much play equipment, and (3) young people cannot afford to go anywhere or do anything, so they mainly "hang" in the streets. These students pleaded with the investigator to tell the adults how much they needed some place to go and something to do.

In general, the behavior of the students in all of the schools indicated that a climate of trust and rapport had been established, and that, perhaps, the questions had been responded to honestly. A final indication of their sincerity was the fact that, although they had completed ten pages of questions, about three-fourth of the students took the time and trouble to write one-half to one-and-one-half page

responses to the final open-ended question which asked them to discuss their leisure time problems.

Data analysis methods

Responses from the questionnaire were coded and key-punched onto data processing cards for use at the University of Michigan Terminal System Computer Center. The BLITZ program was utilized in the analyses of the data.

The data were analyzed statistically under the following null hypotheses:

Hypothesis 1

H_o: There is no significant relationship between students' leisure time interests and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 1A

H_o: There is no significant relationship between student participation in different kinds of sponsored activities and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 1B

H_o: There is no significant relationship between student participation in different kinds of unsponsored activities and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 1C

H_o: There is no significant relationship between amount of student sponsored-activity participation and socio-economic level, and sex.

Subhypothesis 1D

H_o: There is no significant relationship between amount of student unsponsored activity participation and socio-economic level, and sex.

Hypothesis 2

H_o: There is no significant relationship between students' leisure time needs and their socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 2A

H_o: There is no significant relationship between number of leisure time hours available per week and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 2B

H_o: There is no significant relationship between number of leisure time hours enjoyed per week and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 2C

H_o: There is no significant relationship between changes in activity participation over the past year and socio-economic level.

Subhypothesis 2D

H_o: There is no significant relationship between students' perception of quality of school education for leisure and socio-economic level.

Subhypothesis 2E

H_o: There is no significant relationship between students' perception of quality of school counseling for leisure and socio-economic level.

Subhypothesis 2F

H_o: There is no significant relationship between student satisfaction with available leisure time activities and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Subhypothesis 2G

H_o: There is no significant relationship between student satisfaction with use of leisure time and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

By means of the BLITZ program, several kinds of statistical tests were utilized. In addition to providing bivariate frequency tables, percentages, means, standard deviations, and t-tests, the program tested the null hypotheses by means of Pearson's Chi Square Test of Association, the formula for which is $X^2 = \frac{(f_o - f_e)^2}{f_e}$ (Hays, 1963, p. 591).

Definition of Terms

The definition of terms used in this study are as follows:

1. Leisure time--All of an individual's time which does not include attending school, sleeping, and taking care of biological needs
2. Community--All agencies and organizations within a city, other than churches and schools
3. Sponsored activities--Activities and events sponsored by the school during after-school hours, by the church, and by other groups and organizations in the community
4. Illegal behavior--Actions resulting in the violation of local, state, or federal laws. Use of drugs, alcohol, and tobacco, as well as traffic violations are excluded from this category for this study.

Assumptions about the Data

The validity of the findings of this study is dependent on the following assumptions about the data:

1. That students could recall accurately what they do in their leisure time

2. That students would respond to the questionnaire items honestly and completely

3. That sample schools selected represent upper, middle, and lower socio-economic level schools in the suburbs of Detroit, Michigan.

Analysis of the data led the investigator to believe that the first of the assumptions was satisfied. Students were thorough and complete in their responses, few questions were skipped, and there were no question marks or "I don't remember" comments on the questionnaires. There were a number of write-in comments after responses, and these were always attempts to explain the responses or help the investigator interpret them correctly. Typical types of write-in comments were, "I'm new to this school so I haven't yet gotten involved in activities," "I don't believe you have to participate in organized religion to believe in God," and "Actually the person who most influences how I use my leisure time is me." Overall, neither the pilot groups nor the study groups seemed to have difficulty recalling what they do in their leisure time.

The second assumption was probably satisfied for most of the questions in the questionnaire. The oral explanation given prior to the administration stressed the importance of honesty so that students' leisure time needs, interests, and problems could be conveyed accurately to those people in a position to help them. The students appeared to respond favorably to this approach, as evidenced by the intimate problems they revealed in the open-ended questions, as well as by the number who spoke to the investigator individually

about personal problems related to leisure time.

Those parts of the questionnaire for which assumptions about honesty were at risk had to do with information about involvement in drug use and illegal behavior. Such questions might pose a threat to certain individuals, and it would be understandable that they would prefer not to be honest about such behaviors. Prior to the administration, five conditions were set to counteract temptations to misrepresent the truth: One, completing the survey was voluntary; two, in stressing the importance of honesty, students were encouraged to skip questions rather than to give untruthful answers; three, students were seated so that no one else could see their responses; four, students were told no one in their school or community would see their questionnaires, that the investigator had no way of identifying individual respondents, and that the school staff would not be permitted in the testing room; Finally, students were informed that when the questionnaires were collected, they would be shuffled immediately so the investigator could not identify individuals by the way the questionnaires were collected. Responses to the open-ended questions, and to questions about participation in drug use and illegal behavior suggested that perhaps students had been honest in their replies. Analysis of this data did not show that an unusually high or low number of students were involved in these activities. In general, the investigator felt that there was not a significant amount of dishonesty in the responses.

The validity of the third assumption is based on the factual information provided by federal, county, and local agencies, and on the judgment of the investigator in selecting schools. Based on statistics for the metropolitan suburbs, these schools appear to be reasonable representations of upper, middle, and lower socio-economic schools in the suburbs of Detroit, Michigan.

Limitations of the data

The following limitations are imposed upon the results of this study:

1. Certain kinds of students were not sampled--droupouts, parochial school and inner-city school students--and therefore, generalizations do not extend beyond students in public high schools in the suburbs of Detroit, Michigan.

2. Certain responses were subjectively coded by the investigator, and, consequently, may be subject to unintentional bias.

3. Hourly participation data were limited to the four-week period prior to the administration of the questionnaire, and, therefore, may not be representative of the amount of student participation at other times during the year.

Summary

The purpose of this study was to analyze the leisure time needs, interests, and problems of public high school students in the suburbs of Detroit, Michigan. The sample consisted of four schools selected because they were located in upper, middle, and lower socio-economic areas. From required, heterogeneously-grouped courses, two classes of sophomores, two classes of juniors, and two classes of seniors

were randomly selected from each school for the sample.

A leisure-time questionnaire was constructed by the investigator, and revised twice after administration to two different pilot groups of students.

Administration took place in the schools' cafeterias or auditoriums, with groups that ranged in size from nineteen to sixty-two. Average time for completion of the survey form was thirty minutes, with the range being from twenty to forty-five minutes.

The data from the questionnaires were coded, keypunched onto data processing cards, and analyzed at the University of Michigan Terminal System Computer Center by means of the BLITZ program.

The hypotheses used to analyze the data were listed in this chapter, as were the assumptions, definitions, and limitations of the data.

CHAPTER IV

ANALYSIS OF LEISURE INTERESTS

Introduction

In this chapter, data related to students' leisure time interests are analyzed in terms of the first of the established null hypotheses, which is as follows:

> H_0: There is no significant relationship between students' leisure time interests and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

The chapter is organized in terms of the subhypotheses, which are presented at the beginning of each section. The topics of the subhypotheses and their corresponding sections are (1) kinds of leisure time activity participation, (2) amount of participation in various leisure time activities, (3) preferences for leisure time activities, and (4) reasons for participation or nonparticipation in certain leisure time activities. Each of these topics is analyzed in terms of socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

The statistical device employed in testing the null hypotheses was Pearson's Chi Square Test of Association. In determining the level of significance to be used in testing the hypotheses throughout the study, the investigator felt

that, although a .01 level of significance might be more justifiable in terms of the sample size and large number of statistical tests performed, some of those concerned with adolescent use of leisure time might also want to be aware of findings with which .05 probabilities were associated; therefore, in order to assist others in using the results of this study to meet their individual purposes, a .05 level of significance was established to test the hypotheses, but, in addition, probabilities which were less than .05 are reported in the tables and denoted with an asterisk in the discussion of results in order to supply the reader with discriminating criteria to suit his preferences. In this and subsequent chapters, chi square values and associated probabilities which were .05 or less are presented for each of the variables. Where probabilities were greater than .05, the letters "NS" are used to denote "Not Significant."

In all tables in this study, the sum of the percentages shown in each column will not necessarily total one hundred percent due to rounding to the nearest whole number. The total percent is reported as one hundred, however, to indicate that, in fact, the sum of the column percentages is one hundred percent when decimals are considered.

The "No Response" category, showing the number of students who failed to reply to questionnaire items, is included in the tables in order to provide an indication of subjects' willingness to respond. Where the category does not appear, it denotes that all students responded to the question.

In this and subsequent chapter discussions, certain terms and symbols will be used consistently. The letters "SEL" refer to socio-economic level. Illegal behavior, as defined in Chapter 3, refers to actions resulting in the violation of local, state or federal laws. Use of drugs, including alcohol and tobacco, as well as traffic violations, are excluded from this category for this study.

Responses reflect whether or not the student was involved in an activity, but not the way in which he was involved. For example, a student who played in a football game, and a student who watched a football game, would both credit themselves with an athletic activity participation. Responses referring to school activities include only those participations which occurred during after-school hours in order to differentiate voluntary activities from activities which occurred during obligated time.

Kinds of Sponsored Activity Participation

The data in this section are analyzed under subhypothesis 1A, which is as follows:

Subhypothesis 1A

H_o: There is no significant relationship between student participation in different kinds of sponsored activities and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

The kinds of sponsored activities which are analyzed are as follows:

School Activities	Church Activities	Community Activities
Athletics	Worship Services	Clubs
Clubs	Clubs, Activities	Music-Art-Drama
Publications		Sports
Student Government		Volunteer Work
Dances		Other
Public Speaking		
Music-Art-Drama		
Other		

Column percentages listed in the tables in this section are not cumulative, but rather represent the percent of students, out of one hundred percent, who participated in each activity. Likewise, numbers are not cumulative, inasmuch as an individual student might have participated in more than one kind of activity; therefore, totals for each category do not appear at the bottom of the tables.

Kinds of sponsored activity participation according to socio-economic level

Table 2 shows kind of sponsored activity participation according to socio-economic level.

No significant associations were found between socio-economic level (SEL) and participation in school athletics, student government, public speaking and other school activities; church services and activities; community music-art-drama, volunteer work, and other community activities.

Significant associations were found between SEL and participation in school clubs, publications, dances, and music-art-drama activities; as well as participation in community clubs and sports.

TABLE 2

KINDS OF SPONSORED ACTIVITY PARTICIPATION
ACCORDING TO SOCIO-ECONOMIC LEVEL

I. School Activities

Kind of Activity	Socio-economic Level								Total		X^2	Probability
	Upper		U.Mdl.		L.Mdl.		Lower					
	n	%	n	%	n	%	n	%	n	%		
Athletics	89	53	106	66	105	58	93	55	393	58	6.54	ns
Clubs	46	27	63	39	44	24	47	28	200	29	10.18	.02
Publics.	15	9	8	5	5	3	6	4	34	5	8.14	.05
St. Govt.	15	9	7	4	11	6	4	2	37	5	7.64	ns
Dances	23	14	86	53	68	38	73	43	250	37	60.52	.001
Pub. Sp.	3	2	6	4	11	6	6	4	26	4	4.44	ns
Music-Art-Drama	48	29	47	29	42	23	25	15	162	24	12.47	.01
Other	11	7	7	4	19	10	17	10	54	8	5.89	ns

II. Church Activities

Kind of Activity	Socio-economic Level								Total		X^2	Probability
	Upper		U.Mdl.		L.Mdl.		Lower					
	n	%	n	%	n	%	n	%	n	%		
Worship Services	89	53	99	61	99	55	90	53	377	55	3.27	ns
Clubs, Activities	48	29	46	29	36	20	51	30	181	27	5.83	ns

TABLE 2--Continued

III. Community Activities

Kind of Activity	Socio-economic Level								Total		X^2	Probability
	Upper		U.Mdl.		L.Mdl.		Lower					
	n	%	n	%	n	%	n	%	n	%		
Clubs	15	9	24	15	12	7	23	14	74	11	7.95	.05
Music-Art-Drama	17	10	17	11	21	12	16	9	71	10	.47	ns
Sports	27	16	48	30	49	27	43	25	167	25	9.60	.05
Volunteer	24	14	16	10	20	11	23	14	83	12	1.95	ns
Other	3	2	7	4	4	2	8	5	22	3	3.55	ns

A comparison of numbers and percentages for each of the categories reveals that fewer students from the upper SEL participate in school dances, community clubs, and sports, and more of them participate in school publication activities. More students from the upper-middle SEL participate in school clubs and dances. Lower-middle SEL students participate less in community clubs, and lower SEL students participate less in school music-art-drama activities.

Overall, except for school athletics and dances, church worship services, and participation in school clubs by students at one school, less than thirty percent of the sample subjects were involved in sponsored activities.

In terms of participation rates, the five most popular sponsored activities in each of the sample schools are as follows:

School 1 (Upper SEL)	School 2 (Upper-Middle)
School athletics (53%)	School Athletics (66%)
Church Worship (53%)	Church Worship (61%)
School Music-Art-Drama (29%)	School Dances (53%)
Church Activities (29%)	School Clubs (39%)
School Clubs (27%)	Community Sports (30%)

School 3 (Lower-Middle)	School 4 (Lower SEL)
School Athletics (58%)	School Athletics (55%)
Church Worship (53%)	Church Worship (53%)
School Clubs (24%)	School Dances (43%)
Community Sports (27%)	Church Activities (30%)
School Music-Art-Drama (23%)	School Clubs (28%)

With regard to SEL, the variables for which the chi square value did not reach the pre-determined .05 level of significance, and for which subhyptohesis 1A is accepted are as follows:

School Activities	Church Activities	Community Activities
Athletics	Worship Services	Music-Art-Drama
Student Govt.	Clubs, Activities	Volunteer Work
Pub. Speaking		Other Activities
Other Activities		

With regard to SEL, the variables for which the chi square value reached the pre-determined .05 level of significance, and for which subhypothesis 1A is rejected are as follows:

School Activities	Community Activities
Clubs	Clubs
Publications	Sports
Dances *	
Music-Art-Drama *	

Kinds of sponsored activity participation according to sex

Table 3 shows kinds of sponsored activity participation according to sex.

*$p \leq .01$

TABLE 3

KINDS OF SPONSORED ACTIVITY PARTICIPATION ACCORDING TO SEX

I. School Activities

Kind of Activity	Sex				Total		X^2	Probability
	Boys		Girls					
	n	%	n	%	n	%		
Athletics	203	59	190	57	393	58	.22	ns
Clubs	65	19	135	40	200	29	38.21	.001
Publics.	14	4	20	6	34	5	1.35	ns
St. Govt.	14	4	23	7	37	5	2.66	ns
Dances	113	33	137	41	250	37	5.11	ns
Pub. Sp.	14	4	12	4	26	4	.10	ns
Music-Art-Drama	59	17	103	31	162	24	17.80	.001
Other	30	9	24	7	54	8	.51	ns

II. Church Activities

Kind of Activity	Sex				Total		X^2	Probability
	Boys		Girls					
	n	%	n	%	n	%		
Worship Services	165	48	212	63	377	55	17.14	.001
Clubs, Activities	67	19	114	34	181	27	18.97	.001

TABLE 3--Continued

III. Community Activities

Kind of Activity	Sex				Total		X^2	Probability
	Boys		Girls					
	n	%	n	%	n	%		
Clubs	33	10	41	12	74	11	1.31	ns
Music-Art-Drama	32	9	39	12	71	10	1.07	ns
Sports	104	30	63	19	167	25	11.50	.01
Volunteer	26	8	57	17	83	12	14.47	.01
Other	8	2	14	4	22	3	1.92	ns

Significant associations were discovered for only six of the variables. These are school clubs and music-art-drama activities; church worship services and activities; and community sponsored sports and volunteer work. In all of these activities, except community sports, girls' participation was greater than boys' participation, as indicated by a comparison of numbers and percentages.

In terms of participation rates, the most popular sponsored activities for girls and boys are as follows:

Boys	Girls
School Athletics (59%)	Church Worship (63%)
Church Worship (48%)	School Athletics (57%)
School Dances (33%)	School Dances (41%)
Community Sports (30%)	School Clubs (40%)
School Clubs (19%)	Church Clubs (34%)
Church Clubs (19%)	School Music-Art-Drama (31%)

With regard to sex, the variables for which the chi square value did not reach the..05 level of significance, and for which subhypothesis 1A is accepted are as follows:

School Activities	Community Activities
Athletics	Clubs
Publications	Music-Art-Drama
Student Government	Other Activities
Dances	
Public Speaking	
Other Activities	

With regard to sex, the variables for which the chi square value reached the .05 level of significance, and for which subhypothesis 1A is rejected are as follows: ($*p \leq .01$)

School Activities	Church Activities	Community Activities
Clubs *	Worship Services *	Sports *
Music-Art-Drama *	Clubs, Activities *	Volunteer Work *

Kinds of sponsored activity participation according to frequency of alcohol use

Table 4 shows kinds of sponsored activity participation according to frequency of alcohol use. (For frequency of alcohol use by sample subjects, see Appendix B.)

Significant associations were discovered for only five of the variables: school clubs, dances, and music-art-drama activities, as well as church worship services and church clubs and activities.

An examination of numbers and percentages of students involved in these activities indicates the following: (1) as frequency of alcohol use increased, participation in school clubs tended to decrease, (2) more students who used alcohol one to three times a month attended school dances than did students in the other categories, (3) few of those students who used alcohol daily attended school dances, and (4) as the frequency of alcohol use increased, participation in school music-art-drama activities, church worship services, and church activities tended to decrease.

TABLE 4

KINDS OF SPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF ALCOHOL USE

I. School Activities

Kind of Activity	Frequency of Alcohol Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once Week		2-6 X a Wk.		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Athletics	7	44	84	53	104	59	98	67	48	58	43	52	9	53	393	58	8.89	ns
Clubs	2	13	51	32	68	39	45	31	18	22	13	16	3	18	200	29	20.84	.01
Publications	0	0	10	6	10	6	9	6	1	1	4	5	0	0	34	5	5.37	ns
St. Govt.	0	0	10	6	9	5	6	4	3	4	9	11	0	0	37	5	8.11	ns
Dances	7	44	46	29	63	36	76	52	28	34	29	35	1	6	250	37	26.08	.001
Pub. Sp.	2	13	5	3	9	5	4	3	2	2	4	5	0	0	26	4	6.13	ns
Music-Art-Drama	5	31	41	26	59	34	31	21	16	19	9	11	1	6	162	24	21.97	.01
Other	2	13	12	8	19	11	9	6	7	8	4	5	1	6	54	8	4.29	ns

TABLE 4--Continued

II. Church Activities

Kind of Activity	Frequency of Alcohol Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Worship Services	6	38	107	67	103	59	80	54	38	46	40	49	3	18	377	55	26.30	.001
Clubs, Activities	3	19	62	39	46	26	35	24	13	16	20	24	2	12	181	27	20.82	.01

III. Community Activities

Kind of Activity	Frequency of Alcohol Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Clubs	0	0	25	16	19	11	17	12	6	7	7	9	0	0	74	11	9.55	ns
Music-Art-Drama	3	19	15	9	23	13	18	12	8	10	4	5	0	0	71	10	7.92	ns
Sports	6	38	42	26	44	25	34	23	18	22	19	23	4	24	167	25	2.39	ns
Volunteer	3	19	19	12	27	15	14	10	11	13	9	1	0	0	83	12	5.81	ns
Other	0	0	3	2	9	5	4	3	2	2	3	4	1	6	22	3	4.17	ns

In terms of participation rates, the five most popular sponsored activities for frequent users of alcohol are as follows:

Use Alcohol 2-6 Times a Week	Use Alcohol Daily
School Athletics (52%)	School Athletics (53%)
Church Worship (49%)	Community Sports (24%)
School Dances (35%)	School Clubs (18%)
Community Sports (23%)	Church Worship (18%)
School Clubs (16%)	School Dances (6%)

With regard to frequency of alcohol use, the variables for which the chi square value did not reach the .05 level of significance, and for which subhypothesis 1A is accepted are as follows:

School Activities	Community Activities
Athletics	Clubs
Publications	Music-Art-Drama
Student Government	Sports
Public Speaking	Volunteer Work
Other activities	Other Activities

With regard to frequency of alcohol use, the variables for which the chi square value reached the .05 level of significance, and for which subhypothesis 1A is rejected are as follows: ($*p \leq .01$)

School Activities	Church Activities
Clubs*	Worship Services*
Dances*	Clubs, Activities*
Music-Art-Drama*	

Kinds of sponsored activity participation according to frequency of marihuana use

Table 5 shows kinds of sponsored activity participation according to frequency of marihuana use. (For frequency of marihuana use by sample subjects, see Appendix B.)

TABLE 5

KINDS OF SPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF MARIHUANA USE

I. School Activities

Kind of Activity	Frequency of Marihuana Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Athletics	18	50	247	64	50	60	27	53	17	53	24	45	10	26	394	58	29.69	.001
Clubs	8	22	143	37	25	30	11	22	7	22	5	9	1	3	200	29	37.44	.001
Publications	0	0	26	7	2	2	2	4	1	3	3	6	0	0	34	5	7.97	ns
St. Govt.	2	6	22	6	5	6	2	4	2	6	3	6	1	3	37	5	.95	ns
Dances	11	31	147	38	41	49	19	37	10	31	16	30	6	16	250	37	14.73	.05
Pub. Sp.	2	6	17	4	4	5	1	2	1	3	1	2	0	0	26	4	3.42	ns
Music-Art-Drama	10	28	100	26	25	30	11	22	3	9	11	21	2	5	162	24	14.18	.05
Other	2	6	33	9	9	11	6	12	0	0	2	4	2	5	54	8	6.77	ns

TABLE 5--Continued

II. Church Activities

Kind of Activity	Frequency of Marihuana Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Worship Services	20	56	240	62	50	60	17	33	14	44	20	38	16	42	377	55	29.98	.001
Clubs, Activities	11	31	123	32	19	23	13	25	3	9	8	15	4	11	181	27	19.96	.01

III. Community Activities

Kind of Activity	Frequency of Marihuana Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Clubs	3	8	45	12	14	17	4	8	2	6	5	9	1	3	64	11	7.35	ns
Music-Art-Drama	6	17	39	10	10	12	6	12	4	12	5	9	1	3	71	10	4.51	ns
Sports	9	25	107	28	20	24	7	14	8	25	9	17	7	18	167	25	7.76	ns
Volunteer	2	6	57	15	11	13	4	8	3	9	4	8	2	5	83	12	7.84	ns
Other	1	3	14	4	2	2	1	2	2	6	1	2	1	3	22	3	1.95	ns

Significant associations were discovered for six of the variables: school athletics, clubs, dances, and music-art-drama activities, as well as for church worship services and church clubs and activities.

An examination of numbers and percentages of students involved in the above-mentioned activities indicates that as frequency of marihuana use increased, participation in sponsored activities tended to decrease. Except for church worship services, few of the sample subjects who used marihuana daily were involved in sponsored activities.

In terms of participation rates, the five most popular sponsored activities of frequent marihuana users are as follows:

Use Marihuana 2-6 Times a Week	Use Marihuana Daily
School Athletics (45%)	Church Worship (42%)
Church Worship (38%)	School Athletics (26%)
School Dances (30%)	Community Sports (18%)
Community Sports (17%)	School Dances (16%)
Community Music-Art-Drama (9%)	Community Music-Art-Drama (3%)

With regard to frequency of marihuana use, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1A is accepted are as follows:

School Activities	Community Activities
Publications	Clubs
Student Government	Music-Art-Drama
Public Speaking	Sports
Other Activities	Volunteer Work
	Other Activities

With regard to frequency of marihuana use, the variables for which the chi square values reached the .05 level of significance, and for which subhypothesis 1A is rejected are as follows: ($*p \leq .01$)

School Activities	Church Activities
Athletics*	Worship Services*
Clubs*	Clubs, Activities*
Dances	
Music-Art-Drama	

Kinds of sponsored activity participation according to frequency of illegal behavior

Table 6 shows kind of sponsored activity participation according to frequency of illegal behavior. (For frequency of illegal behavior of sample subjects, see Appendix B.)

Significant associations were discovered for only two of the variables: school clubs and dances. An examination of numbers and percentages of students involved in these activities indicates that as the frequency of illegal behavior increased, participation in school clubs and dances tended to decrease sharply. Except for these two activities, there were no great percentages differences between the sponsored activity participation of those involved in illegal behavior and those in the total sample.

In terms of participation rates, the most popular sponsored activities of those frequently involved in illegal behavior are as follows:

Involved in Illegal Behavior 2 to 6 Times a Week	Involved in Illegal Behavior Daily
School Dances (67%)	School Athletics (43%)
Church Worship (50%)	Church Activities (43%)
School Athletics (33%)	Church Worship (29%)
Community Sports (33%)	
Church Activities (33%)	

TABLE 6

KINDS OF SPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

I. School Activities

Kind of Activity	Frequency of Illegal Behavior												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Athletics	7	50	207	45	49	33	13	42	4	44	4	33	3	43	287	42	6.97	ns
Clubs	3	21	150	33	42	29	3	10	1	11	1	8	0	0	200	29	15.50	.02
Publications	0	0	25	5	7	5	1	3	0	0	1	8	0	0	34	5	2.27	ns
St. Govt.	0	0	25	5	9	6	1	3	0	0	2	17	0	0	37	5	5.09	ns
Dances	7	50	163	35	59	40	6	19	6	67	8	67	1	14	250	37	15.76	.02
Pub. Sp.	0	0	20	4	3	2	1	3	0	0	1	8	1	14	26	4	5.31	ns
Music-Art-Drama	2	14	125	27	29	19	2	6	1	11	3	25	1	14	162	24	11.71	ns
Other	1	7	41	9	10	7	1	3	0	0	0	0	1	14	54	8	4.01	ns

TABLE 6--Continued

II. Church Activities

Kind of Activity	Frequency of Illegal Behavior												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Worship Services	7	50	270	59	75	51	13	42	4	44	6	50	2	29	377	55	8.22	ns
Clubs, Activities	4	29	133	29	32	22	3	10	2	22	4	33	3	43	181	27	8.90	ns

III. Community Activities

Kind of Activity	Frequency of Illegal Behavior												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Clubs	1	7	52	11	18	12	2	6	1	11	0	0	0	0	74	11	3.52	ns
Music-Art-Drama	2	14	53	12	10	7	2	6	1	11	2	17	1	14	71	10	4.02	ns
Sports	1	7	117	25	36	24	6	19	2	22	4	33	1	14	167	25	3.86	ns
Volunteer	1	7	62	13	13	9	2	6	1	11	3	25	1	14	83	12	5.41	ns
Other	1	7	14	3	5	3	0	0	0	0	2	17	0	0	22	3	9.24	ns

With regard to frequency of illegal behavior, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1A is accepted, are as follows

School Activities	Church Activities	Community Activities
Athletics	Worship Services	Clubs
Publications	Clubs, Activities	Music-Art-Drama
Student Govt.		Sports
Public Speaking		Volunteer Work
Music-Art-Drama		Other Activities
Other Activities		

With regard to frequency of illegal behavior, the variables for which the chi square values reached the .05 level of significance, and for which subhypothesis 1A is rejected are as follows:

School Activities
Clubs
Dances

Kinds of Unsponsored Activity Participation

The data in this section are analyzed under subhypothesis 1B, which is as follows:

Subhypothesis 1B

H_o: There is no significant relationship between student participation in different kinds of unsponsored activities and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

The kinds of unsponsored activities which are analyzed are studying, watching television, dating, hobbies, reading for pleasure, going to parties, visiting with friends, napping, sitting and thinking, and unsponsored sports. In addition, certain other activities are analyzed in terms of

socio-economic level. These involve music, alcohol and drugs, cars and motorcycle activities, arts and crafts, shopping, health activities, social relationships, travel, dancing, writing, drama, games, and other miscellaneous activities.

As in Section 1, column percentages and numbers listed in the tables are not cumulative, but rather represent the students in the sample who did participate in each activity.

Kinds of unsponsored activity participation according to socio-economic level

Table 7 shows kinds of unsponsored activity participation according to socio-economic level.

No significant associations were found between socio-economic level and watching television, napping, sitting and thinking, and unsponsored sports.

Significant associations were discovered between socio-economic level and studying, dating, hobbies, reading for pleasure, going to parties, and visiting friends.

A comparison of numbers and percentages for each of the categories reveals that the percentage of students who read for pleasure and study declined as socio-economic level declined. The upper and lower-middle level students were more involved in social activities such as dating, partying, and visiting with friends than were the other two schools. More middle class students were involved with hobbies.

TABLE 7

KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO SOCIO-ECONOMIC LEVEL

Kind of Activity	Socio-economic Level				Total		X^2	Probability
	Upper	U.Mdl.	L.Mdl.	Lower				
	n %	n %	n %	n %	n %			
Study	154 98	132 82	144 80	98 58	528 78		60.33	.001
Television	153 91	150 93	167 92	149 88	619 91		3.62	ns
Date	115 68	99 61	128 71	98 58	440 65		8.34	.05
Hobbies	97 58	105 65	115 64	83 49	400 59		11.48	.01
Read	103 61	95 59	96 53	66 39	360 53		20.70	.001
Parties	130 77	101 63	135 75	123 72	489 72		9.86	.02
Visit, rap	142 85	129 80	153 85	130 76	554 81		8.61	.05
Nap	85 51	77 48	88 49	75 44	325 48		4.66	ns
Sit and Think	116 69	108 67	126 70	105 62	455 67		2.98	ns
Sports	104 62	99 61	117 65	97 57	417 61		2.17	ns

In terms of participation rates, the five most popular unsponsored activities on the list are as follows:

Upper SEL
Study (98%)
Television (91%)
Visiting (85%)
Parties (77%)
Sit and Think (69%)

Upper-Middle
Television (93%)
Study (82%)
Visiting (80%)
Sit and Think (67%)
Sports (65%)

Lower-Middle
Television (92%)
Visiting (85%)
Study (80%)
Parties (75%)
Date (71%)

Lower SEL
Television (88%)
Visiting (76%)
Sit and Think (62%)
Sports (57%)
Date; Study (58%)

With regard to SEL, the variables for which the chi square value did not reach the .05 level of significance, and for which subhypothesis 1B is accepted are as follows:

Watching television
Napping
Sitting and thinking
Unsponsored sports

With regard to SEL, the variables for which the chi square value reached the .05 level of significance, and for which subhypothesis 1B is rejected are as follows: (*$p \leq .01$)

Studying*
Dating
Hobbies*
Reading for pleasure*
Partying
Visiting with friends

Kinds of unsponsored activity participation according to sex

Table 8 shows kinds of unsponsored activity participation according to sex.

No significant associations were found between sex of participant and hobbies or partying.

Significant associations were discovered between sex of participant and studying, watching television, dating, reading for pleasure, visiting with friends, napping, sitting and thinking, and unsponsored sports. An examination of numbers and percentages reveals that for all of these categories, except unsponsored sports, more girls than boys participated.

TABLE 8

KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO SEX

Kind of Activity	Sex				Total		X^2	Probability
	Boys		Girls					
	n	%	n	%	n	%		
Study	247	71	281	84	528	78	15.90	.001
Television	304	88	315	94	619	91	8.66	.01
Date	202	58	238	71	440	65	12.34	.001
Hobbies	195	55	205	61	400	59	1.77	ns
Read	159	46	201	60	360	53	13.81	.001
Parties	245	71	244	73	489	72	.42	ns
Visit, rap	259	75	295	88	554	81	20.81	.001
Nap	150	43	175	52	325	48	6.37	.02
Sit and Think	194	56	261	78	455	67	37.40	.001
Sports	230	66	187	56	417	61	7.88	.01

In terms of participation, the five most popular unsponsored activities for girls and boys are as follows:

Girls	**Boys**
Television (94%)	**Television (88%)**
Visiting (88%)	**Visiting (75%)**
Studying (84%)	**Studying (71%)**
Thinking (78%)	**Partying (71%)**
Partying (73%)	**Sports (66%)**

With regard to sex of participant, the variables for which the chi square value did not reach the .05 level of significance, and for which subhypothesis 1B is accepted are as follows:

Hobbies
Partying

With regard to sex of participant, the variables for which the chi square value reached the .05 level of significance, and for which subhypothesis 1B is rejected are as follows: ($*p \leq .01$)

Studying*
Television*
Dating*
Reading for pleasure*
Visiting friends*
Napping
Sitting and thinking*
Unsponsored sports*

Kinds of unsponsored activity participation according to frequency of alcohol use

Table 9 shows kinds of unsponsored activity participation according to frequency of alcohol use.

No significant associations were found between frequency of alcohol use and watching television, hobbies, and sports.

Significant associations were found between frequency of alcohol use and studying, dating, reading for pleasure, partying, visiting with friends, napping, and sitting and thinking.

Examination of those categories for which significant associations occurred reveals the following: (1) as alcohol use increased, the percentage of students who study and read for pleasure tended to decrease, (2) as alcohol use increased up to weekly use, there was an increase in the percentage of subjects who date, party, visit, nap, sit and think, (3) as alcohol use increased beyond once a week, there was a decline in those activities listed in the previous category.

TABLE 9

KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF ALCOHOL USE

Kind of Activity	Frequency of Alcohol Use												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X A Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Study	9	56	123	77	156	89	118	80	64	77	51	62	7	41	528	78	41.38	.001
Watch TV	12	75	143	90	161	91	136	93	76	92	76	93	15	88	619	91	6.17	ns
Date	8	50	66	42	113	64	118	80	67	81	61	74	7	41	440	65	71.41	.001
Hobbies	11	69	99	62	110	63	90	61	44	53	37	45	9	53	400	59	10.52	ns
Read	4	25	89	56	112	64	82	56	36	43	33	40	4	24	360	53	28.42	.001
Party	14	88	79	50	112	64	127	86	74	89	72	88	11	65	489	72	84.96	.001
Visit	12	75	111	70	147	84	131	89	73	88	69	84	12	71	555	82	64.47	.001
Nap	6	37	58	36	87	49	81	55	49	59	35	43	9	53	325	48	56.75	.001
Think	12	75	98	62	130	74	104	71	58	70	45	55	8	47	455	67	16.01	.02
Sports	8	50	95	60	105	60	96	65	54	65	51	62	8	47	417	61	4.19	ns

The most popular unsponsored activities for those who use alcohol frequently are as follows:

Use Alcohol 2-6 Times a Week	Use Alcohol Daily
Television (93%)	Television (88%)
Parties (88%)	Visit friends (71%)
Visit (84%)	Parties (65%)
Date (74%)	Hobbies (53%)
Sports (62%)	Sports (47%)

Unlike the general sample, frequent alcohol users were not as involved in sitting and thinking, or in studying. In addition, more of them were involved in unsponsored activities than in sponsored activities.

With regard to frequency of alcohol use, the variables for which the chi square value did not reach the .05 level of significance and for which subhypothesis 1B is accepted are as follows:

Watching television
Hobbies
Sports

With regard to frequency of alcohol use, the variables for which the chi square value reached the .05 level of significance, and for which subhypothesis 1B is rejected are as follows: ($*p \leq .01$)

Studying*
Dating*
Reading*
Partying*
Visiting*
Napping*
Sitting and thinking

Kinds of unsponsored activity participation according to frequency of marihuana use

Table 10 shows kinds of unsponsored activity participation according to frequency of marihuana use.

No significant associations were found between frequency of marihuana use and watching television, reading for pleasure, sitting and thinking, and unsponsored sports.

Significant associations were found between frequency of marihuana use and studying, dating, hobbies, partying, visiting with friends, and napping.

An examination of numbers and percentages for each of the categories reveals that (1) as marihuana use increased, there was a tendency for fewer subjects to be involved in studying and hobbies, (2) dating and partying participation rose with marihuana use up to once a week, then declined, and (3) more subjects who used marihuana either a few times or daily were involved in visiting with friends and napping.

In terms of participation rates, the five most popular unsponsored activities of frequent marihuana users are as follows:

Use Marihuana 2-6 Times a Week	Use Marihuana Daily
Partying (92%)	Visiting (92%)
Television (83%)	Partying (87%)
Visiting (83%)	Television (82%)
Dating (77%)	Dating (74%)
Sit and Think (70%)	Sit and Think (61%)

Unlike the general sample, frequent marihuana users were more involved in dating, partying, and visiting, and less involved in watching television and studying.

TABLE 10

KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF MARIHUANA USE

Kind of Activity	Frequency of Marihuana Use														Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once A Wk.		2-6 X a Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Study	29	81	314	81	68	81	41	81	24	75	33	62	19	50	528	78	28.06	.001
Watch TV	33	92	355	92	79	94	47	92	30	94	44	83	31	82	619	91	10.06	ns
Date	23	64	222	58	64	76	34	67	28	88	41	77	28	74	440	65	26.03	.001
Hobbies	21	58	242	63	54	64	28	55	16	50	20	38	19	50	400	59	15.73	.02
Read	17	47	220	57	45	54	25	49	15	47	22	42	16	42	360	53	8.39	ns
Party	28	78	241	62	66	79	42	82	30	94	49	92	33	87	489	72	45.19	.001
Visit	28	78	302	78	77	92	41	80	28	88	44	83	35	92	555	82	29.26	.001
Nap	17	47	174	45	53	63	25	49	15	47	22	42	19	50	325	48	27.02	.001
Think	23	64	251	65	63	75	37	73	21	66	37	70	23	61	455	67	4.91	ns
Sports	20	56	248	64	52	62	31	61	23	72	24	45	19		417	61	11.22	ns

With regard to frequency of marihuana use, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1B is accepted are as follows:

Watching television
Reading
Sitting and thinking
Unsponsored sports

With regard to frequency of marihuana use, the variables for which the chi square values reached the .05 level of significance, and for which subhypothesis 1B is rejected are as follows: ($*p \leq .01$)

Studying*
Dating*
Hobbies
Partying*
Visiting*
Napping*

Kinds of unsponsored activity participation according to frequency of illegal behavior

Table 11 shows kinds of unsponsored activity participation according to frequency of illegal behavior.

No significant relationships were found between frequency of illegal behavior and watching television, dating, hobbies, reading for pleasure, partying, visiting with friends, napping, sitting and thinking, and unsponsored sports.

The only significant association that was discovered was between frequency of illegal behavior and studying.

TABLE 11

KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

Kind of Activity	Frequency of Illegal Behavior												Total		X^2	Probability
	Missing Respon.		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Study	7	50	364	79	119	81	20	65	7	78	6	50	5	71	528	78	16.19	.02
Watch TV	12	86	420	91	132	90	30	97	8	89	10	83	7	100	619	91	3.66	ns
Date	11	79	291	63	101	69	16	52	7	78	9	75	5	71	440	65	6.33	ns
Hobbies	9	64	278	60	83	56	16	52	7	78	4	33	3	43	400	59	6.96	ns
Read	7	50	257	56	74	50	12	39	2	22	6	50	2	29	360	53	9.67	ns
Party	13	93	315	68	116	79	24	77	7	78	10	83	4	57	489	72	11.44	ns
Visit	12	86	365	79	130	88	26	84	6	67	9	75	7	100	555	82	10.20	ns
Nap	8	57	224	49	68	46	10	32	6	67	5	42	4	57	325	48	6.01	ns
Think	10	71	315	68	97	66	16	52	6	67	8	67	3	43	455	67	5.80	ns
Sports	9	64	268	58	105	71		61	5	56	8	67	3	43	417	61	9.48	ns

An examination of numbers and percentages reveals that those involved in illegal behavior a few times a month and a few times a week studied less than others. One hundred percent of those involved in illegal behavior daily watched television and visited with friends.

In terms of participation rates, the most popular unsponsored activities of those frequently involved in illegal behavior are as follows:

Involved in Illegal Behavior 2-6 Times a Week	Involved in Illegal Behavior Daily
Television (83%)	Television (100%)
Partying (83%)	Visiting (100%)
Visiting (75%)	Dating (71%)
Dating (75%)	Studying (71%)
Think; Sports (67%)	Party; Nap (57%)

With regard to frequency of illegal behavior, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1B is accepted, are as follows:

Watching television
Dating
Hobbies
Reading
Partying
Visiting
Napping
Sitting and thinking
Unsponsored sports

With regard to frequency of illegal behavior, the variable for which the chi square value reached the .05 level of significance, and for which subhypothesis 1B is rejected, is as follows:

Studying

Other kinds of unsponsored activity participation according to SEL

Table 12 shows participation in other kinds of unsponsored activities, according to socio-economic level.

Because the numbers of students involved were so small, statistical tests were not performed. Instead, numbers and percentages are listed in order to supply additional information regarding subjects' other leisure time activities.

The most popular of these other activities are as follows:

Upper SEL[a]	Upper-Middle[a]
Music (27%)	"Get High" (22%)
Car, Cycle, Plane (10%)	Misc. Activities (14%)
Exercise (10%)	Music (16%)
Shopping (8%)	Car, Cycle (11%)
"Get High" (7%)	Shop; Exercise; Social; Dance (7%)
Lower-Middle[a]	**Lower SEL[a]**
"Get High" (30%)	Misc. Activities (22%)
Car, Cycle (19%)	Car, cycle (15%)
Music (17%)	"Get High" (11%)
Misc. Activities (9%)	Shop (11%)
Shop (6%)	Music (8%)

In terms of averages, the most popular other unsponsored activities are "get high" (16%), music (16%), car and cycle activities (13%), shopping (8%), and exercise activities (5%).

Miscellaneous responses included such activities as eating, games, writing, sexual activities, visiting relatives, movies, hiking, going out into the woods, nature activities, and doing nothing.

[a]Percentages represent the percentage of students who responded to "other unsponsored activity" category.

TABLE 12

OTHER KINDS OF UNSPONSORED ACTIVITY PARTICIPATION ACCORDING TO SOCIO-ECONOMIC LEVEL

Kind of Activity	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
Music	22	27	9	16	13	17	5	8	49	17
Drink, Drugs, Get High	6	7	12	22	23	30	7	11	48	17
Cars, Cycles	8	10	6	11	15	19	9	15	38	13
Shop	7	8	4	7	5	6	7	11	23	8
Exercise	8	10	4	7	1	1	3	5	16	6
Social Acts.	4	5	4	7	2	3	3	5	13	5
Travel	6	7	3	5	3	4	1	2	13	5
Dance	3	4	4	7	1	1	2	3	10	4
Literary	3	4	0	0	4	5	3	5	10	4
Drama	2	2	1	2	0	0	4	6	7	3
Arts, Crafts	3	4	0	0	2	3	2	3	7	3
Games	3	4	0	0	1	1	2	3	6	2
Eat	2	2	0	0	0	0	1	2	3	1
Misc.	3	4	8	14	7	9	12	20	30	10
Total	80	100	55	100	77	100	61	100	297	100

Amount of Sponsored Activity Participation

The data in this section are analyzed under subhypothesis 1C, which is as follows:

Subhypothesis 1C

H_o: There is no significant relationship between amount of student sponsored-activity participation and (1) socio-economic level, and (2) sex.

The kinds of sponsored activities which are analyzed are as follows:

School Activities	Church Activities	Community Activities
Athletics	Worship Services	Clubs
Clubs	Clubs, Activities	Music-Art-Drama
Publications		Sports
Student Government		Volunteer Work
Dances		Other Activities
Public Speaking		
Music-Art-Drama		
Other Activities		

The amount of sponsored activity participation is limited to the four-week period prior to the administration of the questionnaire in March, 1972; therefore, the participation hours listed in the tables in this section refer only to this period of time.

Amount of sponsored activity participation according to socio-economic level

Table 13 shows hours of participation in sponsored activities over a four-week period, according to socio-economic level.

TABLE 13

AMOUNT OF SPONSORED ACTIVITY PARTICIPATION OVER A FOUR-WEEK PERIOD ACCORDING TO SOCIO-ECONOMIC LEVEL

I. School Athletics

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	81	48	59	37	81	45	83	49	304	45
None	16	10	13	8	15	8	21	12	65	10
1 - 9	24	14	51	32	47	26	30	18	152	22
10 - 19	15	9	13	8	16	9	15	9	59	9
20+	32	19	25	16	22	12	21	12	100	15
Total	168	100	161	100	181	100	170	100	680	100
χ^2	23.17 ($p \leq .05$)									

II. School Clubs

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	126	75	101	63	140	77	128	75	495	73
None	9	5	9	6	3	2	3	2	24	4
1 - 9	27	16	47	29	33	18	31	18	138	20
10 - 19	3	2	4	2	2	1	6	4	15	2
20+	3	2	0	0	3	2	2	1	8	1
Total	168	100	161	100	181	100	170	100	680	100
χ^2	23.64 ($p \leq .05$)									

TABLE 13--Continued

III. School Publications

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	153	91	154	96	176	97	166	98	649	95
None	2	1	0	0	1	1	1	1	4	1
1 - 9	7	4	6	4	3	2	3	2	19	3
10 - 19	5	3	0	0	1	1	0	0	6	1
20+	1	1	1	1	0	0	0	0	2	0
Total	168	100	161	100	181	100	170	100	680	100
X^2	19.21 ns									

IV. School Student Government

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	153	91	154	96	170	94	166	98	643	95
None	2	1	1	1	3	2	1	1	7	1
1 - 9	11	7	5	3	6	3	0	0	22	3
10 - 19	1	1	1	1	2	1	2	1	6	1
20+	1	1	0	0	0	0	1	1	2	0
Total	168	100	161	100	181	100	170	100	680	100
X^2	15.52 ns									

TABLE 13--Continued

V. School Dances

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	150	89	77	48	118	65	103	61	448	66
None	8	5	16	10	19	10	4	2	47	7
1 - 9	9	5	66	41	41	23	47	28	163	24
10 - 19	0	0	2	1	3	2	11	6	16	2
20+	1	1	0	0	0	0	5	3	6	1
Total	168	100	161	100	181	100	170	100	680	100
X^2	108.00 ($p \leq .001$)									

VI. School Public Speaking Activities

# Hours Participation	Scoio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	166	99	155	96	171	94	164	96	656	96
None	0	0	0	0	2	1	1	1	3	0
1 - 9	2	1	4	2	8	4	2	1	16	2
10 - 19	0	0	2	1	0	0	1	1	3	0
20+	0	0	0	0	0	0	2	1	2	0
Total	168	100	161	100	181	100	170	100	680	100
X^2	18.74 ns									

TABLE 13--Continued

VII. School Music-Art-Drama Activities

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	121	72	118	73	144	80	148	87	531	78
None	5	3	4	2	4	2	2	1	15	2
1 - 9	22	13	24	15	20	11	12	7	78	11
10 - 19	10	6	5	3	2	1	1	1	18	3
20+	10	6	10	6	11	6	7	4	38	6
Total	168	100	161	100	181	100	170	100	680	100
X^2			21.65		($p \leq .05$)					

VIII. Other School Activities

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	157	93	155	96	163	90	153	90	628	92
None	4	2	0	0	2	1	2	1	8	1
1 - 9	2	1	4	2	7	4	8	5	21	3
10 - 19	1	1	1	1	4	2	1	1	7	1
20+	4	2	1	1	5	3	6	4	16	2
Total	168	100	161	100	181	100	170	100	680	100
X^2			14.94		ns					

TABLE 13--Continued

IX. Church Worship Services

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	85	51	65	46	89	49	83	49	322	47
None	9	5	7	4	7	4	8	5	31	5
1 - 9	57	34	73	45	71	31	56	33	257	38
10 - 19	11	7	6	4	10	6	6	4	33	5
20+	6	4	10	6	4	2	16	9	36	5
Total	168	100	161	100	181	100	170	100	680	100
X^2	22.02 ($p \leq .05$)									

X. Church Clubs and Activities

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	119	71	116	72	148	82	122	72	505	74
None	6	4	6	4	4	2	3	2	19	3
1 - 9	26	15	22	14	26	14	29	17	103	15
10 - 19	11	7	11	7	2	1	10	6	34	5
20+	6	4	6	4	1	1	6	4	19	3
Total	168	100	161	100	181	100	170	100	680	100
X^2	16.44 ns									

TABLE 13--Continued

XI. Community Clubs

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	154	92	137	85	169	93	151	89	611	90
None	1	1	0	0	0	0	0	0	1	0
1 - 9	10	6	13	8	9	5	13	8	45	7
10 - 19	2	1	9	6	2	1	4	2	17	2
20+	1	1	2	1	1	1	2	1	6	1
Total	168	100	161	100	181	100	170	100	680	100
X^2	14.93 ns									

XII. Community Music-Art-Drama Activities

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	153	91	144	89	161	89	156	92	614	90
None	0	0	1	1	0	0	1	1	2	0
1 - 9	10	6	7	4	10	6	6	4	33	5
10 - 19	1	1	5	3	6	3	4	2	16	2
20+	4	2	4	2	4	2	3	2	15	2
Total	168	100	161	100	181	100	170	100	680	100
X^2	7.03 ns									

TABLE 13--Continued

XIII. Community Sports

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	142	85	113	70	136	75	133	78	524	77
None	3	2	1	1	1	1	0	0	5	1
1 - 9	9	5	26	16	20	11	19	11	74	11
10 - 19	4	2	8	5	10	6	10	6	32	5
20+	10	6	13	8	14	8	8	5	45	7
Total	168	100	161	100	181	100	170	100	680	100
X^2	19.66 ns									

XIV. Community Volunteer Work

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	145	86	147	91	162	90	151	89	605	89
None	5	3	1	1	0	0	2	1	8	1
1 - 9	12	7	9	6	15	8	11	6	47	7
10 - 19	1	1	1	1	2	1	2	1	6	1
20+	5	3	3	2	2	1	4	2	14	2
Total	168	100	161	100	181	100	170	100	680	100
X^2	10.52 ns									

TABLE 13--Continued

XV. Other Community Activities

# Hours Participation	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	166	99	154	96	177	98	163	96	660	97
None	0	0	0	0	1	1	0	0	7	0
1 - 9	0	0	2	1	1	1	2	1	5	1
10 - 19	0	0	4	2	0	0	3	2	7	1
20+	2	1	1	1	2	1	2	1	7	1
Total	168	100	161	100	181	100	170	100	680	100
X^2	13.35 ns									

No significant associations were found between SEL and hours of participation in school publications, student government, public speaking, and other school activities; church clubs and activities; community clubs, music-art-drama, sports, volunteer work, and other community activities.

Significant associations were found between SEL and hours of participation over a four-week period in school athletics, clubs, dances, music-art-drama; and in church worship services.

An examination of numbers and percentages indicates that the upper SEL students spent more hours than other students in school clubs, dances, athletics, and music-art-drama activities; Upper-middle SEL students spent less time than other students at school dances; Lower-middle SEL students spent less time in school clubs; and lower SEL students spent less time then others in school athletics. Students from the upper-middle and lower SEL schools spent more time at church worship services than did others.

With regard to SEL, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1C is accepted are as follows:

School Activities	Church Activities	Community Activities
Publications	Clubs, Activities	Clubs
Student Govt.		Music-Art-Drama
Public Speaking		Sports
Other Activities		Volunteer Work
		Other Activities

With regard to SEL, the variables for which the chi square values reached the .05 level of significance, and

for which subhypothesis 1C is rejected are as follows: (*$p \leq .01$)

School Activities	Church Activities
Athletics	Worship Services
Clubs	
Dances*	
Music-Art-Drama	

Amount of sponsored activity participation according to sex

Table 14 shows hours of participation in sponsored activities over a four-week period, according to sex of participant.

No significant associations were found between sex of participant and school publications, student government, public speaking, and other school activities; community clubs, music-art-drama, and other community activities.

Significant associations were found between sex of participant and school athletics, clubs, dances, music-art-drama; church worship services and activities; and community sports and volunteer work.

An examination of numbers and percentages indicates that, except for school athletics and community sports, girls spent more time in activities over a four-week period than did boys.

With regard to sex, the variables for which the chi square value did not reach the .05 level of significance, and for which subhypothesis 1C is accepted are as follows:

School Activities	Community Activities
Publications	Clubs
Student Government	Music-Art-Drama
Public Speaking	Other Activities
Other Activities	

TABLE 14

AMOUNT OF SPONSORED ACTIVITY PARTICIPATION OVER A FOUR-WEEK PERIOD ACCORDING TO SEX

I. School Athletics

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	152	44	152	46	304	45
None	25	7	40	12	65	10
1 - 9	56	16	96	29	152	22
10 - 19	33	10	26	8	59	9
20+	80	23	20	6	100	15
Total	346	100	334	100	680	100
X^2		50.62	($p \leq .001$)			

II. School Clubs

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	287	83	208	62	495	73
None	3	1	21	6	24	4
1 - 9	44	13	94	28	38	20
10 - 19	7	2	8	2	15	2
20+	5	1	3	1	8	1
Total	346	100	334	100	680	100
X^2		44.59	($p \leq .001$)			

TABLE 14--Continued

III. School Publications

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	332	96	317	95	649	95
None	1	0	3	1	4	1
1 - 9	10	3	9	3	19	3
10 - 19	2	1	4	1	6	1
20+	1	0	1	0	2	0
Total	346	100	334	100	680	100
X^2		1.85	ns			

IV. School Student Government

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	332	96	311	93	643	95
None	3	1	4	1	7	1
1 - 9	7	2	15	4	22	3
10 - 19	3	1	3	1	6	1
20+	1	0	1	0	2	0
Total	346	100	334	100	680	100
X^2		3.53	ns			

TABLE 14--Continued

V. School Dances

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	242	70	206	62	448	66
None	26	8	21	6	47	7
1 - 9	71	21	92	28	163	24
10 - 19	6	2	10	3	16	2
20+	1	0	5	1	6	1
Total	346	100	334	100	680	100
X^2		9.59	($p \leq .05$)			

VI. School Public Speaking Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	333	96	323	97	656	96
None	3	1	0	0	3	0
1 - 9	6	2	10	3	16	2
10 - 19	3	1	0	0	3	0
20+	1	0	1	0	2	0
Total	346	100	334	100	680	100
X^2		6.94	ns			

TABLE 14--Continued

VII. School Music-Art-Drama Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	293	85	238	71	531	78
None	6	2	9	3	15	2
1 - 9	20	6	58	17	78	11
10 - 19	10	3	8	2	18	3
20+	17	5	21	6	38	6
Total	346	100	334	100	680	100
X^2		25.25	($p \leq .001$)			

VIII. Other School Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	318	92	310	93	628	92
None	5	1	3	1	8	1
1 - 9	7	2	14	4	21	3
10 - 19	5	1	2	1	7	1
20+	11	3	5	1	16	2
Total	346	100	344	100	680	100
X^2		6.26	ns			

TABLE 14--Continued

IX. Church Worship Services

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	190	55	132	40	322	47
None	13	4	18	5	31	5
1 - 9	117	34	140	42	257	38
10 - 19	11	3	22	7	33	5
20+	14	4	22	7	36	5
Total	346	100	334	100	680	100
X^2		19.55	($p \leq .001$)			

X. Church Clubs and Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	281	81	224	67	505	74
None	7	2	12	4	19	3
1 - 9	37	11	66	20	103	15
10 - 19	10	3	24	7	34	5
20+	11	3	8	2	19	3
Total	346	100	334	100	680	100
X^2		21.95	($p \leq .001$)			

TABLE 14--Continued

XI. Community Clubs

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	317	92	294	88	611	90
None	0	0	1	0	1	0
1 - 9	17	5	28	8	45	7
10 - 19	7	2	10	3	17	2
20+	5	1	1	0	6	1
Total	346	100	334	100	680	100
X^2		7.54	ns			

XII. Community Music-Art-Drama Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	315	91	299	90	614	90
None	1	0	1	0	2	0
1 - 9	12	3	21	6	33	5
10 - 19	10	3	6	2	16	2
20+	8	2	7	2	15	2
Total	346	100	334	100	680	100
X^2		3.73	ns			

TABLE 14--Continued

XIII. Community Sports

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	246	71	278	83	524	77
None	4	1	1	0	5	1
1 - 9	43	12	31	9	74	11
10 - 19	18	5	14	4	32	5
20+	35	10	10	3	45	7
Total	346	100	334	100	680	100
X^2		19.88	($p \leq .001$)			

XIV. Community Volunteer Work

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	321	93	284	85	605	89
None	1	0	7	2	8	1
1 - 9	14	4	33	10	47	7
10 - 19	4	1	2	1	6	1
20+	6	2	8	2	14	2
Total	346	100	334	100	680	100
X^2		15.19	($p \leq .01$)			

TABLE 14--Continued

XV. Other Community Activities

# Hours Participation	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	339	98	321	96	660	97
None	0	0	1	0	1	0
1 - 9	0	0	5	1	5	1
10 - 19	3	1	4	1	7	1
20+	4	1	3	1	7	1
Total	346	100	334	100	680	100
x^2		6.57	ns			

With regard to sex, the variable for which the chi square value reached the .05 level of significance, and for which subhypothesis 1C is rejected are as follows: (*$p \leq .01$)

School Activities	Church Activities	Community Activities
Athletics*	Worship Services*	Sports*
Clubs*	Clubs, Activities*	Volunteer Work*
Dances		
Music-Art-Drama*		

Amount of Unsponsored Activity Participation

The data in this section are analyzed under subhypothesis 1D, which is as follows:

Subhypothesis 1D

H_o: There is no significant relationship between amount of student unsponsored-activity participation and (1) socio-economic level, and (2) sex.

The kinds of sponsored activities which are analyzed are studying, watching television, dating, hobbies, reading for pleasure, partying, visiting with friends, napping, sitting and thinking, unsponsored sports, and working.

The amount of unsponsored activity participation is limited to the four-week period prior to the administration of the questionnaire in March, 1972; therefore, the participation hours listed in the tables in this section refer only to this period of time.

Amount of unsponsored activity participation according to socio-economic level

Table 15 shows hours of participation in unsponsored activities over a four-week period, according to socio-economic level.

TABLE 15

AMOUNT OF UNSPONSORED ACTIVITY PARTICIPATION OVER A FOUR-WEEK PERIOD ACCORDING TO SOCIO-ECONOMIC LEVEL

I. Studying

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	24	14	30	19	50	28	83	49	187	27
None	0	0	1	1	2	1	1	1	4	1
1 - 9	30	18	55	34	60	33	53	31	198	29
10 - 19	36	21	28	17	26	14	17	10	107	16
20+	78	46	47	29	43	24	16	9	184	27
Total	168	100	161	100	181	100	170	100	680	100
X^2	106.54 ($p \leq .001$)									

II. Watching Television

# Hours Partic. in Past 4 Wks	Scoio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	23	14	14	9	32	18	42	25	111	16
None	1	1	1	1	0	0	0	0	2	0
1 - 9	49	29	34	21	60	33	41	24	184	27
10 - 19	40	24	39	24	36	20	29	17	144	21
20+	55	33	73	45	53	29	58	34	239	35
Total	168	100	161	100	181	100	170	100	680	100
X^2	31.13 ($p \leq .01$)									

TABLE 15--Continued

III. Dating

# Hours Partic. in Past 4 Wks	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	60	36	65	40	68	38	84	49	277	41
None	6	4	5	3	9	5	2	1	22	3
1 - 9	39	23	46	29	46	25	29	17	160	24
10 - 19	33	20	23	14	29	16	26	15	111	16
20+	30	18	22	14	29	16	29	17	110	16
Total	168	100	161	100	181	100	170	100	680	100
X^2			16.33		ns					

IV. Hobbies

# Hours Partic. in Past 4 Wks	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	79	47	59	37	81	45	99	58	318	47
None	3	2	2	1	4	2	2	1	11	2
1 - 9	43	26	52	32	52	29	36	21	183	27
10 - 19	21	13	33	20	21	12	22	13	97	14
20+	22	13	15	9	23	13	11	6	71	10
Total	168	100	161	100	181	100	170	100	680	100
X^2			24.02		($p \leq .05$)					

TABLE 15--Continued

V. Head for Pleasure

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	71	42	68	42	98	54	112	66	349	51
None	2	1	4	2	7	4	2	1	15	2
1 - 9	52	31	57	35	53	29	43	25	205	30
10 - 19	22	13	28	17	15	8	9	5	74	11
20+	21	13	4	2	8	4	4	2	37	5
Total	168	100	161	100	181	100	170	100	680	100
X^2			53.71		ns					

VI. Go to Parties

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	43	26	63	39	58	32	60	35	224	33
None	2	1	2	1	9	5	3	2	16	2
1 - 9	58	35	61	38	60	33	61	36	240	35
10 - 19	37	22	19	12	32	18	30	18	118	17
20+	28	17	16	10	22	12	16	9	82	12
Total	168	100	161	100	181	100	170	100	680	100
X^2			22.42		($p \leq .05$)					

TABLE 15--Continued

VII. Visit with Friends

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	35	21	37	23	49	27	56	33	177	26
None	0	0	0	0	2	1	0	0	2	0
1 - 9	47	28	50	31	41	23	53	31	191	28
10 - 19	38	23	38	24	50	28	36	21	162	24
20+	48	29	36	22	39	22	25	15	148	22
Total	168	100	161	100	181	100	170	100	680	100
X^2			23.22		($p \leq .05$)					

VIII. Nap

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	89	53	87	54	105	58	108	64	389	57
None	1	1	3	2	2	1	0	0	6	1
1 - 9	46	27	53	33	43	24	30	18	172	25
10 - 19	21	13	10	6	16	9	18	11	65	10
20+	11	7	8	5	15	8	14	8	48	7
Total	168	100	161	100	181	100	170	100	680	100
X^2			19.09		ns					

TABLE 15--Continued

IX. Sit and Think

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	66	39	57	35	68	38	82	48	273	40
None	1	1	2	1	4	2	0	0	7	1
1 - 9	58	35	61	38	68	38	46	27	233	34
10 - 19	25	15	26	16	26	14	20	12	97	14
20+	18	11	15	9	15	8	22	13	70	10
Total	168	100	161	100	181	100	170	100	680	100
X^2			15.59		ns					

X. Unsponsored Sports

# Hours Partic. in Past 4 Wks.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No partic. this year	70	42	67	42	79	44	89	52	305	45
None	2	1	1	1	2	1	2	1	7	1
1 - 9	31	18	32	20	42	23	35	21	140	21
10 - 19	23	14	30	19	30	17	24	14	107	16
20+	42	25	31	20	28	15	20	12	121	19
Total	168	100	161	100	181	100	170	100	680	100
X^2			18.26		ns					

TABLE 15--Continued

XI. Work

# Hours Partic. in Past 4 Wks	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	1	1	2	1	1	1	7	4	11	2
None	93	55	95	59	89	49	96	56	373	55
1 - 10	34	20	26	16	28	15	22	13	110	16
11 - 20	24	14	20	12	23	13	20	12	87	13
21 - 30	10	6	10	6	27	15	16	9	63	9
31 - 40	6	4	4	2	9	5	5	3	24	4
41+	0	0	4	2	4	2	4	2	12	2
Total	168	100	161	100	181	100	170	100	680	100
X^2	29.61 ($p \leq .001$)									

No significant associations were found between socio-economic level and hours of participation in dating, reading for pleasure, napping, sitting and thinking, and unsponsored sports.

Significant associations were found between socio-economic level and hours of participation in studying, watching television, hobbies, partying, visiting with friends, and working.

An examination of numbers and percentages for variables where significant associations were found shows that the hours of participation, from most to least, were as follows:

Studying	Upper, U.Mdl., L.Mdl., Lower
Television	U.Mdl., Upper, L.Mdl., Lower
Hobbies	U.Mdl., L.Mdl., Upper, Lower
Partying	Upper, L.Mdl., Lower, U.Mdl.
Visiting	Upper, U.Mdl., L.Mdl., Lower
Working	L.Mdl., Lower, U.Mdl., Upper

With regard to SEL, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1D is accepted are as follows:

Dating
Reading for pleasure
Napping
Sitting and thinking
Unsponsored sports

With regard to SEL, the variables for which the chi square values reached the .05 level of significance, and for which subhypothesis 1D is rejected are as follows: ($*p \leq .01$)

Studying*
Watching television*
Hobbies
Partying
Visiting with friends
Working*

Amount of unsponsored activity participation according to sex

Table 16 shows hours of participation in unsponsored activities over a four-week period, according to sex.

No significant associations were found between sex of participant and amount of time spent in hobbies or partying.

Significant associations were found between sex of participant and amount of time spent in studying, watching television, dating, reading for pleasure, visiting with friends, napping, sitting and thinking, unsponsored sports, and working.

An examination of numbers and percentages for all of these variables indicates that, except for unsponsored sports and working, girls spent more time in these activities over a four-week period than did boys.

With regard to sex, the variables for which the chi square values did not reach the .05 level of significance, and for which subhypothesis 1D is accepted are as follows:

Hobbies
Partying

With regard to sex, the variables for which the chi square values reached the .05 level of significance, and for which subhypothesis 1D is rejected, are as follows: ($*p \leq .01$)

Studying*
Watching television*
Dating*
Reading for pleasure*
Visiting with friends*
Napping
Sitting and thinking*
Unsponsored sports*
Working*

TABLE 16

AMOUNT OF UNSPONSORED ACTIVITY PARTICIPATION OVER A FOUR-WEEK PERIOD ACCORDING TO SEX

I. Studying

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	117	34	70	21	187	27
None	3	1	1	0	4	1
1 - 9	94	27	104	31	198	29
10 - 19	46	13	61	18	107	16
20+	86	25	98	29	184	27
Total	346	100	334	100	680	100
X^2		16.00	($p \leq .01$)			

II. Watching Television

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	70	20	41	12	111	16
None	2	1	0	0	2	0
1 - 9	75	22	109	33	184	27
10 - 19	71	21	73	22	144	21
20+	128	37	111	33	239	35
Total	346	100	334	100	680	100
X^2		16.89	($p \leq .01$)			

TABLE 16--Continued

III. Dating

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	159	46	118	35	277	41
None	6	2	16	5	22	3
1 - 9	83	24	77	23	160	24
10 - 19	56	16	55	16	111	16
20+	42	12	68	20	110	16
Total	346	100	334	100	680	100
X^2		16.79	($p \leq .01$)			

IV. Hobbies

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	169	49	149	45	318	47
None	6	2	5	1	11	2
1 - 9	85	25	98	29	183	27
10 - 19	50	14	47	14	97	14
20+	36	10	35	10	71	10
Total	346	100	334	100	680	100
X^2		2.17	ns			

TABLE 16--Continued

V. Read for Pleasure

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	200	58	149	45	349	51
None	10	3	5	1	15	2
1 - 9	89	26	116	35	205	30
10 - 19	30	9	44	13	74	11
20+	17	5	20	6	37	5
Total	346	100	334	100	680	100
x^2		15.36	($p \leq .01$)			

VI. Go To Parties

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	118	34	106	32	224	33
None	9	3	7	2	16	2
1 - 9	120	35	120	36	240	35
10 - 19	60	17	58	17	118	17
20+	39	11	43	13	82	12
Total	346	100	334	100	680	100
x^2		0.91	ns			

TABLE 16--Continued

VII. Visit with Friends

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	111	32	66	20	177	26
None	1	0	1	0	2	0
1 - 9	81	23	110	33	191	28
10 - 19	78	23	84	25	162	24
20+	75	22	73	22	148	22
Total	346	100	334	100	680	100
X^2		15.89	($p \leq .01$)			

VIII. Nap

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	213	62	176	53	389	57
None	2	1	4	1	6	1
1 - 9	77	22	95	28	172	25
10 - 19	26	8	39	12	65	10
20+	28	8	20	6	48	7
Total	346	100	334	100	680	100
X^2		9.79	($p \leq .05$)			

TABLE 16--Continued

IX. Sit and Think

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	174	50	99	30	273	40
None	5	1	2	1	7	1
1 - 9	94	27	139	42	233	34
10 - 19	44	13	53	16	97	14
20+	29	8	41	12	70	10
Total	346	100	334	100	680	100
X^2		33.27	($p \leq .001$)			

X. Unsponsored Sports

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No partic. this year	140	40	165	49	305	45
None	3	1	4	1	7	1
1 - 9	60	17	80	24	140	21
10 - 19	61	18	46	14	107	16
20+	82	23	39	12	121	18
Total	346	100	334	100	680	100
X^2		22.65	($p \leq .001$)			

TABLE 16--Continued

XI. Work

# Hours Partic. in Past 4 Wks.	Boys		Girls		Total	
	n	%	n	%	n	%
No response	8	2	3	1	11	2
None	172	50	201	60	373	55
1 - 10	51	15	59	18	110	16
11 - 20	43	12	44	13	87	13
21 - 30	46	13	17	5	63	9
31 - 40	14	4	10	3	24	4
41+	12	3	0	0	12	2
Total	346	100	334	100	680	100
X^2		30.93	($p \leq .001$)			

Reasons for Participation in Sponsored Activities

Reasons for participation in sponsored activities are presented in this section. These reasons are not analyzed statistically, but are listed with their corresponding numbers and percentages in order to indicate student motives for becoming involved in sponsored activities.

In the tables in this section, both numbers and percentages represent, not the total sample, but rather those students who participated in the activities.

Reasons for participation in school activities

Table 17 shows reasons for participation in school activities.

The main reasons given for participation in school activities are as follows:

Athletics--for fun; for exercise

Clubs--friends participated; for fun

Publications--to prepare for my future

Student government--friends participated; to help others; to get recognition

Dances--friends participated; for fun

Public speaking--to learn new things

Music-art-drama--for fun; to express my talent and emotions

Other--for fun.

The major reasons given for participating in school activities were (1) for fun and relaxation, and (2) friends participated.

TABLE 17

REASONS FOR PARTICIPATION IN SCHOOL ACTIVITIES

Reasons	School Activity															
	Athletics		Clubs		Publicats.		St. Govt.		Dances		Pub. Sp.		Fine Arts		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No response	4	1	8	4	0	0	1	3	4	2	1	4	7	4	4	7
Friends participated	67	18	65	32	5	15	9	25	124	50	4	15	17	11	9	18
To get recognition	4	1	11	5	2	6	8	22	2	0	1	4	4	2	1	2
To help others	1	0	12	6	4	12	9	24	2	1	1	4	3	2	4	7
To learn new things	7	3	24	11	5	15	4	11	11	4	11	43	14	9	4	7
To satisfy my parents	5	2	5	2	1	3	0	0	4	1	1	4	6	4	0	0
To prepare for my future	5	1	8	4	7	21	2	5	0	0	3	12	4	2	4	7
For exercise	137	35	4	2	0	0	0	0	2	1	1	4	4	3	3	6
To express my talent	10	2	0	0	6	18	2	5	2	1	2	8	38	23	1	2
For fun, relaxation	153	39	62	31	4	12	1	3	98	39	1	4	65	40	21	39
Total	393	100	200	100	34	100	37	37	250	100	26	100	162	100	54	100

Reasons for participation in church activities

Table 18 shows reasons for participation in church activities.

The main reasons given for participation in church activities are as follows:

Worship services--for spiritual improvement;

to satisfy my parents

Church clubs and activities--friends participated;

for fun.

The major reasons given for attending church activities and worship services were (1) for spiritual improvement, (2) to satisfy my parents, and (3) friends participated.

Reasons for participation in community activities

Table 19 shows reasons for participation in community activities.

The main reasons given for participation in community activities are as follows:

Clubs--friends participated; for fun

Music-art-drama--for fun; to express talent

Sports--for fun; for exercise

Volunteer work--to help others

Other--for fun

The major reasons for participating in community activities were (1) for fun, and (2) friends participated.

TABLE 18

REASONS FOR PARTICIPATION IN CHURCH ACTIVITIES

Reason	Church Activity			
	Worship Services		Clubs, Activities	
	n	%	n	%
No reason given	8	2	4	2
Friends participated	20	5	61	34
To help others	3	1	10	6
To learn new things	38	10	8	4
To satisfy my parents	123	32	28	15
For exercise	2	1	3	2
To express my talent	7	2	6	4
For fun, enjoyment	6	2	37	21
For spiritual improvement	168	45	19	11
Miscellaneous*	2	0	5	4
Total	377	100	181	100

*To get recognition; to prepare for the future; to be with others of my religion

TABLE 19

REASONS FOR PARTICIPATION IN COMMUNITY ACTIVITIES

Reasons	Community Activities									
	Clubs		Fine Arts		Sports		Volunteer		Other	
	n	%	n	%	n	%	n	%	n	%
No reason given	2	3	4	6	5	3	1	1	0	0
Friends participated	24	32	7	10	24	14	3	3	4	18
To get recongition	4	5	0	0	3	2	0	0	2	9
To help others	4	5	3	4	0	0	61	73	2	9
To learn new things	8	11	4	6	2	2	1	1	1	5
To prepare for future	2	3	4	6	3	2	9	11	4	18
For exercise	4	6	1	1	54	33	3	3	0	0
To express talent	4	5	15	21	10	6	0	0	0	0
For fun	20	27	30	42	63	38	2	2	5	23
For self improvement		0	2	3	1	1	1	1	3	14
Parents*	3	3	1	1	1	1	2	2	0	0
Total	74	100	71	100	167	100	83	100	22	100

*To satisfy parents; to get away from parents

Reasons for participation in unsponsored activities

Table 20 shows reasons for participation in unsponsored activities.

The main reasons given for participating in unsponsored activities are as follows:

Studying--to pass classes; to get good grades; to learn new things

Watching television--for fun, relaxation; for self-satisfaction; bored, nothing else to do

Dating--friends participated

Hobbies--for self-satisfaction; to express talent

Reading for pleasure--to learn new things; for self-satisfaction

Partying--friends participated

Visiting with friends--friends participated

Napping--to unwind, rest; for self-satisfaction; bored, nothing else to do

Sitting and thinking--for self-satisfaction; to figure out my problems

Unsponsored sports--for exercise

The major reasons given for participating in these unsponsored activities were (1) friends participated, (2) for fun, (3) to learn new things, (4) for self-satisfaction, and (5) bored, nothing else to do.

TABLE 20

REASONS FOR PARTICIPATION IN UNSPONSORED ACTIVTIES

Reasons	Unsponsored Activity																	
	Study		TV		Date		Hobby		Read		Party		Visit		Nap		Think		Sports	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No reason given	11	2	46	7	19	4	18	4	16	4	25	5	39	7	37	11	39	9	18	4
Friends participated	3	0	12	2	147	57	19	4	6	1	339	68	317	56	8	2	7	1	55	13
To learn new things	80	16	68	11	10	2	61	15	125	35	4	1	20	4	0	0	65	14	4	1
For exercise	0	0	0	0	0	0	26	6	0	0	7	1	3	0	0	0	11	2	206	50
To express talent	0	0	4	0	34	8	89	22	1	0	3	1	15	3	0	0	48	11	19	4
For fun, relaxation	5	1	176	28	59	14	49	12	63	17	49	10	69	12	21	7	26	5	50	12
To pass classes, get good grades	344	65	0	0	0	0	0	0	5	1	0	0	1	0	0	0	2	0	1	0
For self-satisfaction	24	5	166	27	61	14	124	31	117	32	34	7	62	11	56	17	131	29	47	11
Felt obligated	30	5	7	1	7	2	2	0	5	1	4	1	7	1	13	4	8	2	0	0
Bored; Nothing else to do	1	0	116	20	0	0	5	1	11	3	1	0	3	1	50	15	24	5	2	0
To figure out my problems	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	74	16	0	0
To unwind, rest; I was tired	0	0	2	10	1	0	0	0	1	0	1	0	1	0	138	42	10	2	.0	0
Miscellaneous*	30	5	10	1	1	0	7	1	10	3	22	3	15	2	4	1	9	1	14	3
Total	528	100	619	100	440	100	400	100	360	100	489	100	554	100	325	100	455	100	417	100

*To get recognition; to satisfy parents; to help others; club project; to escape

Reasons for Participation in Sponsored Activities

Reasons for not participating in sponsored activities are presented in this section. These reasons are not analyzed statistically, but are listed with their corresponding numbers and percentages in order to indicate why students did not choose to become involved in sponsored activities.

In the tables in this section, both numbers and percentages represent, not the total sample, but rather those students who did not participate in the activities.

Reasons for nonparticipation in school activities

Table 21 shows reasons for nonparticipation in school activities.

The main reasons given for not participating in school activities are as follows:

Ahtletics--not interested; don't have time

Clubs--not interested in what they do

Publications--not interested in what they do

Student government--not interested in what they do

Dances--not interested in what they do

Public Speaking--not interested in what they do

Music-art-drama--not interested in what they do

Other--not interested in what they do

With the exception of athletics where some students listed a shortage of time, the major reason for not participating in school activities is that students are not interested in what is done in the activity.

TABLE 21

REASONS FOR NONPARTICIPATION IN SCHOOL ACTIVITIES

Reasons	School Activity															
	Athletics		Clubs		Publicats.		St. Govt.		Dances		Pub. Sp.		Fine Arts		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No response	26	9	60	13	79	12	64	10	66	15	80	12	73	14	289	46
Friends don't participate	22	8	34	7	24	4	18	3	46	11	20	3	22	4	17	3
Not interested	97	34	212	44	309	48	257	40	116	27	287	44	241	47	147	23
Wasn't eligible, selected	27	9	6	1	29	5	126	19	18	4	25	4	24	5	4	0
Don't have time	57	20	78	16	119	18	90	14	37	9	66	10	79	15	88	14
Can't afford it	1	0	4	1	1	0	1	0	20	5	0	0	3	1	3	0
Don't know what's available	1	0	13	3	23	4	11	2	6	1	25	4	13	3	14	2
Too shy to join	5	2	15	3	18	3	26	4	25	6	103	16	29	6	10	2
No transportation	5	2	7	1	1	0	3	0	12	3	6	1	5	1	12	2
Too many rules involved	9	3	12	3	11	2	14	2	11	3	5	1	2	0	7	1
Too tired, lazy	3	1	4	1	5	0	4	0	3	1	11	2	6	1	11	1
Lack respect for it	10	3	9	2	9	1	18	2	17	4	9	1	11	2	8	1
Other activities conflict	14	5	22	4	16	2	9	1	8	2	7	1	7	1	11	1
Not available here	0	0	1	0	0	0	0	0	34	8	10	2	2	0	0	0
Miscellaneous*	10	3	3	0	2	0	2	0	11	2	0	0	1	0	5	0
Total	287	100	480	100	646	100	643	100	430	100	654	100	518	100	626	100

*Parents won't let me; poor health; fear of trouble

Reasons for nonparticipation in church activities

Table 22 shows reasons for nonparticipation in church activities.

The most frequent reasons given for not participating in church activities are as follows:

Worship services--not interested in what they do

Clubs and activities--not interested in what they do.

Reasons for nonparticipation in community activities

Table 23 shows reasons for nonparticipation in community activities.

The main reasons given for not participating in community activities are as follows:

Clubs--not interested in what they do

Music-art-drama--not interested in what they do

Sports--not interested in what they do

Volunteer work--don't have time; not interested in what they do

Other--not interested in what they do

The main reason given for not participating in community activities was "Not interested in what they do." In addition, students listed "Lack of time" as the main reason they were not involved in community volunteer work.

TABLE 22

REASONS FOR NONPARTICIPATION IN CHURCH ACTIVITIES

Reason	Church Activity			
	Worship Services		Clubs, Activities	
	n	%	n	%
No reason given	65	21	96	19
Friends don't participate	5	2	13	3
Not interested in it	112	37	187	37
Don't have time	27	9	82	16
Don't know what's available	3	1	13	3
Too shy to join	3	1	10	2
No transportation	7	2	14	3
Poor health	6	2	11	2
Too many rules involved	33	11	20	4
Too tired, lazy	8	2	8	2
Lack of respect for it	18	6	15	3
Other activities conflict	9	3	14	3
Miscellaneous*	11	3	19	3
Total	303	100	499	100

*Can't afford it; parents won't let me; not available in our church; I'm an atheist

TABLE 23

REASONS FOR NONPARTICIPATION IN COMMUNITY ACTIVITIES

Reasons	Community Activities									
	Clubs		Fine Arts		Sports		Volunteer		Other	
	n	%	n	%	n	%	n	%	n	%
No reason given	123	20	119	20	167	33	130	22	377	57
Friends don't participate	30	5	22	4	18	4	21	4	8	1
Not interested	215	35	233	38	113	22	122	20	96	15
Wasn't eligible	2	0	20	3	18	4	9	2	2	0
Don't have time	92	15	91	15	74	14	145	24	76	12
Don't know about it	62	10	50	8	37	7	72	12	46	7
Too shy to join	13	2	28	5	9	2	11	2	7	1
No transportation	16	2	10	2	19	4	23	4	18	3
Too many rules involved	15	2	6	1	4	0	2	0	1	0
Too tired, lazy	2	0	3	0	11	2	13	2	10	1
Lack of respect for it	6	1	6	1	10	2	5	1	1	0
Other activities conflict	13	2	10	1	9	2	30	5	10	2
Miscellaneous*	17	2	75	2	24	4	14	2	6	0
Total	606	100	609	100	513	100	597	100	658	100

*Fear of trouble; parents won't let me; poor health; can't afford it; not available

Leisure Time Activity Preferences

Table 24 shows leisure time activity preferences.

The data represent responses to the question, "If you had your choice of doing anything you wanted, what would you choose to do in your free time?"

Over one-third of the respondents listed social activities as the leisure time activity they most preferred. This category included being with friends, "rapping," parties, and gatherings where peers could be together. It also included heterosexual activities such as dating, or being in groups where one can meet the opposite sex.

Twenty-nine percent of the respondents preferred sports activities. This included athletic games and contests, and health exercise activities such as jogging, weightlifting, and bicycle riding. Most frequently mentioned were team and coed sports activities.

Thirteen percent of the respondents preferred music-art-drama activities. Eight percent chose music, three percent chose arts and crafts, and two percent chose drama as the kinds of things they preferred to do.

Nine percent of the respondents preferred to "get high" during their free time. Replies either mentioned alcohol, specifically, or incorporated slang terms referring to taking drugs, such as "get high," "take uppers," "trip," or "freak out."

Nine percent mentioned work as their preferred activity. This included volunteer work, work for fun, and work for pay.

TABLE 24

LEISURE TIME ACTIVITY PREFERENCES

Activity	n	%
Social Activities	229	34
Sports, Exercise	101	29
Music-Art-Drama	89	13
"Get High"	66	9
Work	59	9
Travel	55	8
Have Fun	47	7
Car, Cycle, Plane	40	6
Nature Activities	31	5
Learn Things, Hobbies	31	5
Sexual Activities	29	4
Read, Write	27	4
Just Sit and Think	22	3
Homemaking Crafts	18	3
Dances	16	2
Miscellaneous*	24	3

*Amusement parks, eat, shop, family activities, religious activities

Summary

An analysis of leisure time interests was presented in this chapter. Data were analyzed under the null hypothesis that there is no significant relationship between students' leisure time interests and socio-economic level, sex, frequency of alcohol and marihuana use, and frequency of illegal behavior. The statistical device employed in testing the subhypotheses was Pearson's Chi Square Test of Association.

Significant relationships were found between SEL and participation in school activities (clubs, publications, dances, music-art-drama), community activities (clubs, sports), and unsponsored activities (studying, dating, hobbies, reading for pleasure, partying, visiting with friends). In addition, significant relationships were found between SEL and amount of participation in school activities (athletics, clubs, dances, music-art-drama), church worship services, and unsponsored activities (studying, watching television, hobbies, partying, visiting with friends, working).

Significant associations were found between sex and both kind and amount of participation in school activities (clubs, music-art-drama), church activities (worship services, clubs and activities), community activities (sports, volunteer work), and unsponsored activities (studying, watching television, dating, reading for pleasure, visiting with friends, napping, sitting and thinking, unsponsored sports). In addition, significant relationships were found between sex of participant and amount of participation in school athletics and dances,

and working.

Significant relationships were found between frequency of alcohol use and participation in school activities (clubs, dances, music-art-drama), church activities (worship services, clubs and activities), and unsponsored activities (studying, dating, reading for pleasure, partying, visiting with friends, napping, and sitting and thinking).

Significant relationships were found between frequency of marihuana use and participation in school activities (athletics, clubs, dances, music-art-drama), church activities (worship services, clubs and activities), and unsponsored activities (studying, dating, hobbies, partying, visiting with friends, napping).

Significant relationships were found between frequency of illegal behavior and participation in school clubs and dances, and studying.

Other kinds of data described in this chapter were reasons for participation or nonparticipation in activities, and leisure time activity preferences.

CHAPTER V

ANALYSIS OF LEISURE TIME PROBLEMS

Introduction

In this chapter, students' perception of their leisure time problems are presented and described. Because of the subjectivity of the responses and the coding, statistical tests were not performed on the data; therefore, the information is reported descriptively through numbers and percentages.

Data concerning leisure time problems came from responses to the question, "What would you say are the main problems you have in using your leisure time?" These responses are presented in two ways in this chapter. In the first section, tables of coded responses are shown and described in terms of the general sample, and in terms of frequency of alcohol use, marihuana use, and illegal behavior. In the second section, examples of student responses are presented in categories according to socio-economic level, race, sex, and grade level.

Leisure Time Problems: Coded Responses

Each student was permitted to describe as many problems as he wished. Of the 680 subjects in the sample, 605 listed 1544 problems.

The leisure time problem responses were coded, then categorized into four main divisions, each with a number of subdivisions, as follows:

I. Problems attributed to other people

- A. Parents
- B. Siblings
- C. Peers
- D. School staff
- E. Police

II. Problems attributed to self

- A. Lack of motivation
  - 1. Too tired
  - 2. Not interested in much
- B. Don't know what to do
  - 1. Don't know how to get involved
  - 2. Don't know what to do
  - 3. Can't have fun unless "high"
- C. Personal traits
  - 1. Too shy
  - 2. Don't do "in" things
  - 3. Guilt, worry about responsibilities
  - 4. Lack ability or talent
  - 5. No friends
  - 6. Don't like those involved
  - 7. My appearance and grooming
  - 8. Fear of getting hurt
  - 9. Don't use time wisely

III. Problems attributed to circumstances

- A. Time
  - 1. Not enough leisure time
  - 2. Too much leisure time
  - 3. Other responsibilities interfere
  - 4. Homework interferes
  - 5. Activities at inconvenient times
- B. Money
  - 1. Lack money
  - 2. Lack materials, training
- C. Facilities
  - 1. Nothing interesting available
  - 2. No decent place to go
  - 3. No place to do what I want
- D. Transportation
  - 1. Lack of transportation
  - 2. Poor or unreliable transportation

E. Miscellaneous
   1. Too many rules, regulations
   2. Weather
   3. New to community
   4. "Life's a hassle"

IV. No problems

Leisure time problems of the general sample

Table 25 shows the leisure time problems of the 605 subjects who responded to the question.

Sixty-two percent attributed their leisure time problems to circumstances. Eighteen percent of these students regarded time as an important problem. Over three times as many students (187) felt they had too little time for leisure, as opposed to sixty students who felt they had too much time for leisure.

Lack of facilities was the other important circumstantial problem. The majority of respondents complained there was no place to go and nothing to do that was interesting. The need for facilities where teens could be with their peers for social activities was a common response associated with this problem.

Eleven percent of the circumstantial problems were due to lack of, or poor, transportation, and ten percent, due to lack of money to go places or buy hobby and sports equipment. Students of all socio-economic levels felt money was an important leisure time problem.

TABLE 25

PERCEIVED CAUSES OF LEISURE TIME PROBLEMS

Perceived Causes of Leisure Problems	n	%	Total* n	Total* %
I. Other People			262	20
A. Parents	138	10		
B. Siblings	18	1		
C. Peers	88	7		
D. School staff	9	1		
E. Police	9	1		
II. Self			221	16
A. Lack motivation	57	4		
B. Don't know what to do	66	5		
C. Personal traits	98	7		
III. Circumstances			837	62
A. Time	247	18		
B. Money	130	10		
C. Facilities	236	18		
D. Transportation	154	11		
E. Miscellaneous	70	5		
IV. No Problems			24	2
Total			1544	100

*Total respondents= 605; Sample size= 680

Twenty percent of the respondents attributed their leisure problems to other people, with parents most frequently being named as those responsible. Lack of trust by parents, and parental fear of their children becoming involved with drugs, were commonly mentioned as the cause of rigid family rules which interfered with leisure time enjoyment.

Peers who "goofed things up," or who were not interested in doing anything different, or whose leisure hours were limited, were mentioned in seven percent of the responses.

Sixteen percent of the respondents attributed their leisure time problems to themselves. Seven percent blamed personal traits or weaknesses--too shy, don't do "in" things, guilt or worry about other responsibilities, etc.--, five percent simply did not know what to do with their leisure time, and four percent lacked the motivation to get involved in activities. The majority of this four percent claimed they were too tired or lazy to become active.

General leisure time problems according to frequency of alcohol use, marihuana use, and illegal behavior

Table 26 shows general leisure time problems according to frequency of alcohol use, marihuana use, and illegal behavior.

TABLE 26

GENERAL LEISURE TIME PROBLEMS ACCORDING TO FREQUENCY OF ALCOHOL USE, MARIHUANA USE, AND ILLEGAL BEHAVIOR

Problems	Frequency												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
I. Problems According to Aclohol Use																
Other People	3	25	48	16	51	15	74	22	48	28	32	20	6	25	262	20
Self	0	0	58	19	68	20	46	14	17	10	28	17	4	17	221	16
Circumstances	9	75	186	62	220	64	206	62	103	60	100	62	13	58	837	62
No Problems	0	0	10	3	3	1	5	2	2	1	2	1	1	4	24	2
Total	12	100	302	100	342	100	331	100	171	100	162	100	24	100	1544	100
II. Problems According to Marihuana Use																
Other People	9	22	137	17	34	20	22	22	21	25	27	25	12	20	262	20
Self	8	19	140	18	26	15	16	16	13	8	8	8	10	17	221	16
Circumstances	24	57	494	63	112	65	63	62	42	66	71	66	31	53	837	62
No Problems	1	2	14	2	1	1	0	0	1	1	1	1	6	10	24	2
Total	42	100	785	100	173	100	101	100	77	100	107	100	59	100	1544	100

TABLE 26--Continued

Problems	Frequency												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
III. Problems According to Illegal Behavior																
Other People	2	16	163	18	68	22	20	35	3	18	4	19	2	29	262	20
Self	3	24	155	17	45	14	11	19	3	18	4	19	0	0	221	16
Circumstances	8	62	582	64	197	63	25	43	9	53	12	57	4	57	837	62
No Problems	0	0	14	1	4	1	2	3	2	11	1	5	1	14	24	2
Total	13	100	914	100	314	100	58	100	17	100	21	100	7	100	1544	100

The majority of daily alcohol and marihuana users attributed their leisure problems to circumstances. Fewer of them, however, blamed circumstances, and more of them blamed other people, than did those who never used these drugs. In general, as the frequency of alcohol and marihuana use increased, there was a tendency for a greater percentage of subjects to shift the blame for leisure problems from circumstances to other people.

The data for frequency of illegal behavior follow the same trends as the data for frequency of alcohol and marihuana use, with one exception. No daily illegal behavior respondent attributed his leisure time problems to himself.

Specific leisure time problems according to frequency of alcohol use

Table 27 shows specific leisure time problems according to frequency of alcohol use.

Daily alcohol users mentioned the following specific problems, in order from most to least frequently listed: parents, facilities, don't know what to do, time, money, transportation, police, siblings, and personal traits. None mentioned peers, school staff, or lack of motivation as problems.

Compared with nonusers, a greater percentage of daily alcohol users indicated problems associated with parents, siblings, police, and not knowing what to do; a smaller percentage had problems associated with peers, lack of motivation, personal traits, time, and transportation.

TABLE 27

SPECIFIC LEISURE TIME PROBLEMS ACCORDING TO FREQUENCY OF ALCOHOL USE

Problems	Frequency of Alcohol Use														Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
I. Other People																
Parents	1	8	18	6	24	7	45	13	28	17	18	11	4	17	138	10
Siblings	1	8	3	1	7	2	1	0	4	2	1	1	1	4	18	1
Peers	1	8	21	7	16	4	26	8	14	8	10	6	0	0	88	7
School Staff	0	0	6	2	2	1	0	0	0	0	1	1	0	0	9	1
Police	0	0	0	0	2	1	2	1	2	1	2	1	1	4	9	1
II. Self																
Lack Motivation	0	0	13	4	15	4	10	3	8	5	11	7	0	0	57	4
What To Do?	0	0	20	7	21	6	12	4	2	1	8	5	3	13	66	5
Personal Traits	0	0	25	8	32	10	24	7	7	4	9	5	1	4	98	7

TABLE 27--Continued

Problems	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
III. Circumstances																
Time	3	25	68	23	66	19	54	16	25	15	29	18	2	8	247	18
Money	3	25	22	7	28	8	36	11	21	12	18	11	2	8	130	10
Facilities	0	0	47	16	70	21	60	18	28	16	27	17	4	17	236	18
Transportation	1	8	35	12	43	12	37	11	19	11	17	11	2	8	154	11
Miscellaneous	2	17	14	4	13	4	19	6	10	6	9	5	3	13	70	5
Total	12	100	302	100	342	100	331	100	171	0	162	100	24	100	1344	100

The highest percentage of students reporting problems in each of the categories is as follows:

Problem	Highest Percentage, by Frequency of Alcohol Use
Parents	Once a week; Daily
Siblings	Daily
Peers	1-3 times month; Once a week
School staff	Never
Police	Daily
Lack motivation	2-6 times a week
What to do?	Daily
Personal traits	Few times
Time	Never
Money	Once a week
Facilities	Few times
Transportation	Never; Few times
Miscellaneous	Daily
No problems	Daily

Specific leisure time problems according to frequency of marihuana use

Table 28 shows specific leisure time problems accordint to frequency of marihuana use.

Daily marihuana users mentioned the following specific problems, in order from most to least frequently listed: facilities, parents, don't know what to do, money, time, miscellaneous--"life's a hassle," "too many rules, regulations," etc.,--transportation, personal traits, siblings, peers, school staff, and lack of motivation.

Compared with non-users, a greater percentage of daily marihuana users had problems associated with parents, facilities, and not knowing what to do; a smaller percentage had problems associated with peers, personal traits, time, transportation, and lack of motivation.

TABLE 28

SPECIFIC LEISURE TIME PROBLEMS ACCORDING TO FREQUENCY OF MARIHUANA USE

Problems	Frequency of Marihuana Use														Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
I. Other People																
Parents	6	14	62	8	25	14	12	12	13	17	13	12	7	11	138	10
Siblings	1	2	13	2	1	1	1	1	1	1	0	0	1	2	18	1
Peers	2	5	55	6	6	3	9	9	5	6	10	9	1	2	88	7
School Staff	0	0	4	1	1	1	0	0	0	0	3	3	1	2	9	1
Police	0	0	3	0	1	1	0	0	2	3	1	1	2	3	9	1
II. Self																
Lack Motivation	1	2	32	4	10	6	2	2	8	10	3	3	1	2	57	4
What to Do?	4	10	39	5	7	4	3	3	3	4	4	4	6	10	66	5
Personal Traits	3	7	69	9	9	5	11	11	2	3	1	1	3	5	98	7

TABLE 28--Continued

Problems	Frequency of Marihuana Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
III. Circumstances																
Time	6	13	175	22	28	16	13	13	7	9	13	12	5	8	247	18
Money	7	17	65	8	17	10	12	12	8	10	15	14	6	10	130	10
Facilities	7	17	121	16	38	22	20	19	13	17	25	23	12	20	236	18
Transportation	2	5	94	12	21	12	12	12	10	13	11	10	4	7	154	11
Miscellaneous	2	5	39	5	8	5	6	6	4	5	7	7	4	7	70	5
Total	42	100		100	173	100	101	100	77	100	107	100	59	100	1344	100

The highest percentage of students reporting problems in each of the categories is as follows:

Problem	Highest Percentage, by Frequency of Marihuana Use
Parents	Once a week
Siblings	Never; Daily
Peers	1-3 times a month; 2-6 times a week
School staff	Daily
Police	Once a week; Daily
Lack motivation	Once a week
What to do?	Daily
Personal traits	Never
Time	Never
Money	2-6 times a week
Facilities	2-6 times a week
Transportation	Once a week
Miscellaneous	2-6 times a week; Daily
No problems	Daily

Specific leisure time problems according to frequency of illegal behavior

Table 29 shows specific leisure time problems according to frequency of illegal behavior.

Daily lawbreakers mentioned only the following specific problems: facilities, parents, and siblings.

Compared with non-violaters, a greater percentage of daily lawbreakers had problems associated with facilities, parents, and siblings; a smaller percentage had problems associated with all other categories. A majority (57%) of those involved in illegal behavior daily reported facilities as an important leisure time deficiency, as opposed to 16 percent of non-violaters who reported the same problem.

TABLE 29

SPECIFIC LEISURE TIME PROBLEMS ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

Problems	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
I. Other People																
Parents	1	8	88	10	32	10	13	23	2	12	1	5	1	14	138	10
Siblings	0	0	13	1	1	0	3	5	0	0	0	0	1	14	18	1
Peers	0	0	58	6	24	8	3	5	0	0	3	14	0	0	88	7
School Staff	1	8	1	0	6	2	0	0	1	6	0	0	0	0	9	1
Police	0	0	3	0	5	2	1	2	0	0	0	0	0	0	9	1
II. Self																
Lack Motivation	1	8	35	4	17	5	2	3	1	6	1	5	0	0	57	4
What to Do?	1	8	50	5	13	4	1	2	0	0	1	5	0	0	66	5
Personal Traits	1	8	70	8	15	5	8	14	2	12	2	9		0	98	7

TABLE 29--Continued

Problems	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once a Wk.		2-6 X a Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
III. Circumstances																
Time	0	0	192	21	46	14	5	9	0	0	4	19	0	0	247	18
Money	3	23	85	9	34	11	6	10	2	12	0	0	0	0	130	10
Facilities	3	23	150	16	63	20	7	12	4	23	5	24	4	57	236	18
Transportation	0	0	110	12	38	12	4	7	1	6	1	5	0	0	154	11
Miscellaneous	2	16	45	5	16	5	3	5	2	12	2	9	0	0	70	5
Total	13	100	914	100	314	100	58	100	17	100	21	100	7	100	1344	100

The highest percentage of students reporting problems in each of the categories is as follows:

Problem	Highest Percentage, by Frequency of Illegal Behavior
Parents	1-3 times a month
Siblings	Daily
Peers	2-6 times a week
School staff	Once a week
Police	Few times; 1-3 times a month
Lack motivation	Once a week
What to do?	Never; 2-6 times a week
Personal traits	1-3 times a month
Time	Never
Money	Once a week
Facilities	2-6 times a week
Transportation	Never; few times
No problems	Daily

Examples of Leisure Time Problem Responses

In the following section, examples of actual leisure time problem responses are presented. These responses were chosen as statements which are representative of the variety of problems described by sample subjects.

Students were informed before administration of the questionnaire that some of their problem responses might be used as examples, and that they should not write comments that might identify them. Furthermore, if they preferred that their comments not be used, they were to write a note to that effect in the margin. The examples used in this section came from responses of students who did not in any way indicate that they objected to their comments being used. In the few cases where streets and places were named, these were omitted and descriptive terms, set off in brackets, used instead.

Examples of Leisure Time Problem Responses

In this section are listed samples of subject responses to the question, "What would you say are the main problems you have in using your leisure time?" Responses are categorized according to socio-economic level, race, sex, and grade level. In all examples, responses have been transcribed literally, and include misspellings, improper punctuation and grammar. In many cases, profanities and vulgarities were used by students to express their feelings. These terms have been retained, with only letter-omissions in the middle of some of the words, in order to preserve exact wordings.

Upper Socio-Economic Level, White Female Responses

Sophomores

> My parents are very protective. I don't have my driver's license and in this area you can't get many places without one unless you Hitch-hike.
>
> I do not wish to have my leisure time policed by activities run by adults or superiors. I refuse to spend my leisure time in a constructive way. My leisure time is for doing my thing, my own way, when I want to, how I want to and if I want to.
>
> I really don't have nothing to do because I don't have a car and really no transportation. There is really no place to go anyway unless you want to spend a lot of money.

Juniors

> Not enough choices of legal things to do. Boredom from repitition of available activities. Parental fear that anything I do is involved with illegal substances. Money. Things I want to do are usually miles away and in a rotten nieghborhood.
>
> My mother--constant hassle--not having own car--time--restricted on time I have to be in--can't live my own life--always getting bitched at by everyone expecially my mother and school authorities.

Mostly transpitation. I would really like to go camping but equipment is to expensive. I'm satisfied with bikeriding and hiking and reading. But in the winter I'm very bored. That is the most drab in the winter. There's not much to do.

I really like going places that don't cost money. I'm not a miser but I would like to find something that interestsme that doesn't cost money. Everything nowadays costsmoney to do. So the things I like to do most are travel and shop.

The main problem is that there's nothing to do, particularly on week-ends. In fall and winter, sports usually occupy one night per weekend, and it's hard enough to find something for the other nights. Now, with 2 nights to fill, it's almost dangerous. Everyone just gets together in a house to booze it up and run around like fools, which gets a bit monotonous. However, even if there were other activities provided, I'm not sure how many would participate--depending on sponsors. But there should be something not centered on dope or alcohol!

Very little is offered that's close, inexpensive, and interesting. Activities that interest me are dominated by people I don't get along with. Activities are scheduled for times that aren't convenient (early Sat. morning, late on school nights, etc.)

My mother always has something for me to do. I can't do anything for five minites. She is always there saying is this done, well do that, that and that. it is enough to make a person sick. My mother is a Bitch and my dad a Basterd. They are never satisfied with anything.

Seniors

There is not a variety of activities offered for leisure time. Universities are reluctant to allow students(high school) to take extension courses. School is extremely unstimulating. Therefore when you leave school for the day you feel very unmotivated and unstimulated.

I very rarely have leisure time except on weekends because of school, job and the homework. On the weekends I help around the house so the time at night is all that is free. I usually spend it sleeping because I'm exhausted after a week of school. Also I need the use of the car to go anywhere because of the area I live in.

I get tired very easy. Another problem is feeling guilty about what I should be doing like school work.

Where I live there is not much to do after school. Our school never puts on dances so on weekends there is nothing to do on a Friday or Saturday night. The kids here are exceptionally stuck up. There are the few who ruin it for others.

Many times there isn't enough time to relax when I need to. Sometimes I am too strained by family problems and school to be able to relax even when I have the time.

The main problem is the availability of opportunities. I would like to have a nice part time job during school but it is practically impossible to find. I don't have the enthusiasm that I use to have. I would like to be more involved in physical activities such as Yogi but to many things are not made available. To many things are based on competition.

I have no free time.

Upper Socio-Economic, White Male Responses

Sophomores

There is really no place to go! Parents keep wondering where I go. There aren't any places where kids can go and just sit around or build a bombfire (Some kind of woods or park) Driving around while high is getting dangerous!!! People kick you out wherever you go!

Get bored. Sometimes to much leisure time will cause trouble. You get obnoctious.

I think that I could always find something to do with my time if it wasn't for my parents. I must get there ok on everything I do. This causes a lot of friction and a loss of things I like to do. (my parents don't see why I like getting into the woods so often.)

The things I really want to do, my parent will not let me do them. Most of the time I do them anyway when they aren't around. When they catch me they take away more priveledges. That just makes me madder and I just do the things I am not supposed to do more.

The main problem is that I don't have enough time. I don't really have enough time to study, go to school, work around the house, have leisure time, or do little odds and ends. Don't misunderstand me. I wouldn't have it any other way. For the most part, I enjoy everything I do (even school) and I'm glad that I have so much to do so I won't get bored. As far as leisure time is concerned, almost everything I do, I consider leisure time and I enjoy it.

The school gym is all locked up. Some of my friends got into a J.H. school to play basketball. (I had gone with them the week before) About four police cars surrounded the place and arrested them. Then they went through the school with dogs to look for others. We are jocks and want to play sports but we don't have anywhere to use for a court or gym.

Juniors

My parents want me to study more. Sports take a lot of time. Homework takes a lot of time. My brother and sister raising hell.

I don't have enough leisure time, from 7:45 to 2:15 I'm at school, from about 3:00 to 6:30 or 7:00 at work, then 3 or 4 hours of homework. Weekends I work Saturday and do homework Sunday. Go to movies Saturday night. There are just too many things to do to have leisure time.

I am a lot of the time tired, so I sleep. No place to go sometimes. A lot of people don't like to get rowdy--to party down and have a good time. Also girls have very high morals.

Parents hassle me too much about where I'm going and what I'm doing. The pigs always seem to be where we are.

I don't know what to do. There is nothing usually going on in the community. No recreation areas to speak of. Everything is either out of bounds or locked up.

The main problem is that in my leisure time, I'm always doing the same things. What I would like to do is to just take off (not runaway) and ride my bike or go somewhere. Like places I haven't been before, so I can appreciate and become enraptured at this beautiful country of mine before there won't be a chance to.

There aren't enough spaces in this section of the paper to tell you the problems in this "damn" world (as us kids say) because they are my problems to and I just sit back and watch people killing each other off with war, overpopulation, pollution, etc. So what can I say besides shit! Pretty soon there won't be any time except time to die. Quote me!

Seniors

In my leisure time finding a place to do them is about the hardest. Either the water is polluted, it is to noisy, or to many people around. Finding time is also hard. I am either studying or sleeping.

I don't really have any trouble along those lines but when I'm stoned I usually get very heavy, which isn't good at parties in relation to others. However its worthwhile for the mental controll which is available.

I would not do anything too different. If my parents would let me go out at night more on the week days and be with my friends more. My friends are like me and my parents aren't.

Upper-Middle Socio-Economic Level, White Female Reponses

Sophomores

Either I don't have time, or I am asked to babysit, or my mother wants me to do something or maybe my friends don't want to do what I want to do--always the cops break whatever your doing with your friends.

I have too much. I have nothing to do but stuff that ain't really good for ya. I don't get in too much trouble, but enough. I go to places like the ..., just places to hang around. I also like just sitting somewhere drinking coffee with a pack of cigarettes and having serious conversations with friends.

There isn't that much aviable to do. There are really no choices of anything to do. My dad dislikes almost everything therefore he rarely lets me do as I please. I would just like to do things without the worry of will he be mad. Mostly its just there is nothing to do unless your over 18.

The places I want to go to and have my parents consent I have no way of getting there and I'm not allowed to walk at night. Some of the places they set up for kids are a drag.

Parents hassel me about going out. No transportation. No where to go. Have to pay to get in some places.

Juniors

My parents give me a pain in the you know where. They are giving me a nervous breakdown. I also worry and am nervous too much. My sister hangs around too much.

I worry too much. Most of the time I just sit and think. My parents bitch to much. I can't stand the old man. My little brother sticks his damn nose in everything.

No transportation. Not enough things to do (I've done practically all of them because I've lived in this city for 8 years) Not enough decent places to go (Kids are drunk at parties, teen centers, etc.)

The main problems that I have in using my free time is the money and my parents not letting me. Some places my parents won't let me go because its too far or the wrong kind of people hang out there. Also my dad makes a big thing out of the way I dress. He won't let me be me, the way I want to look. My dad wants to fit me into a mold of his perfect daughter and I don't want to be that.

Teachers are expecting miracles on homework and I will get beat to a pulp if I don't get good grades! This school is so stupid with all the rules and regulations that nobody wants to do anything.

There isn't anyplace to go to meet people I like. There are places for kids to hang at, but they're teeny bobbers and all they think is cool is smoking pot and drinking. I want to be able to meet people that I can talk with. I want to do something constructive.

Seniors

I don't drive and must depend on others for transportation. I'm unemployed and don't have a lot of money.

At times, there is so much of the same thing and it all goes out at once--like winter activities and then in the summer, that's when there's lots more idle time--that's when community sponsored project--say cross-city activities--would get a lot more support than they do during the school year. Travel opportunities would also get a big response during the summer.

When I have leisure time and go out, I get bored because really there is no place for us kids to go out and have fun. We go out but it gets boring doing the same stuff, bowling, go to the movies, then we just end up wasting time and driving around, which isn't any fun at all. There is really no dances to go to. School dances are usually a flop, and I really don't know why. People don't really enjoy themselves. I really don't know the answer. If there was somewhere for us to go, sure, there'd be trouble, but not as much as tramping the streets. It's hard for us to find places to go and life is really confusing on where and what to do.

I have very little leisure time. It's just my nature to pressure myself till I get to the point where I'm mad at myself (like now). You see, our school musical is this weekend and I have a big English paper due Monday--all seniors do. I like so many things, it's hard to choose just what I want to do with my valuable time.

Upper-Middle Socio-Economic Level, White Male Responses

Sophomores

Whenever an idea arrives on what to do with our leisure time (a constructive idea) someone or something puts a dampener to the whole idea. There are too many restrictions to what we can do.

I'm always in a bad mood after I get home. My parents expect more out of me when I get home. Too much shouting at home when I'm around. That just turns me off, especially when I haft to shout back.

Not old enough. Too many restrictions. Not enough money. Can't always find things to do. Can't dance. Can't drive. Don't give a damn about some ideas ot spending leisure time.

The main problem is when doing something parents think you aren't doing anything and then make you do all the sickening and stupid work that is so god dam dumb. Parents are so stupid and ignorant to think that you can't do a dam thing. They tell you to get involved in the crapy sports when you already are. They tell you to read all the shitty books.

Activities are not available that I would like. I am somewhat shy. Some of my friends are not in favor of doing what I would like to do.

My problem is that I don't have hardly any spare time. And when I do I am overly tired from (athletic) practice.

Making good use of it because I never really do anything useful. I would like to do something to help make the world better or destroy those that are wrecking it.

Juniors

Not enough space for doing things, overcrowded city.

Problem parents. No transportation. Not enough people. To many people. To many rules. To much work at jobs. Not enough areas to play sports. Parents think hair is too long to go out with their daughters.

Not enough time. To much homework. The teachers pressure you to much. They aren't serious. They make all your homework difficult. Counselors are suppose to help you when you get in trouble in school but they don't. They also are to help you make out a schedule and, if you get a teacher you have had trouble with before and you want out of that class, they say tuff shit. School in my eyes is f---ed.

No excitement, except when I'm stoned. They nag a lot but I don't listen (my parents). I think my parents are a bunch of mother-f---ers. They shouldn't care what I do. Its my life and I'll do what I want. Fear of getting busted when I'm smoking marijuana. Schools a bitch and a pain in the a--.

I don't like my job here on this backward, stone-age planet. I can't wait to be re-assigned.

In my leisure time, I smoke weed. This right now is against the law, but soon I think it will be made legal. Because I have tried drugs, I am not no different than you. I am not a radical. I don't believe in breaking the law. Even though I do sometimes. Its not on purpose. Peace!

Don't have enough time. School doesn't have the activities I like, as hockey team, race car club, dances when even working people can go. Let us race in front of school.

Too much supervision by ADULTS.

There is nothing fun around my house to do. I think its stupid to go up to (main street of town) for the hole day. I want to go somewhere in the forest where theres plenty of fresh air, water, and land, and lots of mountains with lots of animals.

I have it pretty cool. My parents are very lenient. We have a great relationship. We do things together well, my dad and I, because my mother don't know anything about cars or bikes and if I come in high on booze (of course I would never take drugs) they do not really care. They don't ground me. But I listen to them. We talk not yell at any problems. So really I have no problems spending my spare time.

Seniors

My main problem is finding enough time to do what I want because the school (one of the adults' curses on young people) require so much petty and ridiculous stuff. Also there is the problem of finding people like myself (interests). It appears to me that our society has caused young people to go to drinking and sex as main youth activities because young people aren't cared enough about. Then there are the schools which relate back to the reasons. Society causes students to associate education and learning with schooling. And since society has caused school to be a hated thing, many young people discredit it as a valid leisure time activity. Also the school is the young person's center of life, and yet he is locked out of it most of the time. Then when he's allowed in it, he cannot develop himself but conforms to older people's thoughts.

I am to cinical. I am to shy. I am to much of a hermit. I am to impassant. I am to worried about school. No dates. Too many girl's do not want to make love because they are afraid of there parents and priests. Not enough opportunities to meet girls (dances, etc.)

My main problem is I have four days a week to do what I want. The whole weekend I work and sleep. During the schoolweek I go to school, come home, usually sleep till dinner, then do homework, go to my chicks house, paint, draw or read, then try to go to sleep by 10 so I'm not dead tired the next day, and start the whole thing over again. Theres no real problem except trying to keep your sanity or shooting yourself. Sometimes you get real down, because you figure the rest of your life is going to be one big hassel, it's really just a big waste.

Town is dead. Have to lie sometimes to get out. Everyone else wants to use up my leisure time. Hard to do anything unless it is sponsered. Always have to plan ahead. Getting high is illegal. Everybody tells me what to do. People who should mind their own business do not. This does not pertain to you.

Lower-Middle Socio-Economic Level, White Female Responses

Sophomores

I would like to go out and have a lot of fun but my parents won't let me. They stop me from doing a lot of things I like doing. Also I can't get out of the house because they won't let me. They don't believe anything I say and we don't communicate at all.

No where to go really, like a pizza joint even would be better than nothing. No one has a car to go riding around. Can't hitchhike at night. No where to hitch to. Sometimes can't find anyone to hang around with, and when we do get together we just walk around, so then we end up doing something wrong because theres nothing else to do or go where you can smoke, drink and use free language without getting kicked out or cut down.

Theres no real place we can go where we can have fun without adults watching and cops kicking everyone out.

I don't have too much leisure time to do all the things I'd like. When I'm doing something I like, and am doing well, my parents always take the credit. Nothing is done just by myself. Too many people expect too much from you when you are doing something. Would also like for there to be somewhere where I can go for a date instead of the usual places--movies and drive-ins are so common that I'll never go to another movie again!

Juniors

Sometimes nothing to do. If I'm not doing nothing I lay down and try to go asleep. Just bored with life.

Sometimes people won't let me do what I want. And this time is no longer mine. I need to have time to be by myself or with my friends. But I want to do what I want to do.

Sometimes you just run out of ideas of things to do. Doing the same thing all the time is no fun. I like different things to do.

There's not enough going on that is interesting to me; If there is a school or church or community project there is always a few kids that ruin everyone else's time, and fun, and I think this is why I don't participate more.

I'm living with my parents.

Seniors

I don't feel I have a problem using my leisure time. With studying and activities, plus other appointments I rarely have a great deal of leisure time therefore what time I do have I try to use wisely. I think most people have problems with how to spend their leisure time because they have the wrong attitude. Lots of things are fun, but you have to look for them. You can't wait for them to come to you.

I sometimes become bored. I need more intellectual activities. I need more physical activities.

No time to myself. I have to take care of my little brother after work which leaves only weekends to my boyfriend and me. And then we sit and watch TV.

Lower-Middle Socio-Economic Level, White Male Responses

Sophomores

I never know what to do. I sit around most of the day thinking of what to do.

There is no where at all to go in this city except for what we call the 3 Bs: the bar, the bowling alley, and B--'s, which is a restaurant. If there was a place to go in this dumb town there might be a little less vandalizm and more people spending their time doing something worth doing. Without a car, a person who lives in this city has absolutely nothing to do but the soul three Bs.

I don't smoke enough.

My problems is too much leisure time sometimes. I need a part time job.

Getting information about it or finding the time or finding trasnportation.

My parents are in the way. They bum me out. My brother is a pain in the a--. I quit my job so that means no money for beer, drugs, my motorcycle, or my dates.

Juniors

Try to find something to do in this city. I guess when you go to school and work after and do homework after that you're to tired to do anything.

There is never enough to do around here and thats one of the main reasons people get in trouble.

To many cops. To many busts. No cover.

There is definitely no place to go. All the good bands that are playing are too hard to get too. The bands at the school dances are really bad. A bunch of teeny boppers pick them out and then no one goes to them. Even the Fri-school dance has bad bands. Everyone is scattered around at night. If everyone could get together and have a dance or a big concert, Rock style of course, I might go but I think going out and drinking or something will never be replaced by any community project.

Seniors

I wish I had more things to do, places to go, more money.

I have so many extracurricular activities that it is hard for me to have any leisure time. For example, I have an appointment book which I use to guide me through the weeks. I'm never home, and when I am, I hardly get a chance to talk to my parents or sisters. I'm an politically-minded extrovert who knows what he wants out of life, but doesn't have the gumption to get it! This survey was very interesting! I would love to know the results.

No place to go. Some movies are boring and have already seen. You get tired of going to eat pizzas and a restaurant.

Information on things to do aren't available. More concerts with good groups especially outdoor concerts but publishize them.

There is nothing to do in this city but get high.

Mostly bad weather is the reason I don't have anything to do.

Transportation. Not enough money. Some radical political involvement (an organization to educate).

Lower Socio-Economic Level Female Responses

In this section, asterisks indicate that the respondents are Black.

Sophomores

*Sometimes there isn't enough time to do what I want to do. If I go out with friends to dances and parties my parents make me come in by a certain hour. Home chores will interfere with something I want to do. Like I might have to clean or cook.

*I have to many dam brothers and sisters.

I haven't been able to find part time work and many of my friends havent been able--jobs are scarce. If many kids had jobs they'd have money to spend for things to do in their leisure time. All their is to do is get high and drink and thats about all we do do!

*I have a baby.

*I like to be someone. I try to improve my time. I try to help others in my leisure time. I try to be more helful in my leisure time. In my leisure time I try to commuicate with all races.

*Well me and my boyfriend spend too much time together and it has resulted in the fact that we have turned to sex as a way of passing time. I never thought I would come to this but I have. By the way, I don't enjoy it at all, but I know he does. I think when I get my license next month, it make a big difference; because then I won't have to depend on him for transportation and me and my girlfriends can get out and be together more often. I would like this much better.

*Don't know what to do. There no where to go, noting happing. Noting is around to do anything.

I have to stay in the house and babysit most of the time so when people ask me out I usually say no or just have them over to the house.

Juniors

*People are always trying to get you busey. I don't like to maney activity.

I have no problem with my leisure time. I go to school in the morning and then to work until 9 in the evening. By then, I'm content just to relax in front of my T.V., eat, sleep, read, or study.

Not being able to get there. Not finding what I want. Not enough trees in the parks so I can find a place to feel comfertabl in.

One thing is there is not a thing to do. the only thing to do is f---ing, riding aroud, getting high. They should have a place were we could go to to get high and sit with just people our age with some kind of entertanments. None of this shit like recretion after school with little kids.

I try my best to use my time in the best possible way. I like having friends and I have quite a few. I associate with people who wouldn't even think of hurting someone or hurting themselves by using drugs, smoking, swearing. Or would try to get someone else to use it. Whenever Im with my friends I enjoy myself and in a moral way. As you probably guessed I don't do anything to have any problems with. I didn't mess myself up like so many other kids have. I feel sorry for them. I hope that you'll be able to help them if no one else can.

Not enough things for kids my age to do. Getting out of the house without being hassel. My friends I go out with have to be white, and if it's a guy he can't have long hair.

*I would go out and stay all dam day and come home when I got ready to. Spend the night with my boyfriend to see what he would do.

*My damn mother and father are Black f---ers. Can't spare a god damn quarter.

*My father. we have two cars and I have my licence but every time I want to go some where that jack a-- want let me use the dam cars. He take them and locks the son-of-bitches up like I am not good enough to use the f---ers or either the wench (father) won't give me no dam money.

*The main reason in using my leisure time is my damn daddy the Black spasm. Money comes from the treasury department for the children of the family and he spends it himself.

*There's always work when I come home from school and when I'm finished I can't go because its too late, and its nothing around the neighborhood for enjoyment and fun. There's nothing at all. You has to figure out what or where you can go for fun when ther's nothing to go too, about time you get throuh thinking for somewhere to go you don't want to go. No fun in the neighborhood.

Really the only reason me and my friends go around drinking and smoking grass is because there ain't nothing else better to do around this shitty city. Otherwise we'de be having fun doing thing other than getting a buzz off of a joy or something.

Seniors

I spend too much time getting high but its a really heavy way to be when you go to a school like this because it stinks like shit. all I want is my diploma and then leave everything my home my parents my boyfriend and just be FREE and MYSELF and after I take my trip I might not ever come back because thers nothing on this side of life I want. its all f---ed up.

Not enough to do that interests me. Parents always on my back. Need to rap about my problems. Live by very strict rules at home. don't feel free. Want to be an individual thats independent. Enjoy music--like to see rock groups that are near by.

*I just have alot of time on my hands because it is boring just sitting around the house doing nothing. I would like to work and to learn to be independent.

*I don't have the money to buy a sewing machine. And I don't know anybody's that I could use. I don't never see advertise where there will be a dance on the weekend.

*There is not much in the community for people are age to do. When there is something transportation is a problem. If you want to go many times you cann't get a ride there because your friends car is already filled up, so this means you cann't go because you have no way to get their. In this community they have very little for small children and nothing for people are age that is organyed so you have to organyed it and try to get it all together yourself. which is almost impossible to do.

There's no one to do nothing with either their working or don't want to do nothin. I wish their could be alot of places where High School kids could go to dance and have entertainment. They have it in Florida. I can't see why Mich. can't.

The city is really a bummer. There are no community sponsor activities. There are no community recreational areas. There are no places for teenagers to get together and hang out.

*My main problems are I don't know how to use my leisure time. Family interferes with my time.

Most times there just aren't places for kids to go, not places that are just for kids and inexpensive. You can't go anyplace without people harping to you about do something worthwhile--but nobody will help! Most times "going out" usually means just riding around.

*My parents. I'm 18 years old and they treat me like a child. I can't go no where unless I beg or cry. sometimes that helps. it my father mostly. he doesn't trust me. I try to tell him I know how to take care of my self but he don't care. I'm trying to be a nice young lady and finish school and a business school but I don't know how I'm going to make it. I don't date much but when I do I know how to act. When you are 18 you are suppose to be at least able to think for yourself. I'm afraid if tnings keep going this way I may be forced to ruin my life and I don't want to mess up my life for them. If you only knew my problem. I need help. Bad. but I'll try and make it not for my parents but for me.

Lower Socio-Economic Level Male Responses

In this section, asterisks indicate that the respondents are Black.

Sophomores

*I am all ways being pestered by my mother.

One thing that stops us from having our leisure time, is not having sports areas or no youth center. Or the neighbor call us hippies because we got long hair, but the rich people got long hair to--some. And anyway who makes the dirty movies or sex films you guys think about, so who has the problem.

*It is not much to do if you don't have your own equipment. you can't play baseball, football or mostly anything unless you have your own things and sometimes the peoples on your street don't want to play.

*There's something to do with your time but you don't want to do it over and over.

*It's nothing to do. No place to go.

*Well there really isn't anything to do allways. But i allways find something to do, and when it gets warm there will be a lot more to do.

Juniors

One reason is that I don't have the money to spend or I don't have the transpotation to get me where I'm going.

*I don't have all the materials I really need. There are no libraries to use for useful studies and the school offers no courses to further that knowledge.

*Don't have real good musical instruments to practice on, because the school don't have good instruments. Plus, don't have the money to buy the instruments.

*Well to many people interfere and try to make me do things they want to do. But I say I don't need no one to help me do anything.

*There's hardly nothing to do! And that's the truth.

*No transportation and can't stay off passed 11:00 at night and if I be an hour late I am in the dog house.

No place to go. Limited amount of activities. No money. No jobs. People won't hire you if you have long hair no matter how good of a worker you are.

Seniors

There is just nonething to do unless you make it happen by getting high or something. Thats just it. There is nonething to do.

*I hardly have any time for my self.

I don't have much time to spare because I work 40 hours a week plus go to school.

Theirs just nothing to do. When you pick up a girl thier just not any places to go.

*No place for the people to gather at, there are no neighborhood activities that would fit a teenager's desires.

Because there are not to many things going on. If there are some form of activities to do there would be something to do.

Yeah, trying to figure out what to do.

Summary

Data concerning leisure time problems were presented in this chapter. Data came from responses to the question, "What would you say are the main problems you have in using your leisure time?"

Presented in this chapter are (1) coded and categorized leisure time problems of the general sample, of frequent alcohol and marihuana users, and of frequent lawbreakers, and (2) examples of leisure problem responses categorized by socio-economic level, race, sex, and grade level.

The most frequently mentioned general leisure problem was circumstances, followed by other people, and oneself. Few students (2%) reported that they had no leisure time problems.

The main circumstantial problems were lack of facilities, poor transportation, and lack of money.

Parents were the "other people" most frequently blamed for leisure problems, followed by peers who "goof things up," or "aren't interested in doing anything."

Self-caused leisure problems were attributed to personal traits and weaknesses, not knowing what to do, and lack of motivation for getting involved in activities.

Those involved in daily alcohol use, marihuana use, and illegal behavior reported problems in proportions similar to the general sample. Some differences were noted, however. The former groups blamed circumstances less, and other people more than the general sample subjects did. In addition,

(1) more of the former groups reported "no leisure problems," (2) no daily alcohol user mentioned peers, school staff, or lack of motivation as problems, and (3) no daily lawbreaker attributed his leisure time problems to himself.

In general, students in all of the categories studied attributed their leisure problems primarily to circumstances, and secondarily to other people. There was a greater tendency for the frequent law violaters to deny personal responsibility for their problems, and for both frequent lawbreakers and marihuana users to deny that they had leisure time problems.

CHAPTER VI

ANALYSIS OF LEISURE NEEDS

Introduction

In this chapter, data related to students' leisure time needs are analyzed in terms of the second null hypothesis, which is as follows:

> H_o: There is no significant relationship between students' leisure time needs and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

The chapter is organized in terms of the subhypotheses, which are presented at the beginning of each section. In general, these subhypotheses and their corresponding sections pertain to (1) number of leisure time hours available per week, (2) number of leisure time hours enjoyed per week, (3) changes in activity participation over the past year, (4) activities requested, (5) willingness to participate in requested activities, (6) perception of quality of education for leisure, (7) perception of quality of school counseling for leisure, (8) satisfaction with available leisure time activities, and (9) satisfaction with how leisure time is used. In each of the sections, data are presented in categories of socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Pearson's Chi Square Test of Association was used to test the hypotheses, and .05 was established as the level of significance. Where probabilities less than .05 occurred, they are reported in the tables and denoted with an asterisk in the discussion of results in order to supply readers with discriminating criteria for using the data to suit their individual preferences. Tables showing these and other data are presented in the same manner as in Chapter 4.

Leisure Time Hours Available Per Week

The data in this section are analyzed under subhypothesis 2A, which is as follows:

Subhypothesis 2A

H_o: There is no significant relationship between number of leisure time hours available per week and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

Number of leisure time hours available per week according to socio-economic level

Table 30 shows number of leisure time hours available per week according to socio-economic level.

Students in the four levels were rather similar in their amount of available free time, with one exception. In the fifty-plus-hours category, twice as many lower SEL students reported this much free time as did students in the upper SEL. The majority of students in the sample had from one to twenty hours of leisure time available per week.

TABLE 30

NUMBER OF LEISURE TIME HOURS AVAILABLE PER WEEK ACCORDING TO SOCIO-ECONOMIC LEVEL

# Hours Available	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	3	2	3	2	5	3	7	4	18	3
None	1	1	2	1	7	4	5	3	15	2
1 - 5	21	13	16	10	26	14	25	15	88	13
6 - 10	20	12	31	19	31	17	34	20	116	17
11 - 20	38	23	46	29	43	24	28	16	155	23
21 - 30	29	17	24	15	30	17	23	14	106	16
31 - 40	30	18	20	12	17	9	17	10	84	12
41 - 50	15	9	5	3	4	2	8	5	32	5
50+	11	7	14	9	18	10	23	14	66	10
Total	168	100	161	100	181	100	170	100	680	100
X^2	39.96 ($p \leq .05$)									

With regard to socio-economic level, the chi square value reached the .05 level of significance, and therefore, subhypothesis 2A is rejected.

Number of leisure time hours available per week according to sex

Table 31 shows number of leisure time hours available per week according to sex.

TABLE 31

NUMBER OF LEISURE TIME HOURS AVAILABLE PER WEEK ACCORDING TO SEX

# Hours Available	Boys		Girls		Total	
	n	%	n	%	n	%
No response	13	4	5	1	18	3
None	8	2	7	2	15	2
1 - 5	28	8	60	18	88	13
6 - 10	56	16	60	18	116	17
11 - 20	83	24	72	22	155	23
21 - 30	60	17	46	14	106	16
31 - 40	43	12	41	12	84	12
41 - 50	20	6	12	4	32	5
50+	35	10	31	9	66	10
Total	346	100	334	100	680	100
X^2		20.11	($p \leq .01$)			

The amount of leisure time was similar for both sexes, except for the one-to-five hours category, where over twice as many girls as boys reported this amount of free time.

With regard to sex, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2A is rejected.

Number of leisure time hours available per week according to frequency of alcohol use

Table 32 shows number of leisure time hours available per week according to frequency of alcohol use.

TABLE 32

NUMBER OF LEISURE TIME HOURS AVAILABLE PER WEEK ACCORDING TO FREQUENCY OF ALCOHOL USE

Hours	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No response	5	31	2	1	4	2	5	3	1	1	0	0	1	6	18	3
0	0	0	8	5	2	1	0	0	1	1	2	2	2	12	15	2
1 - 5	2	13	27	17	21	12	12	8	14	17	10	12	2	12	88	13
6 - 10	4	25	28	18	30	17	24	16	15	18	14	17	1	6	116	17
11 - 20	2	13	32	20	48	27	44	30	14	17	9	11	6	35	155	23
21 - 30	1	6	21	13	33	19	23	16	18	22	10	12	0	0	106	16
31 - 40	1	6	21	13	17	10	22	15	7	8	15	18	1	6	84	12
41 - 50	0	0	7	4	5	3	6	4	6	7	6	7	2	12	32	5
50+	1	6	13	8	16	9	11	7	7	8	16	20	2	12	66	10
Total	16	100	159	100	176	100	147	100	83	100	82	100	17	100	680	100
X^2	123.77 ($p \leq .001$)															

A comparison of numbers and percentages reveals that those who used alcohol more than once a week had, proportionately, the greatest number of leisure hours available to them. In terms of percentages, the majority who had thirty-one to forty hours available were students who used alcohol two to six times a week. The majority who had forty-one to fifty hours available were daily alcohol users. The majority who had more than fifty hours per week available were students who used alcohol two to six times a week.

With regard to frequency of alcohol use, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2A is rejected.

Number of leisure time hours available per week according to frequency of marihuana use

Table 33 shows number of leisure time hours available per week according to frequency of marihuana use.

A comparison of percentages shows that the majority who had one to twenty hours available for leisure were infrequent or nonusers of marihuana; Those who had thirty-one to fifty hours available were weekly marihuana users, and the majority who had more than fifty hours available were daily marihuana users. In general, the more frequent the use of marihuana, the greater the amount of leisure time available per week.

With regard to frequency of marihuana use, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2A is rejected.

TABLE 33

NUMBER OF LEISURE TIME HOURS AVAILABLE PER WEEK ACCORDING TO FREQUENCY OF MARIHUANA USE

Hours	Frequency of Marihuana Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	5	14	8	2	2	2	0	0	1	3	2	4	0	0	18	3
0	1	3	9	2	1	1	0	0	0	0	1	2	3	8	15	2
1 - 5	5	14	57	15	13	15	5	10	4	13	2	4	2	5	88	13
6 - 10	6	17	65	17	15	18	14	27	4	13	7	13	5	13	116	17
11 - 20	6	17	89	23	24	29	10	20	6	19	15	28	5	13	155	23
21 - 30	4	11	62	16	13	15	8	16	3	9	9	17	7	18	106	16
31 - 40	4	11	52	13	5	6	5	10	6	19	9	17	3	8	84	12
41 - 50	1	3	13	3	5	6	4	8	5	16	0	0	4	11	32	5
51+	4	11	31	8	6	7	5	10	3	9	8	15	9	24	66	10
Total	36	100	386	100	84	100	51	100	32	100	53	100	38	100	680	100
X^2	79.33 ($p \leq .001$)															

Number of leisure time hours available per week according to frequency of illegal behavior

Table 34 shows number of leisure time hours available per week according to frequency of illegal behavior.

A comparison of percentages reveals that the least amount of leisure time, zero to five hours, was available to daily lawbreakers, and that the most amount of leisure time, twenty-one to fifty or more, was available to those involved in illegal behavior from one to three times a month and once a week. In general, the more frequent the illegal behavior, the lesser the amount of leisure time available per week.

In terms of frequency of illegal behavior, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2A is rejected.

TABLE 34

NUMBER OF LEISURE TIME HOURS AVAILABLE PER WEEK ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

# Hours	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	11	79	5	1	2	1	0	0	0	0	0	0	0	0	18	3
0	0	0	10	2	3	2	1	3	0	0	0	0	1	14	15	2
1 - 5	0	0	62	13	14	10	4	13	1	11	3	25	4	57	88	13
6 - 10	0	0	80	17	28	19	4	13	1	11	3	25	0	0	116	17
11 - 20	0	0	112	24	38	26	1	3	2	22	2	17	0	0	155	23
21 - 30	0	0	67	15	28	19	8	26	0	0	2	17	1	14	106	16
31 - 40	2	14	60	13	15	10	4	13	2	22	0	0	1	14	84	12
41 - 50	0	0	19	4	8	5	5	16	0	0	0	0	0	0	32	5
50+	1	7	45	10	11	7	4	13	3	33	2	17	0	0	66	10
Total	14	100	460	100	147	100	31	100	9	100	12	100	7	100	680	100
X^2	377.31 ($p \leq .001$)															

Leisure Time Hours Enjoyed Per Week

The data in this section are analyzed under subhypothesis 2B, which is as follows:

Subhypothesis 2B

H_o: There is no significant relationship between number of leisure time hours enjoyed per week and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

Number of leisure time hours enjoyed per week according to socio-economic level

Table 35 shows number of leisure time hours enjoyed per week according to socio-economic level.

A comparison of percentages shows that more students in the lower-middle SEL enjoyed forty-one or more hours of leisure time per week than did other students. More students in the lower SEL enjoyed either none of their leisure time, or thirty-one to forty hours of leisure per week. The majority of the sample students enjoyed from one to fifteen hours of their leisure time per week.

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2B is rejected.

TABLE 35

NUMBER OF LEISURE TIME HOURS ENJOYED PER WEEK ACCORDING TO SOCIO-ECONOMIC LEVEL

# Hours	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	0	0	3	2	3	2	7	4	13	2
None	0	0	5	3	2	1	10	6	17	2
1 - 5	36	21	46	29	34	19	34	20	150	22
6 - 10	38	23	33	20	50	28	37	22	158	23
11 - 15	30	18	27	17	18	10	21	12	96	14
16 - 20	27	16	19	12	25	14	21	12	92	14
21 - 30	19	11	10	6	17	9	11	6	57	8
31 - 40	5	3	7	4	5	3	8	5	25	4
41+	13	8	11	7	27	15	21	12	72	11
Total	168	100	161	100	181	100	170	100	680	100
X^2			46.23		($p \leq .01$)					

Number of leisure time hours enjoyed per week according to sex

Table 36 shows number of leisure time hours enjoyed per week according to sex.

An examination of percentages indicates that more girls than boys enjoyed only one to five hours of their leisure time per week, whereas more boys than girls enjoyed forty-one or more of their leisure hours per week.

TABLE 36

NUMBER OF LEISURE TIME HOURS ENJOYED PER WEEK ACCORDING TO SEX

# Hours	Boys		Girls		Total	
	n	%	n	%	n	%
No response	12	3	1	0	13	2
None	9	3	8	2	17	2
1 - 5	64	18	86	26	150	22
6 - 10	83	24	75	22	158	23
11 - 15	45	13	51	15	96	14
16 - 20	42	12	50	15	92	14
21 - 30	28	8	29	9	57	8
31 - 40	19	5	6	2	25	4
41+	44	13	28	8	72	11
Total	346	100	334	100	680	100
X^2		24.20	($p \leq .01$)			

With regard to sex, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2B is rejected.

Number of leisure time hours enjoyed per week according to frequency of alcohol use

Table 37 shows number of leisure time hours enjoyed per week according to frequency of alcohol use.

TABLE 37

NUMBER OF LEISURE TIME HOURS ENJOYED PER WEEK ACCORDING TO FREQUENCY OF ALCOHOL USE

# Hours	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	5	31	2	1	2	1	2	1	1	1	0	0	1	6	13	2
None	0	0	10	6	2	1	2	1	1	1	1	1	1	6	17	2
1 - 5	1	6	36	23	45	26	36	24	14	17	18	22	0	0	150	22
6 - 10	3	19	38	24	50	28	36	24	20	24	9	11	2	12	158	23
11 - 15	2	13	21	13	24	14	22	15	16	19	9	11	2	12	96	14
16 - 20	2	13	17	11	23	13	21	14	12	14	15	18	2	12	92	14
21 - 30	1	6	11	7	12	7	14	10	8	10	9	11	2	12	57	8
31 - 40	1	6	7	4	4	2	3	2	3	4	6	7	1	6	25	4
41+	1	6	17	11	14	8	11	7	8	10	15	18	6	35	72	11
Total	16	100	159	100	176	100	147	100	83	100	82	100	17	100	680	100
X^2	136.60 ($p \leq .001$)															

An examination of percentage figures indicates that the more frequent the use of alcohol, the greater the amount of leisure time hours enjoyed. When compared to non-users, the percentage of daily alcohol users who enjoyed forty-one or more hours of leisure per week is over three times greater.

With regard to frequency of alcohol use, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2B is rejected.

Number of leisure time hours enjoyed according to frequency of marihuana use

Table 38 shows number of leisure time hours enjoyed per week according to frequency of marihuana use.

An examination of percentages indicates that the more frequent the use of marihuana, the greater the percentage of subjects reporting more leisure hours enjoyed. When compared to non-users, the percentage of daily marihuana users who enjoyed forty-one or more hours of leisure per week is over three times greater.

With regard to frequency of marihuana use, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2B is rejected.

Number of leisure time hours enjoyed per week according to frequency of illegal behavior

Table 39 shows number of leisure time hours enjoyed per week according to frequency of illegal behavior.

TABLE 38

NUMBER OF LEISURE TIME HOURS ENJOYED PER WEEK ACCORDING TO FREQUENCY OF MARIHUANA USE

# Hours	Frequency of Marihuana Use														Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	5	14	6	2	0	0	0	0	0	0	2	4	0	0	13	2
None	2	6	10	3	3	4	1	2	1	3	0	0	0	0	17	2
1 - 5	3	8	93	24	20	24	18	35	4	13	8	15	4	11	150	22
6 - 10	10	28	89	23	22	26	17	33	6	19	9	17	5	13	158	23
11 - 15	5	14	55	14	9	11	4	8	4	13	14	26	5	13	96	14
16 - 20	4	11	51	13	15	18	2	4	8	25	4	8	8	21	92	14
21 - 30	2	6	31	8	7	8	3	6	5	16	6	11	3	8	57	8
31 - 40	0	0	14	4	2	2	2	4	1	3	4	8	2	5	25	4
41+	5	14	37	10	6	7	4	8	3	9	6	11	11	29	72	11
Total	36	100	386	100	84	100	51	100	32	100	53	100	38	100	680	100
X^2	95.26 ($p \leq .001$)															

TABLE 39

NUMBER OF LEISURE TIME HOURS ENJOYED PER WEEK ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

# Hours	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No response	11	79	2	0	0	0	0	0	0	0	0	0	0	0	13	2
None	0	0	14	3	2	1	0	0	1	11	0	0	0	0	17	2
1 - 5	0	0	112	24	32	22	5	16	0	0	1	8	0	0	150	22
6 - 10	1	7	113	25	35	24	3	10	4	44	1	8	1	14	158	23
11 - 15	2	14	64	14	25	17	2	6	0	0	1	8	2	29	96	14
16 - 20	0	0	62	13	21	14	6	19	1	11	2	17	0	0	92	14
21 - 30	0	0	31	7	16	11	5	16	2	22	2	17	1	14	57	8
31 - 40	0	0	16	3	3	2	3	10	0	0	2	17	1	14	25	4
41+	0	0	46	10	13	9	7	23	1	11	3	25	2	29	72	11
Total	14	100	460	100	147	100	31	100	9	100	12	100	7	100	680	100
X^2	503.15 ($p \leq .001$)															

An examination of percentages indicates that frequent lawbreakers enjoyed more leisure time than nonviolaters. In terms of percentages, about three times as many daily lawbreakers enjoyed forty-one or more leisure time hours per week as did nonviolaters. Almost five times as many enjoyed thirty-one to forty hours, and twice as many enjoyed twenty-one to thirty hours of their leisure time per week.

In terms of frequency of illegal behavior, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2B is rejected.

Changes in Activity Participation

The data in this section are analyzed under subhypothesis 2C, which is as follows:

Subhypothesis 2C

H_o: There is no significant relationship between changes in activity participation over the past year and socio-economic level.

The kinds of activity participation changes which are analyzed are (1) school activities, (2) church activities, (3) community activities, and (4) unsponsored activities.

Changes in school activity participation

Table 40 shows changes in school activity participation over the past year, according to socio-economic level.

TABLE 40

CHANGES IN ACTIVITY PARTICIPATION OVER THE PAST YEAR

I. School Activities

Change	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	0	0	1	1	6	3	15	9	22	3
More Partic.	61	36	77	48	52	29	59	35	249	37
Less Partic.	56	33	45	28	58	32	46	27	205	30
Same	51	30	38	24	65	36	50	29	204	30
Total	168	100	161	100	181	100	170	100	680	100
X^2	39.93 ($p \leq .001$)									

II. Church Activities

Change	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	0	0	2	1	15	9	22	13	39	6
More Partic.	19	11	22	14	27	15	33	19	101	15
Less Partic.	61	36	42	26	57	31	51	30	211	31
Same	88	52	95	59	82	45	64	38	329	48
Total	168	100	161	100	181	100	170	100	680	100
X^2	51.04 ($p \leq .001$)									

TABLE 40--Continued

III. Community Activities

Change	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	6	4	6	4	14	8	28	16	54	8
More Partic.	24	14	38	24	34	19	27	16	123	18
Less Partic.	36	21	34	21	45	25	43	25	158	23
Same	102	61	83	52	88	49	72	42	345	51
Total	168	100	161	100	181	100	170	100	680	100
X^2	37.98 ($p \leq .001$)									

IV. Unsponsored Activities

Change	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	10	6	14	9	18	10	25	15	67	10
More Partic.	87	52	83	52	89	49	80	47	339	50
Less Partic.	19	11	16	10	18	10	19	11	72	11
Same	52	31	48	30	56	31	46	27	202	30
Total	168	100	161	100	181	100	170	100	680	100
X^2	8.24 ns									

An examination of percentages reveals that more upper, lower-middle, and lower SEL students were involved in school activities this year. The greatest percentage of upper-middle students were involved to about the same extent this year as they were last year. Almost one-third of the students from all schools were less involved in school activities this year.

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2C is rejected.

Changes in church activity participation

Table 40 shows changes in church activity participation over the past year, according to socio-economic level.

An examination of percentages reveals that, at all socio-economic levels, most students' church activity participation remained the same this year. Almost a third of all of the the students were less involved this year. Lower SEL students were more involved this year than other students, and upper SEL students were less involved in church activities this year than were other students.

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2C is rejected.

Changes in community activity participation

Table 40 shows changes in community activity participation over the past year, according to socio-economic level.

An examination of percentages reveals that most students from all schools were involved in community activities to the same extent this year. Upper-middle SEL students were more involved than other students this year, and lower-middle and lower SEL students were less involved than other students this year.

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2C is rejected.

Changes in unsponsored activity participation

Table 40 shows changes in unsponsored activity participation this year, according to socio-economic level.

An examination of percentages indicates that changes in unsponsored activity participation were similar for all four socio-economic levels. Nearly half of the sample subjects were more involved in unsponsored activities than they were last year. About ten percent were less involved in unsponsored activities this year, and about thirty percent were involved to the same extent they were last year.

With regard to socio-economic level, the chi square value did not reach the .05 level of significance, and therefore, subhypothesis 2C is accepted.

Activities Requested

The data in this section came from responses to the question, "If someone would agree to provide you with any kind of activities you would like, what would you ask for?"

These responses, which were coded, are presented and described in terms of socio-economic level, frequency of alcohol use, marihuana use, and illegal behavior. Statistical tests were not performed on these data.

Activities requested according to socio-economic level

Table 41 shows activities requested by students according to socio-economic level.

Of the 680 students in the sample, 509 listed 1220 activities, which represents an average of 2.4 requests per respondent.

The kinds of activities requested were similar at all socio-economic levels, with one exception. Half as many upper SEL students requested dances as did other students.

The activity most frequently requested by students at all socio-economic levels was sports. Included were team sports, individual sports, and coed sports activities.

Next most frequently requested were music-art-drama activities, with music dominating the category. Students asked mainly for concerts featuring popular music and current musical groups.

TABLE 41

ACTIVITIES REQUESTED ACCORDING TO SOCIO-ECONOMIC LEVEL

Requested Activity	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
None Requested	42	14	39	13	47	15	43	13	171	14
Sports	89	30	76	26	83	27	108	34	356	29
Dances	15	5	37	12	32	10	46	14	130	11
Social Acts.	29	10	34	11	35	11	24	7	122	10
Music-Art Drama	35	12	41	14	38	12	34	11	148	12
Learning	25	8	22	7	21	7	20	6	88	7
Travel	29	10	27	9	20	7	22	7	98	8
Work	13	4	12	4	14	5	11	3	50	4
Religion	4	1	3	1	3	1	2	1	12	1
Gen. Resp.	10	3	3	1	8	3	4	1	25	2
Misc. Resp	7	2	3	1	2	1	8	2	20	2
Total	298	100	297	100	303	100	322	100	1220	100

The third most frequently requested activity was social events. This general category was divided into two types of activities, dances and other social activities. Eleven percent of the students requested dances, and ten percent requested places and activities where teens could get together to socialize. This socializing was defined specifically by most respondents as activities which would permit them to

meet new people, meet the opposite sex, converse, and learn how to get along with others.

Other activities named, in order from most to least frequently mentioned, were (1) travel-associated activities--going on hikes or campouts, going on trips to other places, riding in cars or on cycles, (2) learning activities--learning new skills and hobbies, (3) work--volunteer work or work for pay, and (4) religious activities--learning more about religion. General responses included comments like "Anything that is fun, different, or interesting." Miscellaneous responses included discussion groups, shopping opportunities, dinners, and dating services.

A comparison of percentages reveals the following: (1) fewer upper SEl students requested dances, (2) upper-middle and lower-middle SEL students requested essentially the same kinds of activities, and (3) more lower SEL students requested sports, and slightly fewer requested social and travel activities than did students from other schools.

Activities requested according to frequency of alcohol use

Table 42 shows activities requested according to frequency of alcohol use.

Twenty-eight percent of the daily alcohol users did not request additional activities. Forty-six percent requested each of the following activities: social activities, music-art-drama activities, and work activities.

TABLE 42

ACTIVITIES REQUESTED ACCORDING TO FREQUENCY OF ALCOHOL USE

Kind of Activity Requested	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
None Requested	8	33	32	11	44	15	32	11	25	16	20	14	10	38	171	14
Sports	7	29	100	34	83	28	70	25	43	29	40	28	12	46	356	29
Dances	4	17	24	8	37	12	36	13	16	10	13	9	0	0	130	11
Social Acts.	2	8	23	8	30	10	37	13	12	8	16	12	1	4	122	10
Music-Art-Drama	1	4	36	12	31	10	37	13	19	12	21	15	1	4	148	12
Learning Acts.	0	0	32	11	25	8	21	7	7	5	8	6	0	0	88	7
Travel	0	0	18	6	21	7	28	10	17	11	14	10	0	0	98	8
Work	2	8	16	5	12	4	9	3	6	4	4	3	1	4	50	4
Religion	0	0	5	2	2	1	3	1	1	1	1	0	0	0	12	1
Gen. Resp.	0	0	6	2	6	2	7	2	2	1	4	3	0	0	25	2
Misc. Resp.	0	0	5	2	4	1	4	1	4	3	1	0	1	4	20	2
Total	24	100	297	100	295	100	284	100	152	100	142	100	26	100	1220	100

Fourteen percent of those who use alcohol two to six times a week did not request activities. Twenty-eight percent requested sports; fifteen percent, music-art-drama activities; twelve percent, social activities; ten percent, travel activities; and nine percent requested dances.

Eleven percent of the weekly alcohol users did not request activities. Twenty-nine percent requested sports; twelve percent, music-art-drama; eleven percent, travel activities; ten percent, dances; and eight percent requested social activities.

In terms of percentages, more daily alcohol users either did not request activities, or else asked for sports activities. Daily alcohol users requested fewer of all other kinds of activities than did non-users.

Activities requested according to frequency of marihuana use

Table 43 shows activities requested according to frequency of marihuana use.

Twenty-eight percent of the daily marihuana users did not request additional activities. Twenty percent requested music-art-drama activities; eighteen percent, sports; ten percent, social activities; and nine percent requested travel-associated activities.

TABLE 43

ACTIVITIES REQUESTED ACCORDING TO FREQUENCY OF MARIHUANA USE

Kind of Activity Requested	Frequency of Marihuana Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
None Requested	11	21	93	13	16	10	15	16	10	18	10	11	16	28	171	14
Sports	15	28	230	33	50	30	19	20	15	27	13	14	10	18	356	29
Dances	8	15	78	11	20	12	8	9	6	10	7	8	3	5	130	11
Social Acts.	7	13	55	8	20	12	9	9	6	10	18	20	6	10	122	10
Music-Art-Drama	0	0	67	10	24	15	15	16	9	16	21	23	11	20	148	12
Learning	6	11	63	9	8	5	6	6	2	4	6	6	2	4	88	7
Travel	3	6	59	8	13	8	6	6	2	4	10	11	5	9	98	8
Work	3	6	33	5	5	3	6	6	2	4	1	1	1	2	50	4
Religion	0	0	8	1	0	0	3	3	0	0	1	1	0	0	12	1
Gen. Resp.	0	0	10	1	7	4	3	3	1	2	3	3	1	2	25	2
Misc. Resp.	0	0	9	1	1	1	4	4	3	5	2	2	1	2	20	2
Total	53	100	705	100	164	100	94	100	56	100	92	100	56	100	1220	100

Eleven percent of those who use marihuana two to six times a week did not request activities. Twenty-three percent requested music-art-drama activities; twenty percent, social activities; fourteen percent, sports; and eleven percent requested travel activities.

Eighteen percent of the weekly marihuana users did not request activities. Twenty-seven percent requested sports; sixteen percent, music-art-drama; ten percent, dances; and ten percent requested social activities.

In terms of percentages, more daily marihuana users than non-users requested social activities and music-art-drama activities. Fewer requested sports, dances, learning activities, and work.

Activities requested according to frequency of illegal behavior

Table 44 shows activities requested according to frequency of illegal behavior.

Forty-four percent of the daily lawbreakers did not request activities. Twenty-two percent requested each of the following activities: dances, social activities, and music-art-drama activities.

Nine percent of those who violated the law two to six times a week did not request activities. Twenty-seven percent requested sports; twenty-two percent, music-art-drama; eighteen percent, social activities; fourteen percent, dances; and nine percent requested travel activities.

TABLE 44

ACTIVITIES REQUESTED ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

Kind of Activity	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
None Requested	8	38	113	14	34	13	8	14	2	10	2	9	4	44	171	14
Sports	5	24	235	29	78	29	18	24	6	31	6	27	2	22	356	29
Dances	4	19	88	11	28	10	3	5	3	16	3	14	1	11	130	11
Social Acts.	2	9	76	9	33	12	3	5	3	16	4	18	1	11	122	10
Music-Art-Drama	1	5	98	12	30	11	10	17	2	10	5	22	1	11	148	12
Learning	0	0	70	8	19	7	4	7	0	0	0	0	0	0	88	7
Travel	0	0	69	8	23	8	4	7	0	0	2	9	0	0	98	8
Work	1	5	36	4	11	4	3	5	1	5	0	0	0	0	50	4
Religion	0	0	9	1	2	1	0	0	1	5	0	0	0	0	12	1
Gen. Resp.	0	0	17	2	7	3	1	2	0	0	0	0	0	0	25	2
Misc. Resp.	0	0	11	1	4	1	4	7	1	5	0	0	0	0	20	2
Total	21	100	822	100	269	100	58	100	19	100	22	100	9	100	1220	100

Ten percent of the weekly lawbreakers did not request activities. Thirty-one percent requested sports; sixteen percent, dances; sixteen percent, social activities; and ten percent requested music-art-drama activities.

In terms of percentages, fewer daily law violaters requested activities of any kind than did non-violaters.

Willingness to Participate in Requested Activities

Data in this section came from responses to the question, "If someone would agree to provide you with any kind of activities you would like, what would you ask for? On the right, after each activity you list, check the appropriate boxes to indicate whether or not you would participate if that activity were sponsored by the school, church, or community."

Table 45 shows willingness to participate in requested activities according to sponsorship.

Of the 509 respondents, seventy-seven percent reported they would participate in their requested activities no matter who sponsored them. School or community sponsorship was preferred by forty-five percent of the students; thirty-three percent preferred community sponsorship; and twenty-seven percent preferred school sponsorship. Four percent preferred church sponsorship, and twenty-seven students, or about five percent, indicated they would not participate in requested activities if they were sponsored by any of these institutions.

TABLE 45

WILLINGNESS TO PARTICIPATE IN REQUESTED ACTIVITIES ACCORDING TO SPONSOR

Activity Requested	Sponsor																		Total	
	School Only		Church Only		Comm. Only		School & Church		School & Comm.		Church & Comm.		All Three		None of Them		No Response			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sports, Exercise	57	41	2	11	53	32	10	28	67	29	8	32	152	39	2	7	5	38	356	34
Dances	26	19	0	0	16	10	7	19	39	17	4	16	36	9	1	3	1	8	130	12
Social Activities	6	4	7	39	27	16	2	6	25	11	5	20	36	9	14	51	0	0	122	12
Music-Art-Drama	11	8	0	0	26	16	5	14	46	20	2	8	54	14	1	4	3	23	148	14
Learning	17	12	1	5	11	6	3	8	29	13	0	0	27	6	0	0	0	0	88	8
Travel	13	9	2	11	9	5	7	19	17	7	3	12	40	10	6	22	1	8	98	9
Work	4	3	2	11	14	8	0	0	2	1	0	0	25	6	1	4	2	15	50	5
Religion	0	0	3	17	0	0	2	6	0	0	1	4	5	1	1	4	0	0	12	1
General Response	1	1	1	5	8	5	0	0	3	1	1	4	10	3	0	0	1	8	25	2
Miscellaneous	3	2	0	0	3	2	0	0	3	1	1	4	9	2	1	4	0	0	20	2
Total	138	100	18	100	167	100	36	100	231	100	25	100	294	100	27	100	13	100	1049	100

In terms of frequencies, the order of sponsor preferences for each of the requested activities is as follows:

Activity	Order of Preferred Sponsors (By Frequency of Responses)
Sports	All 3; School & comm.; School; Comm.
Dances	School and comm.; All 3; School only
Social events	All 3; Comm. only; School & comm.
Music-art-drama	All 3; School & comm.; Comm. only
Learning	School & comm.; All 3; School only
Travel	All 3; School & comm.; School only
Work	All 3; Community only
Religion	All 3; Church only; School & comm.
General	All 3; Comm. only; School & comm.
Miscellaneous	All 3

In general, preference for all three sponsors was mentioned most frequently, followed in order by school and community, community only, school only, and church only. Fifty-one percent of the none-of-them responses occurred in the social activities category.

Perception of Quality of Education for Leisure

The data in this section are analyzed under subhypothesis 2D, which is as follows:

Subhypothesis 2D

H_o: There is no significant relationship between students' perception of quality of education for leisure and socio-economic level.

Table 46 shows perception of quality of education for leisure according to socio-economic level.

TABLE 46

STUDENT PERCEPTIONS OF QUALITY OF EDUCATION FOR LEISURE

Quality	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	1	1	1	1	1	1	5	3	8	1
Poor	41	24	32	20	21	12	42	25	136	20
Below Average	39	23	30	19	18	10	31	18	118	17
Average	58	35	66	41	76	42	74	44	274	40
Above Average	22	13	27	17	51	28	13	8	113	17
Excellent	7	4	5	3	14	8	5	3	31	5
Total	168	100	161	100	181	100	170	100	680	100
X^2	56.98 ($p \leq .001$)									

With the exception of upper SEL students, the largest percentage of subjects rated their education for leisure as average. More upper and lower SEL students rated their education for leisure as below average or poor.

A little over a third of the lower-middle SEL students rated their education for leisure as above average or excellent. In all other schools, only one-fifth or fewer rated their education for leisure above average or excellent.

By condensing Table 46, and reporting only percentages, a summary of perception of quality of education for leisure according to socio-economic level is as follows:

Perception	Upper SEL %	Upper-Mdl. %	Lower-Mdl. %	Lower SEL %
Below Average	47	39	22	43
Average	35	41	42	44
Above Average	17	20	36	11

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2D is rejected.

Perception of Quality of School Counseling for Leisure

The data in this section are analyzed under subhypothesis 2E, which is as follows:

Subhypothesis 2E

H_0: There is no significant relationship between students' perception of quality of school counseling for leisure and socio-economic level.

Table 47 shows perception of quality of school counseling for leisure according to socio-economic level.

The majority of sample students rated their school counseling for leisure as below average or poor. Less than seven percent rated it as above average or excellent.

Seventy-nine percent of the upper SEL students, sixty-six percent of the lower SEL students, sixty percent of the upper-middle SEL students, and fifty-eight percent of the lower-middle SEL students rated their school counseling for leisure as less than average.

TABLE 47

STUDENT PERCEPTIONS OF QUALITY OF SCHOOL COUNSELING FOR LEISURE

Quality	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	2	1	2	1	3	2	6	4	13	2
Poor	98	58	57	35	65	36	72	42	292	43
Below Average	36	21	41	25	39	22	41	24	157	23
Average	23	14	42	26	45	25	37	22	147	22
Above Average	9	5	10	6	16	9	10	6	45	7
Excellent	0	0	9	6	13	7	4	2	26	4
Total	168	100	161	100	181	100	170	100	680	100
X^2			40.80		($p \leq .001$)					

By condensing Table 47, and reporting only percentages, a summary of perception of school counseling for leisure is as follows:

Perception	Upper SEL %	Upper-Mdl. %	Lower-Mdl. %	Lower SEL %
Below Average	79	60	58	66
Average	14	26	25	22
Above Average	5	12	16	8

In terms of socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2E is rejected.

Satisfaction with Available Leisure Time Activities

The data in this section are analyzed under subhypothesis 2F, which is as follows:

Subhypothesis 2F

H_o: There is no significant relationship between student satisfaction with available leisure time activities and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

Satisfaction with available leisure time activities according to socio-economic level

Table 48 shows student satisfaction with available leisure time activities according to socio-economic level.

The largest percentage of lower SEL students were satisfied with available activities. The largest percentage of students from the other socio-economic levels were dissatisfied with available leisure time activities.

In general, upper and lower SEL students tended to be more satisfied with available leisure time activities than were students from the two middle SEL schools.

TABLE 48

SATISFACTION WITH AVAILABLE LEISURE TIME ACTIVITIES ACCORDING TO SOCIO-ECONOMIC LEVEL

Level of Satisfact.	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	0	0	1	1	2	1	5	3	8	1
Very Satisfied	16	10	22	14	24	13	39	23	101	15
Rather Satisfied	54	32	39	24	39	22	59	35	191	28
Rather Dissatis.	63	38	71	44	64	35	46	27	244	36
Very Dissatis.	35	21	28	17	52	29	21	12	136	20
Total	168	100	161	100	181	100	170	100	680	100
x^2			44.64		($p \leq .001$)					

By condensing Table 48, and reporting only percentages, a summary of student satisfaction with available leisure time activities is as follows:

Satisfaction	Upper SEL %	Upper-Mdl. %	Lower-Mdl. %	Lower SEL %
Satisfied	42	38	35	58
Dissatisfied	59	61	64	38

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2F is rejected.

Satisfaction with available leisure time activities according to sex

Table 49 shows satisfaction with available leisure time activities according to sex.

TABLE 49

SATISFACTION WITH AVAILABLE LEISURE TIME ACTIVITIES ACCORDING TO SEX

Level of Satisfaction	Boys		Girls		Total	
	n	%	n	%	n	%
No response	7	2	1	0	8	1
Very Satisfied	50	14	51	15	101	15
Rather Satisfied	87	25	104	31	191	28
Rather Dissatis.	128	37	116	35	244	36
Very Dissatis.	74	21	62	19	136	20
Total	346	100	334	100	680	100
x^2		7.46	(not significant at .05)			

Although the majority of both sexes were dissatisfied, a larger percentage of boys were dissatisfied, and a larger percentage of girls were satisfied with available leisure time activities.

By condensing Table 49, and reporting only percentages, a summary of satisfaction with available leisure time activities according to sex is as follows:

Satisfaction	Boys %	Girls %
Satisfied	39	46
Dissatisfied	58	54

With regard to sex, the chi square value did not reach the .05 level of significance, and therefore, subhypothesis 2F is accepted.

Satisfaction with available leisure time activities according to frequency of alcohol use

Table 50 shows satisfaction with available leisure time activities according to frequency of alcohol use.

In terms of percentages, more of those dissatisfied with available leisure time activities were students who used alcohol once a week or more. More daily alcohol users reported they were very satisfied with available activities than did non-users. Overall, students in all categories were more dissatisfied than satisfied with what there is to do in their leisure time.

TABLE 50

SATISFACTION WITH AVAILABLE LEISURE TIME ACTIVITIES ACCORDING TO FREQUENCY OF ALCOHOL USE

Satisfaction Level	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	1	6	5	3	0	0	0	0	0	0	1	1	1	6	8	1
Very Satis.	4	25	21	13	24	14	24	16	9	11	14	17	5	29	101	15
Rather Satis.	3	19	43	27	59	34	46	31	21	25	18	22	1	6	191	28
Rather Dissatis.	5	31	49	31	62	35	55	37	30	36	37	45	6	35	244	36
Very Dissatis.	3	19	41	26	31	18	22	15	23	28	12	15	4	24	136	20
Total	16	100	159	100	176	100	147	100	83	100	82	100	17	100	680	100
X^2	41.45 ($p \leq .02$)															

By condensing Table 50 and reporting only percentages, a summary of satisfaction with available leisure time activities according to frequency of alcohol use is as follows:

	Frequency of Alcohol Use					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	40	48	47	36	39	35
Dissatisfied	57	53	52	64	60	59

With regard to frequency of alcohol use, the chi square value reached the .05 level of significance ($p \leq .02$), and therefore, subhypothesis 2F is rejected.

Satisfaction with available leisure time activities according to frequency of marihuana use

Table 51 shows satisfaction with available leisure time activities according to frequency of marihuana use.

With two exceptions, the majority of students in all categories were dissatisfied with available leisure time activities. More of the marihuana experimenters--those who had tried marihuana or who used it one to three times a month--were dissatisfied with available leisure time activities.

Seventy-one percent of the daily marihuana users were dissatisfied with available activities, compared to fifty-nine percent of the non-users. The percentage of daily users who were very satisfied was twice as great as the percentage of very satisfied non-users.

TABLE 51

SATISFACTION WITH AVAILABLE LEISURE TIME ACTIVITIES ACCORDING TO FREQUENCY OF MARIHUANA USE

Satisfaction Level	Frequency of Marihuana Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	2	6	5	1	1	1	0	0	0	0	0	0	0	0	8	1
Very Satis.	7	19	48	12	19	23	9	18	3	9	6	11	9	24	101	15
Rather Satis.	11	31	104	27	24	29	20	39	11	34	19	36	2	5	191	28
Rather Dissatis.	12	33	140	36	30	36	16	31	10	31	20	38	16	42	244	36
Very Dissatis.	4	11	89	23	10	12	6	12	8	25	8	15	11	29	136	20
Total	36	100	386	100	84	100	51	100	32	100	53	100	38	100	680	100
X^2	39.20 ($p \leq .05$)															

By condensing Table 51, and reporting only percentages, a summary of satisfaction with available leisure time activities according to frequency of marihuana use is as follows:

	Frequency of Marihuana Use					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	39	52	57	43	47	29
Dissatisfied	59	48	43	56	53	71

With regard to frequency of marihuana use, the chi square value reached the .05 level of significance ($p \leq .05$), and therefore, subhypothesis 2F is rejected.

Satisfaction with available leisure time activities according to frequency of illegal behavior

Table 52 shows satisfaction with available leisure time activities according to frequency of illegal behavior.

More students in all categories were dissatisfied with what there is to do in leisure time. The greater percentages of very dissatisfied students were those who violate the law one to three times a month and two to six times a week. A greater percentage of daily lawbreakers were very satisfied with available activities than were nonviolaters.

TABLE 52

SATISFACTION WITH AVAILABLE LEISURE TIME ACTIVITIES ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

Satisfaction Level	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	2	14	6	1	0	0	0	0	0	0	0	0	0	0	8	1
Very Satis.	2	14	66	14	18	12	6	19	4	44	3	25	2	29	101	15
Rather Satis.	3	21	133	29	48	33	5	16	0	0	1	8	1	14	191	28
Rather Dissatis.	5	36	162	35	57	39	12	39	3	33	3	25	2	29	244	36
Very Dissatis.	2	14	93	20	24	16	8	26	2	22	5	42	2	29	136	20
Total	14	100	460	100	147	100	31	100	9	100	12	100	7	100	680	100
X^2	44.65 ($p \leq .01$)															

By condensing Table 52, and reporting only percentages, a summary of satisfaction with available leisure time activities according to frequency of illegal behavior is as follows:

	Frequency of Illegal Behavior					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	43	45	35	44	33	43
Dissatisfied	55	55	65	55	67	58

With regard to frequency of illegal behavior, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2F is rejected.

Satisfaction with How Leisure Time is Used

The data in this section are analyzed under subhypothesis 2G, which is as follows:

Subhypothesis 2G

H_o: There is no significant relationship between student satisfaction with use of leisure time and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

Satisfaction with how leisure time is used according to socio-economic level

Table 53 shows satisfaction with how leisure time is used according to socio-economic level.

TABLE 53

SATISFACTION WITH USE OF LEISURE TIME ACCORDING TO SOCIO-ECONOMIC LEVEL

Level of Satisfaction	Socio-economic Level								Total	
	Upper		U.Mdl.		L.Mdl.		Lower			
	n	%	n	%	n	%	n	%	n	%
No response	0	0	1	1	1	1	6	4	8	1
Very Satisfied	9	5	16	10	15	8	15	9	55	8
Rather Satisfied	68	40	39	24	37	20	54	32	198	29
Rather Dissatis.	63	38	81	50	78	43	64	38	286	42
Very Dissatis.	28	17	24	15	50	28	31	18	133	20
Total	168	100	161	100	181	100	170	100	680	100
X^2			40.15		($p \leq .001$)					

The majority of students from all socio-economic levels were dissatisfied with how they used their leisure time. A greater percentage of lower-middle SEL students expressed dissatisfaction, and a smaller percentage of upper SEL students indicated they were very satisfied. Almost twice as many upper-middle SEL students were dissatisfied as those who were satisfied. In general, a much larger percentage of students from both middle SEL schools were dissatisfied with their use of leisure time, whereas students from the upper and lower SEL schools were more evenly divided in their levels of satisfaction.

By condensing Table 53, and reporting only percentages, a summary of satisfaction with how leisure time is used according to socio-economic level is as follows:

Satisfaction	Upper SEL %	Upper-Mdl. %	Lower-Mdl. %	Lower SEL %
Satisfied	45	34	28	41
Dissatisfied	55	65	71	56

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2G is rejected.

Satisfaction with how leisure time is used according to sex

Table 54 shows satisfaction with how leisure time is used according to sex.

Although the majority of students were dissatisfied with how they used their leisure time, more boys than girls indicated this dissatisfaction. More girls indicated they were rather satisfied, and more boys indicated they were rather dissatisfied with leisure time use.

By condensing Table 54, and reporting only percentages, a summary of satisfaction with how leisure time is used according to sex is as follows:

Satisfaction	Boys %	Girls %
Satisfied	31	43
Dissatisfied	67	56

TABLE 54

SATISFACTION WITH USE OF LEISURE TIME ACCORDING TO SEX

Level of Satis-faction	Boys		Girls		Total	
	n	%	n	%	n	%
No response	6	2	2	1	8	1
Very Satisfied	31	9	24	7	55	8
Rather Satisfied	77	22	121	36	198	29
Rather Dissatis.	160	46	126	38	286	42
Very Dissatis.	72	21	61	18	133	20
Total	346	100	334	100	680	100
X^2		17.41	($p \leq .01$)			

With regard to socio-economic level, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2G is rejected.

Satisfaction with how leisure time is used according to frequency of alcohol use

Table 55 shows satisfaction with how leisure time is used according to frequency of alcohol use.

TABLE 55

SATISFACTION WITH USE OF LEISURE TIME ACCORDING TO FREQUENCY OF ALCOHOL USE

Satisfaction Level	Frequency of Alcohol Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	1	6	3	2	1	1	0	0	1	1	1	1	1	6	8	1
Very Satis.	5	31	10	6	13	7	13	9	4	5	8	10	2	12	55	8
Rather Satis.	3	19	48	30	62	35	45	31	19	23	19	23	2	12	198	29
Rather Dissatis.	1	6	68	43	72	41	67	46	38	46	36	44	4	24	286	42
Very Dissatis.	6	38	30	19	28	16	22	15	21	25	18	22	8	47	133	20
Total	16	100	159	100	176	100	147	100	83	100	82	100	17	100	680	100
X^2	50.45 ($p \leq .01$)															

Although the majority of students were dissatisfied with leisure time use, a greater percentage of those who used alcohol once a week or more were dissatisfied, and a smaller percentage of them were satisfied. The majority of the frequencies fell into the rather-dissatisfied category, except for daily alcohol users, where the greatest frequency was in the very-dissatisfied category.

By condensing Table 55, and reporting only percentages, a summary of satisfaction with how leisure time is used according to frequency of alcohol use is as follows:

	Frequency of Alcohol Use					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	36	42	40	28	33	24
Dissatisfied	62	57	61	71	66	71

With regard to frequency of alcohol use, the chi square value reached the .05 level of significance ($p \leq .01$), and therefore, subhypothesis 2G is rejected.

Satisfaction with how leisure time is used according to frequency of marihuana use

Table 56 shows satisfaction with how leisure time is used according to frequency of marihuana use.

TABLE 56

SATISFACTION WITH USE OF LEISURE TIME ACCORDING TO FREQUENCY OF MARIHUANA USE

Satisfaction Level	Frequency of Marihuana Use												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	2	6	3	1	1	1	0	0	0	0	1	2	1	3	8	1
Very Satis.	4	11	28	7	10	12	5	10	2	6	4	8	2	5	55	8
Rather Satis.	13	36	110	28	27	32	23	45	9	28	11	21	5	13	198	29
Rather Dissatis.	7	19	173	45	33	39	18	35	13	41	27	51	15	39	286	42
Very Dissatis.	10	28	72	19	13	15	5	10	8	25	10	19	15	39	133	20
Total	36	100	386	100	84	100	51	100	32	100	53	100	38	100	680	100
X^2	40.91 ($p \leq .02$)															

Except for those who used marihuana one to three times a month, the majority of students were dissatisfied with how they used their leisure time. The greater percentages of dissatisfied students were those who used marihuana two to six times a week or more. The greatest percentage of those satisfied with how they used their leisure were those who used marihuana one to three times a month.

By condensing Table 56, and reporting only percentages, a summary of satisfaction with how leisure time is used according to frequency of marihuana use is as follows:

	Frequency of Marihuana Use					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	35	44	55	34	29	18
Dissatisfied	64	54	45	66	70	78

With regard to frequency of marihuana use, the chi square value reached the .05 level of significance ($p \leq .02$), and therefore, subhypothesis 2G is rejected.

Satisfaction with how leisure time is used according to frequency of illegal behavior

Table 57 shows satisfaction with how leisure time is used according to frequency of illegal behavior.

Proportionately, more students who were involved in illegal behavior, in any category, were dissatisfied with how leisure time is used than were students not involved in illegal behavior.

TABLE 57

SATISFACTION WITH USE OF LEISURE TIME ACCORDING TO FREQUENCY OF ILLEGAL BEHAVIOR

Satisfaction Level	Frequency of Illegal Behavior												Total	
	No Reply		Never		Few Times		1-3 X Month		Once Week		2-6 X Week		Daily			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No Response	2	14	6	1	0	0	0	0	0	0	0	0	0	0	8	1
Very Satis.	1	7	42	9	8	5	1	3	1	11	1	8	1	14	55	8
Rather Satis.	7	50	143	31	38	26	7	23	1	11	2	17	0	0	198	29
Rather Dissatis.	1	7	180	39	81	55	12	39	4	44	5	42	3	43	286	42
Very Dissatis.	3	21	89	19	20	14	11	35	3	33	4	33	3	43	133	20
Total	14	100	460	100	147	100	31	100	9	100	12	100	7	100	680	100
X^2	55.30 ($p \leq .001$)															

The greater percentages of dissatisfied students were those who broke the law once a month or more. The greatest percentage of those most satisfied with how they used their leisure were students who never violated the law.

The percentage of lawbreakers who were very satisfied with how they used their leisure was greater than for non-violaters.

By condensing Table 57, and reporting only percentages, a summary of satisfaction with how leisure time is used according to frequency of illegal behavior is as follows:

	Frequency of Illegal Behavior					
Satisfaction	Never %	Few X %	1-3 X Month %	Once Week %	2-6 X Week %	Daily %
Satisfied	40	31	26	22	25	14
Dissatisfied	58	69	74	77	75	86

With regard to frequency of illegal behavior, the chi square value reached the .05 level of significance ($p \leq .001$), and therefore, subhypothesis 2G is rejected.

Summary

An analysis of leisure time needs was presented in this chapter. Data were analyzed under the null hypothesis that there is no significant relationship between students' leisure time needs and their socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior. The statistical device employed in testing the subhypotheses was Pearson's Chi Square Test of Association, and the level of

significance was established at .05.

The variables investigated were (1) number of leisure time hours available per week, (2) number of leisure time hours enjoyed per week, (3) changes in activity participation over the past year, (4) perception of quality of education for leisure, (5) perception of quality of school counseling for leisure, (6) satisfaction with available leisure time activities, and (7) satisfaction with how leisure time is used.

Significant associations were found in all the statistical tests performed except two, changes in unsponsored activity participation according to socio-economic level, and satisfaction with available leisure time activities according to sex.

Analyses of requests for activities, and students' willingness to participate if these activities were sponsored by the school, church, or community, were also presented in this chapter.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Review of the Study

This study grew out of concerns that many adolescents do not know how to use their leisure time in socially acceptable, self-fulfilling ways. Because of predictions of a great increase in the amount of leisure time for this age group during their adult lives, this investigation was pursued in order to survey and analyze the leisure time needs, interests and problems of adolescents.

The basic assumpations underlying the study were that there are leisure time needs common to all adolescents, and that there are differences in leisure time interests and problems of adolescent subgroups.

The study was limited to students in public high schools in the suburbs of Detroit, Michigan. The population consisted of four schools, selected because they were located in upper, middle, and lower socio-economic areas. From required, heterogeneously-grouped courses, two classes of sophomores, two classes of juniors, and two classes of seniors were randomly selected from each school for the sample, which consisted of 680 subjects.

A leisure time questionnaire was constructed by the

investigator, and revised twice after administration to two different pilot groups of students. The survey consisted of seventy-eight items, three of which were open-ended questions that permitted students to express their feelings and opinions about leisure time preferences, offerings, and problems. The period of time surveyed was from the beginning of September, 1971, to the end of March, 1972.

Administration of the questionnaire took place in the schools' cafeterias or auditoriums, with groups that ranged in size from nineteen to sixty-two. Average time for completion of the survey was thirty minutes, with the range being from twenty to forty-five minutes.

The data from the questionnaires were coded, keypunched onto data processing cards, and analyzed at the University of Michigan Terminal System Computer Center by means of the BLITZ program.

The two major null hypotheses established to analyze the data were as follows:

H_o: There are no significant relationships between students' leisure time interests and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

H_o: There are no significant relationships between students' leisure time needs and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

The statistical test employed in testing the hypotheses and subhypotheses was Pearson's Chi Square Test of Association, and the level of significance was established at .05.

Probabilities which were less than .05 were specially designated in order to supply discriminating criteria for individuals using the results of the study.

The data concerning leisure time problems, as well as some of the data relating to leisure interests and needs, were not analyzed statistically due to the nature and complexity of the responses. Instead, this information was reported descriptively in terms of frequencies and percentages.

Summary of Statistical Findings

The statistical findings were based on analyses of the data under two major null hypotheses and eleven subhypotheses. These hypotheses and the statistical findings are summarized in this section.

Statistical analyses of leisure time interests

The hypothesis established to analyze leisure time interests is as follows:

Hypothesis 1

H_o: There are no significant relationships between students' leisure time interests and (1) socio-economic level, (2) sex, (3) frequency of alcohol use, (4) frequency of marihuana use, and (5) frequency of illegal behavior.

Under hypothesis 1, four subhypotheses were established. These subhypotheses, and the results of the statistical tests, are summarized in the remainder of this section. All probabilities reported are .05 unless indicated by an asterisk, which denotes the probability was .01 or less.

Subhypothesis 1A

H_o: There is no significant relationship between student participation in different kinds of sponsored activities and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .05$) were found between student participation in different kinds of sponsored activities and certain variables (indicated in the following list by S), and therefore, subhypothesis 1A was rejected for these variables. An S followed by an asterisk indicates that the probability associated with the chi square value was .01.

Kind of Sponsored Activity	SEL	Sex	Alcohol	Marihuana	Illegal Behavior
School					
Athletics				S*	
Clubs	S	S*	S*	S*	S
Publications	S				
Government					
Dances	S*		S*	S	S
Public Speaking					
Music-Art-Drama	S*	S*	S*	S	
Other					
Church					
Worship Services		S*	S*	S*	
Clubs, Activities		S*	S*	S*	
Community					
Clubs	S				
Music-Art-Drama					
Sports	S	S			
Volunteer work		S			
Other					

Subhypothesis 1B

H_o: There is no significant relationship between student participation in different kinds of unsponsored activities and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .05$) were found between student participation in different kinds of unsponsored activities and certain variables (indicated below by S), and therefore, subhypothesis 1B was rejected for these variables. An S followed by an asterisk indicates that the probability associated with the chi square value was .01 or less.

Kinds of Unsponsored Activity	SEL	Sex	Alcohol	Marihuana	Illegal Behavior
Study	S*	S*	S*	S*	S
Watch television		S*			
Date	S	S*	S*	S*	
Hobbies	S*			S	
Read for pleasure	S*	S*	S*		
Party	S		S*	S*	
Visit with friends	S	S*	S*	S*	
Nap		S	S*	S*	
Sit and think		S*	S		
Unsponsored sports		S*			

Subhypothesis 1C

H_o: There is no significant relationship between amount of student sponsored-activity participation and socio-economic level, and sex.

Significant relationships ($p \leq .05$) were found between amount of student sponsored-activity participation and certain variables (indicated below by S), and therefore, subhypothesis 1C was rejected for these variables. An S followed by an asterisk indicates that the probability was .01.

Amount of Sponsored Activity Participation in:	SEL	Sex
School		
Athletics	S	S*
Clubs	S	S*
Publications		
Government		
Dances	S*	S
Public Speaking		
Music-Art-Drama	S	S*
Other		
Church		
Worship Services	S	S*
Clubs, Activities		S*
Community		
Clubs		
Music-Art-Drama		
Sports		S*
Volunteer Work		S*
Other		

Subhypothesis 1D

H_o: There is no significant relationship between amount of student unsponsored-activity participation and socio-economic level, and sex.

Significant relationships ($p \leq .05$) were found between amount of student unsponsored-activity participation and certain variables (indicated below by S), and therefore, subhypothesis 1D was rejected for these variables. An S followed by an asterisk indicates the probability was .01 or less.

Amount of Unsponsored Activity Participation	SEL	Sex
Study	S*	S
Watch television	S*	S
Date		S
Hobbies	S	
Read for pleasure		S
Party	S	
Visit with friends	S	S
Nap		S
Sit and think		S
Unsponsored sports		S
Work	S*	S

Statistical analyses of leisure time needs

The hypothesis established to analyze leisure time needs is as follows:

Hypothesis 2

H_o: There is no significant relationship between students' leisure time needs and their socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Under hypothesis 2, seven subhypotheses were established. These subhypotheses and the results of the statistical tests are summarized in the following sections.

Subhypothesis 2A

H_o: There is no signficant relationship between number of leisure time hours available per week and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .01$) were found between number of leisure time hours available per week and all of the variables analyzed--socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior--and therefore, subhypothesis 2A was rejected.

Subhypothesis 2B

H_o: There is no significant relationship between number of leisure time hours enjoyed per week and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .01$) were found between number of leisure time hours enjoyed per week and all of the variables analyzed--socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior--and therefore, subhypothesis 2B was rejected.

Subhypothesis 2C

H_o: There is no significant relationship between changes in activity participation over the past year and socio-economic level.

Significant relationships ($p \leq .001$) were found between changes in school, church, community, and unsponsored activity participation over the past year and socio-economic level, and therefore, subhypothesis 2C was rejected.

Subhypothesis 2D

H_o: There is no significant relationship between students' perception of quality of education for leisure and socio-economic level.

A significant relationship ($p \leq .001$) was found between students' perception of quality of education for leisure and socio-economic level, and therefore, subhypothesis 2D was rejected.

Subhypothesis 2E

H_o: There is no significant relationship between students' perception of quality of school counseling for leisure and socio-economic level.

A significant relationship ($p \leq .001$) was found between students' perception of quality of school counseling for leisure and socio-economic level, and therefore, subhypothesis 2E was rejected.

Subhypothesis 2F

H_o: There is no significant relationship between student satisfaction with available leisure time activities and socio-economic level, sex, frequency of alochol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .05$) were found between student satisfaction with available leisure time

activities and socio-economic level, frequency of alcohol use, marihuana use, and illegal behavior, and therefore, subhypothesis 2F was rejected for these variables. No significant relationship was found between student satisfaction with available leisure time activities and sex of the student, and therefore, subhypothesis 2F was accepted for this variable.

Subhypothesis 2G

H_o: There is no significant relationship between student satisfaction with use of leisure time and socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior.

Significant relationships ($p \leq .02$) were found between student satisfaction with use of leisure time and all of the variables analyzed--socio-economic level, sex, frequency of alcohol use, marihuana use, and illegal behavior--and therefore, subhypothesis 2G was rejected.

Summary of Descriptive Findings: Introduction

Descriptive findings regarding leisure interests, needs, and problems are summarized in the following sections in terms of the general sample, socio-economic levels, sexes, frequency of alcohol use, marihuana use, and illegal behavior.

Summary of Descriptive Findings: The General Sample

Leisure interests

1. Except for school athletics, dances, and church worship services, less than one-third of the students were involved in sponsored activities.

2. More students participated in school athletics (50%), school dances (37%), and church worship services (55%) than in any other kind of sponsored activity.
3. The most frequent amount of time spent in sponsored activities was from one to nine hours a month, and this time was spent principally in school sports, dances, clubs, music-art-drama; church worship services; and community sports.
4. The main reason for participation in sponsored activities were as follows:
   a. School--for fun; friends participated
   b. Church--for spiritual improvement; to satisfy my parents; friends participated
   c. Community--friends participated; for fun; to learn new things; for self-satisfaction; bored, nothing else to do.
5. The main reason given for nonparticipation in school, church and community sponsored activities was "I'm not interested in what they do."
6. The frequency and amount of unsponsored activity participation was as follows:

Percent Participating	Kind of Activity	Most Frequent Number of Hours Spent Per Month
91	Watch television	1-9 hours; 30+ hours
81	Visit with friends	1-20 hours
78	Study	1-9 hours; 20+ hours
67	Sit and think	1-9 hours
59	Hobbies	1-9 hours
53	Read for pleasure	1-9 hours
48	Nap	1-9 hours

7. Other kinds of unsponsored activity participation included music (17%), getting "high" (17%), cars-cycles-planes (13%), shopping (8%), exercise (6%), social activities (5%), travel (5%), dancing (4%), literary activities (4%), drama (3%), arts (3%), eating (1%), and miscellaneous activities (10%).
8. Given a chance to do what they wished during their leisure time, students preferred the following activities:

Social activities (34%)	"Getting high" (9%)
Sports (29%)	Work (9%)
Music (13%)	Travel (8%)

Leisure problems

1. 605 out of 680 students gave 1544 responses regarding leisure time problems.
2. 62% attributed their leisure problems to circumstances--time, lack of facilities, poor transportation, money, and miscellaneous factors such as poor weather.
3. Over three times as many said they had too little time for leisure as did those who said they had too much time.
4. Other people were blamed for leisure problems by 20% of the students. Half of these blamed parents; the other half blamed peers, siblings, school staff (for too much homework and too rigid rules), and police.
5. 16% blamed their leisure problems on themselves. Blame was attributed to not knowing what to do during leisure time, personal weaknesses and traits, and lack of motivation to get involved in activities.
6. Only 2% of the respondents claimed they had no leisure problems.

Leisure needs

1. The majority of students have from one to twenty hours available for leisure time per week.
2. The majority of students enjoy from one to fifteen hours of that time per week.
3. The majority were dissatisfied with the available leisure time activities.
4. The majority were dissatisfied with the way they used their leisure time.
5. Nearly half were more involved in unsponsored activities this year; ten percent were less involved; thirty percent were involved to the same extent they were the previous year.
6. Most students were more involved in school activities this year. Most were involved in church and community activities to the same extent this year as they were the previous year.
7. 86% of the sample subjects requested activities they wished were available to them. 1220 responses were listed.
   a. The activities which were requested were as follows:

Sports (29%)	Travel (8%)
Music-art-drama (12%)	Learning (7%)
Dances (11%)	Work (4%)
Social activities (10%)	Religion (1%)

   b. Two percent gave general responses like "something that is fun."
   c. Two percent gave a miscellaneous assortment of responses.

8. 77% of the 509 respondents who requested activities indicated they would participate in the activity no matter who sponsored it, the school, the church, or the community.
   a. 45% preferred school or community sponsorship.
   b. 33% preferred sponsorship by the community only.
   c. 27% preferred sponsorship by the school only.
   d. 4% preferred sponsorship by the church only.
   e. 5% indicated they would not participate if any of the three sponsored the activities.
   f. Sponsorship by all three--school, church, and community--was the first choice for all requested activities, except two. School and community sponsorship were preferred for dances, as well as for learning activities.
9. 37% rated their education for leisure as below average; 40% rated it average; 22% rated it above average.
10. 66% rated their school counseling for leisure as below average; 22% rated it average; 11% rated it above average.
11. 43% of the students were satisfied with the leisure time activities that were available; 56% were dissatisfied with them.
12. 37% of the students were satisfied with the way they used their leisure time; 62% were dissatisfied.

Summary of Descriptive Findings: Upper Socio-economic Level Students

Leisure interests

1. Compared with other students, more upper SEL students were involved in school publications, reading for pleasure, and studying. Fewer were involved in school dances, community sports and clubs.
2. The most popular activities in terms of percentages who participated were school athletics, music-art-drama, clubs; church worship services and activities; studying, watching television, visiting friends, partying, sitting and thinking, listening to music, car and airplane activities, and exercising. The least popular activity was "getting high."
3. The most amount of time was spent in school sports and studying. The least amount of time was spent in school public speaking activities, working, partying, and sitting and thinking.
4. Compared with other socio-economic levels, upper SEL students spent more time in studying, partying, visiting with friends, and listening to music. Less time was spent at school dances, and in working.

Leisure needs

1. Students from the upper SEL level have the least amount of time per week available for leisure.
2. More are involved in school activities this year; most were involved in church and community activities to the same extent this year as they were the previous year.

3. Generally, students are less involved in church affairs than are those from other socio-economic levels.
4. 47% perceived their school education for leisure as below average; 35% rated it average; 17% rated it above average.
5. 79% perceived their school counseling for leisure as below average; 14% rated it average; 5% rated it above average.
6. 59% were dissatisfied with available leisure time activities.
7. 55% were dissatisfied with the way they used their leisure time.

Summary of Descriptive Findings: Upper-middle Socio-economic Level Students

Leisure interests

1. Compared with other socio-economic levels, more upper-middle SEL students were involved in school clubs and dances, dating, partying, visiting with friends, and hobbies.
2. The most popular activities in terms of percentages who participated were school athletics, dances, clubs; church worship services; community sports; watching television, studying, visiting friends, thinking, unsponsored sports, "getting high," listening to music, and cars. Least popular were literary activities, arts, and games.
3. The most amount of time was spent in school athletics and watching television. The least amount of time was spent in school public speaking activities, working, partying, and sitting and thinking.

4. More students were involved with alcohol and marihuana than were students from upper and lower SEL schools.
5. Compared with other students, upper-middle SEL students spent more time in school clubs, dances, athletics, music-art-drama; church worship services; watching television, and hobbies. Less time was spent at parties.

Leisure needs

1. Compared with other students, upper-middle SEL students had neither the most nor the least amount of time available per week for leisure.
2. Most were involved in school, church, and community activities to the same extent this year as they were the previous year.
3. Students from this level were more involved in community activities than were other students.
4. 39% perceived their school education for leisure as below average; 41% rated it average; 20% rated it above average.
5. 60% perceived their school counseling for leisure as below average; 26% rated it average; 12% rated it above average.
6. 61% were dissatisfied with available leisure time activities.
7. 65% were dissatisfied with the way they used their leisure time.

Summary of Descriptive Findings: Lower-middle Socio-economic Level Students

Leisure interests

1. Compared with other students, lower-middle SEL students were more involved in social activities such as dating, partying,

visiting with friends, alcohol and marihuana use, as well as hobbies. Fewer were involved in community clubs.

2. The most popular activities in terms of percentages who participated were school athletics, clubs, music-art-drama; church worship services; community sports; watching television, visiting friends, studying, dating, partying, "getting high," cars, and listening to music. Least popular were drama, games, dances, and exercising.
3. The most amount of time was spent in school athletics and visiting friends. The least amount of time was spent in school publications, working, and sitting and thinking.
4. Compared with other socio-economic levels, lower-middle SEL students spent less time in school clubs and working.

Leisure needs

1. Students in the lower-middle SEL school had neither the most nor the least amount of time available for leisure.
2. Most students were more involved in school activities this year, and were involved in church and community activities to the same extent this year as they were the previous year.
3. Students from this SEL were less involved in community activities than were students from other SELs.
4. 22% perceived their school education for leisure as below average; 42% rated it average; 36% rated it above average.
5. 58% perceived their school counseling for leisure as below average; 25% rated it average; 16% rated it above average.
6. 64% were dissatisfied with available leisure time activities.
7. 71% were dissatisfied with the way they use their leisure time.

Summary of Descriptive Findings: Lower Socio-economic Level Students

Leisure interests

1. Compared with other SEL students, fewer were involved in school music-art-drama, and watching television.
2. The most popular activities in terms of percentages who participated were school athletics, dances, clubs; church worship services and activities; watching television, visiting with friends, sitting and thinking, unsponsored sports, dating, studying, cars, "getting high," shopping, and listening to music. The least popular activities were traveling, arts and crafts, games, and dancing.
3. The most amount of time was spent in church worship services and watching television. The least amount of time was spent in school student government, working, and partying.
4. Compared with other students, lower SEL students spent less time in school athletics, studying, watching television, hobbies, and visiting with friends. More time was spent at church worship services.

Leisure needs

1. Students in the lower SEL school had more leisure time than did others. Lower SEL students had twice as much time available for leisure as did upper SEL students.
2. More enjoy either none of their leisure time, or from thirty-one to forty hours of their leisure time per week.
3. Students are more involved in school activities this year;

Most are involved in church and community activities to the same extent this year as they were the previous year.

4. Compared with other students, lower SEL students were more involved in church activities, and less involved in community activities.
5. 43% perceived their education for leisure as below average; 33% rated it average; 11% rated it above average.
6. 66% perceived their school counseling for leisure as below average; 22% rated it average; 8% rated it above average.
7. 58% were dissatisfied with available leisure time activities.
8. 56% were dissatisfied with the way they used their leisure time.

Summary of Descriptive Findings: Sexes

Leisure interests

1. Except for sports and working, girls participated in more, and spent more time in, sponsored activities than boys did.
2. More girls than boys were involved in studying, watching television, dating, reading for pleasure, visiting with friends, napping, and sitting and thinking.
3. The most popular activities for girls in terms of percentages who participated were school athletics, clubs, dances, music-art-drama; church worship services and activities; watching television, visiting with friends, studying, sitting and thinking, and parties.
4. The most popular activities for boys in terms of percentages who participated were school athletics, clubs, dances; church worship services and activities; and community sports.

Leisure needs

1. More girls than boys had only one to five hours of time per week available for leisure.
2. More boys than girls have larger amounts of time available for leisure.
3. More girls enjoy only one to five hours of their leisure, and more boys enjoy forty-one or more of their leisure hours per week.
4. 58% of the boys, and 54% of the girls, were dissatisfied with what there is to do during leisure time.
5. 67% of the boys, and 56% of the girls, were dissatisfied with the way they used their leisure time.

Summary of Descriptive Findings: Alcohol Users

Leisure interests

1. In terms of percentages who participated, the most popular activities of frequent alcohol users (once a week or more) were school athletics, clubs, dances; church worship services; community sports; watching television, parties, visiting with friends, dating, unsponsored sports, and hobbies.
2. Trend 1--As frequency of alcohol use increased, there was a decrease in sponsored activity participation, reading for pleasure, and studying.
3. Trend 2--As frequency of alcohol use increased up to once a week, there was an increase in dating, partying, visiting with friends, napping, and sitting and thinking, then a

decrease in these activities as frequency of use extended beyond once a week.

Leisure problems

In terms of percentages, and compared with nonusers, those who used alcohol once a week or more indicated the following leisure problems:

1. Approximately the same percentage of alcohol users blamed their leisure problems on circumstances as did nonusers.
   a. More blamed lack of facilities, money, and miscellaneous factors.
   b. Fewer blamed time or transportation factors.
2. More attributed their problems to other people.
   a. Over twice as many blamed parents.
   b. More blamed police and siblings.
   d. Fewer daily users blamed peers.
3. Fewer attributed their problems to themselves.
   a. Half as many blamed personal traits.
   b. Almost twice as many daily users did not know what to do during their leisure time.
   c. No daily user blamed his leisure problems on lack of motivation.
4. Approximately the same percentage of daily users reported no leisure problems as did nonusers.
   a. Only one-third as many once-a-week users reported they had no leisure problems.
   b. Only one-third as many two-to-six times a week alcohol users reported they had no leisure problems.

Leisure needs

In terms of percentages, and compared with nonusers, those who used alcohol once a week or more indicated the following about their leisure needs:

1. Frequent alcohol users have the greatest amount of leisure time available per week--thirty to fifty or more hours.
2. Once-a-week alcohol users enjoy more of their leisure time than do others.
3. More of the frequent alcohol users were dissatisfied with available leisure activities than were infrequent users or non-users. Infrequent alcohol users tended to be more satisfied than the other groups.
4. Over three times as many frequent alcohol users as non-users were dissatisfied with the way they used their leisure time. The greatest percent of those satisfied with their use of leisure time were infrequent alcohol users.
5. The most frequent requests for activities were for sports, music events, social activities, travel activities, and dances.

Summary of Descriptive Findings: Marihuana Users

Leisure interests

1. In terms of percentages who participated, the most popular activities of frequent marihuana users (once a week or more) were school athletics, dances; church worship services; community sports, music-art-drama; parties, watching television, visiting friends, dating, sitting and thinking.

2. The greatest percentage of those who napped or visited with friends were subjects who used marihuana a few times or daily.
3. Trend 1--As frequency of marihuana use increased, there was a decrease in sponsored activity participation, studying, and hobby activities.
4. Trend 2--As marihuana use increased up to once a week, there was an increase in dating and partying, then a decrease as use extended beyond once a week.

Leisure problems

In terms of percentages, and compared with nonusers, those who used marihuana once a week or more indicated the following leisure problems:

1. Fewer attributed their problems to circumstances.
   a. More blamed lack of facilities and time.
   b. Fewer blamed money and poor transportation.
2. More blamed other people.
   a. More blamed parents, police, and school staff.
   b. Fewer blamed peers.
3. Fewer attributed their leisure problems to themselves.
   a. More daily users did not know what to do in their leisure time.
   b. More once-a-week users blamed lack of motivation.
   c. Fewer blamed personal traits for their leisure problems.
4. Five times as many daily marihuana users reported they had no leisure problems; half as many of the others indicated they had no leisure problems.

Leisure needs

In terms of percentages, and compared with nonusers, those who used marihuana once a week or more indicated the following about their leisure needs:

1. Frequent marihuana users have more time available for leisure. Weekly users had thirty to fifty hours per week available; daily users had fifty or more hours per week available.
2. Frequent marihuana users enjoy more of their leisure time. Over three times as many daily users enjoyed forty or more of their leisure hours per week as did nonusers.
3. More of the frequent marihuana users were dissatisfied with available leisure time activities.
   a. 71% of the daily users were dissatisfied.
   b. 55% of the other frequent users were dissatisfied.
   c. The majority of infrequent users were satisfied with available leisure time activities.
4. More of the frequent marihuana users were dissatisfied with the way they used their leisure time.
   a. 78% of the daily users were dissatisfied.
   b. 68% of the other frequent users were dissatisfied.
   c. Infrequent users tended to be more satisfied than others.
5. The most frequent requests for activities were for music events, social activities, sports, and travel activities.

Summary of Descriptive Findings: Law Violaters

Leisure interests

1. In terms of percentages who participated, the most popular activities of frequent lawbreakers (once a week or more) were school dances, athletics; church worship services and activities; community sports; watching television, visiting with friends, parties, dating, studying, sitting and thinking, unsponsored sports, and napping.
2. 100% of the daily lawbreakers watched television and visited with friends.
3. Those involved in illegal behavior a few times a month or a few times a week study less than others do.
4. Trend 1--As frequency of illegal behavior increased, there was a decrease in school dance and club participation. There were no great differences between the participation of law violaters and nonviolaters in other sponsored activities.

Leisure problems

In terms of percentages, and compared with nonviolaters, those who were involved in illegal behavior once a week or more indicated the following leisure problems:

1. Fewer blamed circumstances for their leisure problems.
   a. More blamed lack of facilities; daily lawbreakers attributed all of their circumstantial leisure problems on lack of facilities.
   b. Fewer blamed time and transportation factors.
   c. More once-a-week lawbreakers blamed lack of money

2. More attributed their problems to other people.
   a. Daily lawbreakers blamed parents and siblings exclusively.
   b. Once-a-week lawbreakers blamed parents and school staff exclusively.
   c. Two-to-six times a week lawbreakers blamed parents and peers exclusively.
3. No daily lawbreaker attributed his leisure problems to himself; more of the others blamed personal traits and lack of motivation.
4. Fewer reported thay had no leisure time problems.

Leisure needs

In terms of percentages, and compared with nonviolaters, those who were involved in illegal behavior once a week or more indicated the following about their leisure needs:

1. Once-a-week lawbreakers have the most amount of time available for leisure--twenty for fifty or more hours per week; daily lawbreakers have the least amount of time available--none to five hours per week.
2. Frequent lawbreakers enjoy more of their leisure time than do others. Three times as many frequent lawbreakers as nonviolaters enjoyed forty-one or more hours of their leisure time per week.
3. More of the frequent law violaters were dissatisfied with available leisure activities.
   a. 58% of the daily violaters were dissatisfied.
   b. 55-67% of the other violaters were dissatisfied.
   c. 55% of the nonviolaters were dissatisfied.

4. More of the frequent lawbreakers were dissatisfied with the way they used their leisure time.
   a. 86% of the daily violaters were dissatisfied.
   b. 75% of the other violaters were dissatisfied.
   c. 58% of the nonviolaters were dissatisfied.
5. The most frequent requests for activities were for dances, social activities, music-art-drama, and sports activities.

Conclusions

This study was devoted to an investigation of some of the research questions recommended by the White House Conference on Youth (1970), as well as some other related questions about adolescent use of leisure time. This study's conclusions, which are based on the statistical and decriptive findings, are presented in the form of answers to these five basic questions.

Question 1

> Are there sufficient quantities of quality leisure time activities available in the schools and communities to attract young people?

The evidence from this study is that there are not sufficient quantities of quality leisure time activities available in the schools and communities to attract young people. The majority of the sample students were dissatisfied with available leisure time activities. More of those who were dissatisfied came from middle socio-economic schools, were boys, frequent alcohol and marihuana users, and frequent law violaters.

Except for three kinds of activities--school athletics,

school clubs, and church worship services--less than one-third of the students were involved in sponsored activities, and the main reason given for nonparticipation was, "I'm not interested in what they do."

Question 2

> What physical, social, and enviornmental factors determine whether or not an adolescent participates in activities which are available to him?

The main physical factor which deters students from participating in available activities is lack of physical skills or talent. Students appeared to feel that unless they were proficient in art, playing an instrument, athletics, etc., they should not become involved in these activities even though they might enjoy them. Thus, the competitiveness of some of these activities was enough to discourage participation by some of the less talented adolescents.

Although social factors were the main reasons given for participation in sponsored activities, they were not main reasons for nonparticipation. Those who were involved in activities participated primarily because their friends did; however, those who were not involved in activities refrained from participation primarily because they were not interested.

Environmental and circumstantial factors appeared to be the greatest detriments to students' participating in available activities. Although a considerable number of offerings were available in the schools and communities surveyed, less than one-third of the students participated. The main factors which interfered with participation were

lack of interesting offerings, distance of the activities from the home combined with poor transportation facilities, and lack of money to go places and do things. In addition, some students were handicapped by insufficient leisure time and by parents whom they felt were overly-protective.

Question 3

To what extent should social institutions and organizations develop and support a structured program of leisure activities for adolescents?

The evidence from this study suggests that social institutions and organizations should become more involved than they are in developing and supporting a program of leisure activities for young people. Indications are that adolescents both need and want activities to be offered, and that they would participate in school, church, and community-sponsored activities if they were interesting, constructive, and worthwhile. These needs appeared to be greatest among frequent alcohol and marihuana users, and frequent lawbreakers, more of whom expressed dissatisfaction with available activity offerings and with the way they used their leisure time.

Question 4

How effective do adolescents feel their education and counseling for leisure has been?

Middle socio-economic level students tend to rate their education for leisure as average, whereas upper and lower socio-economic level students tend to rate it below average.

The majority of students from all levels rated their school counseling for leisure below average. Over three-fourths of the upper SEL students rated it below average, while two-thirds of the lower SEL students and over half of the middle SEL students rated it below average.

In general, adolescents felt that their school education for leisure had been poor to average, and that their school counseling for leisure had been poor.

Question 5

> What are the leisure time problems, interests, and needs of adolescents, in general, and of subgroups, in particular?

The leisure time problems, interests, and needs of adolescents and subgroups have been summarized in previous sections of this chapter. In general, these findings are as follows:

Interests.--Interests common to adolescents, in general, were sports, music, dances, watching television, sitting and thinking, church worship services, and social activities such as visiting with friends, partying, and dating. Frequent alcohol users, marihuana users, and law violaters were primarily interested in napping, sitting and thinking, sports, watching television, and social activities. Alcohol users were particularly interested sports and dances; marihuana users were particularly interested in music-art-drama activities; and frequent lawbreakers were more interested in studying than were the other two subgroups.

Problems.--Adolescents, in general, attributed most of their leisure problems to lack of interesting offerings, insufficient time and money, poor transportation, and overly-directive parents. Problems common to frequent alcohol users, marihuana users, and lawbreakers were lack of interesting offerings, parents, siblings, and not knowing what to do during leisure time. In addition, alcohol users reported problems involving money; marihuana users reported problems involving time, police, and school staffs; and frequent lawbreakers reported problems involving school staffs.

Needs.--Leisure needs common to adolescents, in general, were for a greater varity of activity offerings; more involvement of social organizations in sponsorship of activities; improved education and counseling for leisure; and more help in finding constructive ways to use leisure time. Students indicated a need for activities involving sports, music, dancing, traveling, social activities, learning, working, and religion. Upper SEL students indicated a need for more leisure time, and lower SEL students indicated a need for more things to do with their greater amounts of leisure time. Frequent alcohol users, marihauna users, and lawbreakers particularly expressed dissatisfaction with available activities and with their use of leisure time. All three subgroups indicated a need and desire for help with their leisure problems. In addition, alcohol users requested more activities involving sports, social activities, traveling, music, and dances; marihuana users requested sports, social activities, traveling,

and music-art-drama activities; frequent law violaters requested sports, social activities, and dances.

Implications and Recommendations

Implications

A review of adolescent activity involvements and preferences suggests that young people have a narrow range of interests, have interests which are more spectatorial than participatory, have a deficiency in skills which might be useful during leisure time, have attitudes about competetiveness which limit their participation in some activities, are becoming disenchanted with drugs and alcohol as central themes at teen gatherings and are looking for interesting alternatives, and are dissatisfied with the kinds of activities which currently fill their free time.

A review of adolescent leisure problems suggests that young people tend to blame circumstances and other people for their leisure difficulties. Few attributed problems to themselves, or indicated in any way that they felt they were responsible for finding interesting, constructive things to do. Instead, most of the ninety-eight percent of students reporting leisure problems implied that solutions were beyond their control.

A review of adolescent leisure needs suggests that young people are in great need of help in using their free time, especially those who are involved in alcohol use, marihuana use, and illegal behavior. Nearly all teens reported that they had leisure problems, and the majority

indicated dissatisfaction with their use of leisure time. Although they felt their greatest need was for more interesting activity offerings, an equally important need appeared to be for improved leisure education and counseling.

Recommendations

On the basis of the implications and findings of this study, the investigator offers the following recommendations to social institutions and organizations.

1. Families should assume greater responsibility for seeing that their children acquire leisure proficiencies and skills while they are young. Some examples of things which families might do are as follows:
   a. Through family activities, expose youngsters to a wide range of leisure activities.
   b. Provide children with training in music, art, drama, individual sports, and other activities and hobbies which might have potential for leisure enjoyment.
   c. Give special attention to developing leisure interests which involve inexpensive and solitary pursuits.
   d. Underplay the importance of competition, and stress participation in activities because one enjoys them rather than because one is good at them.
   e. Develop wholesome attitudes towards worthwhile and satisfying use of leisure both by setting examples for the child, and by orally stressing that enjoyment of an activity is largely a matter of one's attitude towards it.

f. Encourage the development of imagination and creativity in the young child by providing him with experiences where he must devise his own leisure activities. For example, games might be played where, for a given period of time, the child must originate new things to do without the aid of television, toys, and other such aids upon which he is ordinarily dependent for leisure enjoyment.

2. Communities should assume the major role in providing activities for youth during their leisure time, and in coordinating the common efforts of institutions and organizations within the community. Examples of some of the things communities might do are as follows:
   a. Establish a community committee, composed of young people and representatives from the schools, churches, and other community organizations, which would plan, organize, supervise, coordinate, and evaluate community-wide leisure education and activities for youth.
   b. Survey the leisure interests, needs, and problems of youth in the community.
   c. Provide leisure activities which meet the interests and needs of local citizens. For example, the results of this study indicate that adolescent activities should include individual, coed, and group sports; musical entertainment; dances; social activities; classes where youth may learn leisure hobbies; dramatic productions; and opportunities for hikes, camping, and short excursions.

d. Inasmuch as young people have insufficient money and poor transportation, communities should offer activities which are free of cost, or else inexpensive, and provide them at neighborhood facilities, such as schools, because of their accessibility to everyone.
e. Publicize widely all activity offerings, preferably through a newsletter distributed by the schools.
f. Utilize citizens in the community who have talents and training in activities which appeal to youth as volunteer resource people, not only to provide the experience needed, and perhaps to reduce costs, but also to involve more of the community in helping young people with their leisure problems.
g. Involve young people in the planning and execution of community activity programs in order to provide them with opportunities to plan for the use of their own leisure time.

3. Schools should assume a major role in educating and counseling for leisure, and such training should begin in elementary school before children develop ineffective leisure patterns. Leisure education should involve a focus upon the development of long-term leisure proficiencies and problem-solving, rather than upon the provision of activities which cater to temporary interests. Leisure education should aim towards the development of a wide range of interests and skills useful during leisure time, the development of wholesome attitudes towards worthwhile use

of leisure, the development of proficiencies in solving problems related to use of leisure time, and the development of an acceptance of personal responsibility for use of one's leisure in rewarding, self-fulfilling ways. Some specific examples of things educational institutions might do are as follows:

a. Reinforce the leisure proficiencies which families are developing by extending into classroom group-settings those suggestions which were previously listed for families.

b. Instill in the school staff values related to the importance of educating for leisure. This might be done through faculty and department meeting discussions; through a survey of students' leisure interests, problems, and needs; through a student-staff panel discussion of leisure use; or through presentations by experts.

c. Establish a subcommittee in the school for the exclusive purpose of improving school education for leisure. Such a committee, composed of staff, parents, and students, might be responsible for suggesting revisions in the curricular and extra-curricular programs in the school, and for serving on a community-wide committee which is devoted to planning of leisure activities for youth.

d. Provide individual teachers with ideas for how they might develop constructive leisure attitudes and proficiencies in their individual classrooms and subject-matter areas. Workshops, resource people, and resource

materials in the school library might serve as aids in this project.

e. Encourage counselors to become more involved in counseling students about their leisure problems. Provide workshops and inservice training whereby counselors might learn not only the importance of such counseling, but also might acquire information pertinent to effective leisure problem counseling.

f. Evaluate, and accordingly revise, school activity programs to meet the current needs and interests of young people.

g. Publicize those leisure activities and opportunities which are available in the community.

h. Offer school facilities to community groups that wish to sponsor activities for youth.

4. Churches should strive to serve a select group of adolescents--those who need and want structure and strict supervision of leisure activities. Although some churches have liberalized their activity rules and regulations, and have encouraged a wide range of youngsters to attend church functions, the evidence is that certain teenagers--some of whom do not belong to a church--are in need of "clean, decent" places to go where they can be with peers who share their moralistic views and behavior. If communities elect to offer leisure activity programs, it is possible that the leisure problems of these moralistic youth would still not be solved; however, if churches would direct their

activities towards this particular group, then this kind of adolescent would have a leisure environment he preferred. As a result of this specialization, the leisure needs of more adolescents could be met.

5. Federal, state, and local governments should provide funds to assist schools, churches, and other community organizations in educating children for worthwhile leisure use, and in providing them with interesting, constructive leisure time activities. Ideally, such funds would be expended for (a) a central committee--composed of young people and adults--which would plan, organize, supervise, coordinate, and evaluate community-wide leisure education and activities for youth, (b) facilities, (c) personnel, (d) equipment and materials for use in the program, (e) publicity for the activities, (f) surveys of community leisure interests, needs, and problems, and (g) periodic evaluations of the effectiveness of community-wide leisure education and activities.

Suggestions for Further Research

The following suggestions represent other types of research which might be related to this study.

1. Inasmuch as this study was limited to suburban high school students, further research is needed to investigate the leisure time interests, problems, and needs of other groups, such as rural youth, inner-city youth, dropouts, parochial school students, and youngsters of other age groups and from other geographic areas.

2. Case studies of the leisure interests, needs, and problems of drug users, alcohol users, and delinquents need to be conducted. Special emphasis should be placed on the extent to which their greater amount of leisure time, and their not knowing how to use it, might be related to their involvements with alcohol, drugs, and law breaking.
3. Current educational practices that are effective in providing youth with a sound basis for use of leisure time should be identified.
4. The influence of families on the use of leisure time by their children should be studied.
5. Experimental studies should be conducted in which youth are trained by various methods in the worthwhile use of leisure time.
6. Evaluation instruments which will effectively evaluate activity programs need to be devised.
7. Leisure interest inventories need to be developed to help students survey their interests, as well as to provide guidelines to institutions and organizations offering activity programs.
8. Analysis of existing activity and recreational programs should be performed in order to discover the specific reasons that the majority of young people are not interested in them.

APPENDIX A

LEISURE TIME QUESTIONNAIRE AND DIRECTIONS FOR ADMINISTRATION

Directions for Administering the Leisure Time Questionnaire

Informal Motivational Comments

Before questionnaire directions are given, brief, informal comments are made in order to help students understand the purpose of the survey, and to enlist their cooperation. These comments are aimed at the following ideas:

1. The investigator is interested in helping young people with their problems.
2. Many other adults would also like to help young people with their problems, but they are handicapped because they do not know what these problems are.
3. Perhaps the best way to discover what a person's problems are, is to ask him.
4. The investigator would like to serve as a messenger who will convey ideas, opinions, and feelings from young people to those adults who would like to help them.
5. Since it would be impossible to survey everyone, students from four schools have been chosen to represent young people their age.
6. Since it would be impossible to survey all kinds of problems in one session, one area of concentration has been chosen--leisure time.
7. The use of leisure time appears to be an area of concern to young people, and also an area in which adults might be of some help.
8. This survey will allow students to express their feelings about leisure time, and will assist interested adults in helping young people with whatever leisure time problems they have.

Administrative Explanations

The agreements between the administrator and students are explained as follows:

"Before I tell you about this survey, I think it is important that you understand certain things. First of all, completing the survey is voluntary on your part. Although it is important to know how every one of you feels, your responses will not be useful unless you are giving them because you want to; therefore, I am not going to insist that you participate in the survey unless you choose to do so.

If you do choose to complete the questionnaire, I would like to have one agreement with you. I would like for you to promise that you will be completely honest in all your responses. If you consider some of the information to be too personal, I would rather that you skip that question than give an untruthful response. If we are going to convey this information to others who will use it to try to assist you, then the information they receive must be accurate, otherwise, they may respond in ways that are not helpful to you.

While you are deciding whether or not you wish to participate in this survey, let me tell you a little about the questionnaire. Basically, you will be asked what you do in your leisure time, how satisfied you are with doing those things, what things you wish were available to do during your leisure, and what problems you are having in using your free time. In addition, there are some questions that ask you to give information about yourself--sex, grade level, vocational goals, etc. These questions are not for the purpose of identifying you. Rather, they are asked so we can discover the leisure time interests, needs and problems of

different kinds of students. Again, if you feel any of these questions are too personal, or might in any way help identify you, you may skip them.

In order to help you feel comfortable about responding honestly, I want to assure you that no one in your school or community will see your questionnaires, or in any way learn how you responded. Your school will not be named when the results are published, so there will be no way for anyone to know who you are. Since I do not know you, and since I will shuffle your questionnaires when they are handed to me, there will be no way that I can identify you. Therefore, I hope you will feel free to be thorough and honest in what you say. If some of you write comments that appear to be typical of what young people feel, I may want to quote them to others; however, I will not identify who said them, or what school that person attended. If you prefer that I not use any comments you write, will you please write a note in the margin saying so, and I promise that what you say will not be used.

Do you have any questions at this point?"

Questions are answered, and then the investigator clarifies the definition of leisure time by asking students to define the term. There is a brief interchange of ideas until agreement is reached that leisure time means time when one is not attending school, sleeping, or taking care of biological needs.

Questionnaire Directions

Directions on the questionnaire cover are read aloud, and explained furtner, if necessary.

Part I directions are read aloud, and emphasis is given to the point that their responses should pertain only to activities in which they participate after the regular school day. While the students are completing the survey, the investigator circulates around the room in order to answer individual questions about directions.

Periodically, emphasis is given to important items in each part of the questionnaire. For example, the importance of responding to the open-ended questions, the importance of giving only the main reason for participating or not participating in activities, and the importance of either answering honestly or skipping those items are stressed.

When everyone has completed the survey, the investigator reviews the instructions for each part while students check to see that they have completed it correctly. The questionnaires are then collected and shuffled by the investigator.

LEISURE TIME QUESTIONNAIRE

DIRECTIONS:

It will take about 30 minutes to complete this questionnaire. Each part contains its own set of directions. If, after reading these directions, you do not understand what to do, raise your hand and someone will help you.

It is very important that you be honest and complete in your responses. Remember, no one in your school or community will see your answers.

Please ignore the numbers that appear in margins and parentheses. These are for computer coding at a later date.

PART I: SCHOOL ACTIVITIES

In this part, include school-sponsored activities you participated in since school began last September. Do NOT include any activities which took place DURING the school day. In Column 1, check all those activities you have participated in this year. In Column 2, opposite each check mark you have made, write the number of the MAIN reason you participated. In Column 3, check the appropriate box to indicate how many hours you have spent in each kind of activity in the PAST FOUR WEEKS.

ACTIVITIES	Check if Participated in After School This Year	MAIN REASON (See Below)*	# Hours Spent in Past 4 Weeks 0	1-9	10-19	20+	
1. Athletic activities	____	____	☐	☐	☐	☐	34 35 36 37
2. Club Activities	____	____	☐	☐	☐	☐	38 39 40 41
3. School Publications	____	____	☐	☐	☐	☐	42 43 44 45
4. Student Government	____	____	☐	☐	☐	☐	46 47 48 49
5. Dances	____	____	☐	☐	☐	☐	50 51 52 53
6. Public Speaking Activities	____	____	☐	☐	☐	☐	54 55 56 57
7. Music-Art-Drama Activities	____	____	☐	☐	☐	☐	58 59 60 61
8. Other Activities (List below)	____	____	☐	☐	☐	☐	62 63 64 65
			(1)	(2)	(3)	(4)	

* REASONS YOU PARTICIPATED: Choose the MAIN reason you participated, or write your own reason on a line provided, then write the number of that reason on the appropriate line above.

01. My friends participated
02. To be with others my age
03. To meet the opposite sex
04. To get recognition
05. To help others
06. To learn new things
07. To satisfy my parents
08. To prepare for future job or education
09. To be challenged mentally
10. For exercise
11. To improve myself physically
12. For physical competition
13. To express my emotions
14. To express my talent
15. Just for fun, relaxation, enjoyment
16. _____
17. _____
18. _____

PART II: CHURCH AND COMMUNITY ACTIVITIES

In this part, include only church and community activities you have attended since school began last September. Community activities refer to those sponsored by your city or by groups and organizations in your city. Complete this section exactly as you did Part I.

CHURCH ACTIVITIES	Check if Participated in This Year	MAIN REASON (See Below)*	# Hours Spent in Past 4 Weeks 0	1-9	10-19	20+	
9. Worship Services	____	____	☐	☐	☐	☐	66 67 68 69
10. Church Clubs & Activities	____	____	☐ (1)	☐ (2)	☐ (3)	☐ (4)	70 71 72 73
COMMUNITY ACTIVITIES							
11. Clubs	____	____	☐	☐	☐	☐	2: 6 7 8 9
12. Music-Art-Drama Activities	____	____	☐	☐	☐	☐	10 11 12 13
13. Sports Activities	____	____	☐	☐	☐	☐	14 15 16 17
14. Volunteer Work	____	____	☐	☐	☐	☐	18 19 20 21
15. Other (List below)	____	____	☐ (1)	☐ (2)	☐ (3)	☐ (4)	22 23 24 25

*REASONS FOR PARTICIPATING: Choose the MAIN reason you were involved in that activitity, or write your own reason on a line provided, then write the number of that reason on the appropriate line above.

01. My friends participated
02. To be with others my age
03. To meet the opposite sex
04. To get recognition
05. To help others
06. To learn new things
07. To satisfy my parents
08. To prepare for future job or vocation
09. To be challenged mentally
10. For exercise
11. To improve myself physically
12. For physical competition
13. To express my emotions
14. To express my talent
15. Just for fun, relaxation, enjoyment
16. For moral and spiritual improvement
17. _____
18. _____
19. _____

PART III: OTHER ACTIVITIES

In this part, include all the other things you have done in your leisure time this school year besides those listed in Parts I and II. List additional items in the first column, then complete columns two and three as you did in Part I.

	Check if Participated in This School Year	MAIN REASON (See Below)*	# Hours Spent in Past 4 Weeks 0	1-9	10-19	20+	
16. Study	____	____	☐	☐	☐	☐	26 27 28 29
17. Watch television	____	____	☐	☐	☐	☐	30 31 32 33
18. Date	____	____	☐	☐	☐	☐	34 35 36 37
19. Hobbies	____	____	☐	☐	☐	☐	38 39 40 41
20. Read for pleasure	____	____	☐	☐	☐	☐	42 43 44 45
21. Go to parties	____	____	☐	☐	☐	☐	46 47 48 49
22. Visit with friends other than at parties	____	____	☐	☐	☐	☐	50 51 52 53
23. Napping	____	____	☐	☐	☐	☐	54 55 56 57
24. Just sit and think	____	____	☐	☐	☐	☐	58 59 60 61
25. Sports activities	____	____	☐ (1)	☐ (2)	☐ (3)	☐ (4)	62 63 64 65
Others (list):							
26. _____	____	____	☐	☐	☐	☐	
27. _____	____	____	☐	☐	☐	☐	
28. _____	____	____	☐	☐	☐	☐	
29. _____	____	____	☐	☐	☐	☐	
30. _____	____	____	☐ (1)	☐ (2)	☐ (3)	☐ (4)	

* REASONS: Choose the MAIN reason you were involved, or write your own reason on a line provided, then write the number of that reason on the appropriate line above.

01. My friends participated
02. To be with others my age
03. To meet the opposite sex
04. To get recognition
05. To help others
06. To learn new things
07. To satisfy my parents
08. To prepare for future job
09. To be challenged mentally
10. For exercise
11. To improve myself physically
12. For physical competition
13. To express my emotions
14. To express my talent
15. To pass my classes; get good grades
16. For self-satisfaction
17. Felt obligated to do it
18. Class or club project
19. _____
20. _____
21. _____

PART IV: NONPARTICIPATION REASONS

In this part, after each kind of activity in which you were NOT involved this school year, indicate the MAIN reason you did NOT participate.

SCHOOL ACTIVITIES	MAIN REASON FOR NOT PARTICIPATING (See below for list*)	
31. Athletic Activities	_____	3: 6 7
32. Club Activities	_____	8 9
33. School Publications	_____	10 11
34. Student Government	_____	12 13
35. School Dances	_____	14 15
36. Public Speaking Activities	_____	16 17
37. Music-Art-Drama Activities	_____	18 19
38. Other School Activities	_____	20 21
CHURCH ACTIVITIES		
39. Worship Services	_____	22 23
40. Clubs & Activities	_____	24 25
COMMUNITY ACTIVITIES		
41. Clubs	_____	26 27
42. Music-Art-Drama Activities	_____	28 29
43. Sports Activities	_____	30 31
44. Volunteer Work	_____	32 33
45. Other Activities	_____	34 35

*REASONS FOR NOT PARTICIPATING: Choose the MAIN reason you did NOT participate, or write you own reason on a line provided, then write the number of that reason on the appropriate line above.

01. My friends don't participate
02. I'm not interested in what they do
03. I wasn't eligible, elected, selected
04. I don't have time
05. I can't afford it
06. I don't know what's available
07. I'm too shy to join
08. My parents won't let me
09. Home chores interfere
10. Family activities interfere
11. No transportation
12. Poor health
13. Too many rules involved
14. Can't smoke cigarettes there
15. I'm an atheist
16. I'm too tired
17. _____
18. _____
19. _____
20. _____

PART V: OTHER QUESTIONS ABOUT LEISURE TIME

46. Overall, how often this year have you been involved in school, church, and community activities? Place a check in each of the three columns below. (Include only AFTER-SCHOOL participation in the first column.)

	(36 SCHOOL ACTIVITIES	37 CHURCH ACTIVITIES	38 COMMUNITY ACTIVITIES
(1) Daily			
(2) Several times a Week			
(3) Once a Week			
(4) Every 2 Weeks			
(5) Monthly			
(6) Several Times This Year			
(7) Once			
(8) Never			

36 37 38

47. Who has influenced you most in participating in school activities this year? Check one:

(1) Parents _____
(2) Teachers _____
(3) Counselor _____
(4) Coach _____
(5) Friends _____
(6) Relative _____
(7) Other _____
(8) No one _____

39

48. Who has influenced you most in participating in church services and activities this year? Check one:

(1) Parents _____
(2) Teachers _____
(3) Counselor _____
(4) Coach _____
(5) Friends _____
(6) Relative _____
(7) Other _____
(8) No one _____

40

49. Who has influenced you most in participating in community activities this year? Check one:

(1) Parents _____
(2) Teachers _____
(3) Counselor _____
(4) Coach _____
(5) Friends _____
(6) Relative _____
(7) Other _____
(8) No one _____

41

50. Who has influenced you most in participating in other kinds of leisure time activities...other than those sponsored by the school, church, or community? Check one:

(1) Parents _____
(2) Teachers _____
(3) Counselor _____
(4) Coach _____
(5) Friends _____
(6) Relative _____
(7) Other _____
(8) No One _____

42

51. Who is LEAST able to influence you to participate in school activities. Check one:

(1) Parents ____ (4) Friends ____
(2) Teachers ____ (5) Relatives ____
(3) Counselor ____ 43

52. Who is LEAST able to influence you to participate in church services and activities? Check one:

(1) Parents ____ (4) Friends ____
(2) Teachers ____ (5) Relatives ____ 44
(3) Counselor ____

53. Who is LEAST able to influence you to participate in community activities? Check one:

(1) Parents ____ (4) Friends ____
(2) Teachers ____ (5) Relatives ____ 45
(3) Counselor ____

54. Who is LEAST able to influence you to participate in other activities which are not sponsored by the school, church, or community? Check one:

(1) Parents ____ (4) Friends ____
(2) Teachers ____ (5) Relatives ____ 46
(3) Counselor ____

55. In general, who would you say has the GREATEST influence on how you use most of your leisure time? Check one:

(1) Parents ____ (4) Friends ____
(2) Teachers ____ (5) Relatives ____ 47
(3) Counselor ____ (6) Other ____

56. This school year, are you participating in the following kinds of activities more, less, or the same as you did last year?

	MORE	LESS	THE SAME	
SCHOOL ACTIVITIES	☐	☐	☐	48
CHURCH ACTIVITIES	☐	☐	☐	49
COMMUNITY ACTIVITIES	☐	☐	☐	50
OTHER ACTIVITIES	☐ (1)	☐ (2)	☐ (3)	51

57. How satisfied are you with the kinds of things there are to do in your leisure time? Check one:

VERY DISSATISFIED	RATHER DISSATISFIED	RATHER SATISFIED	VERY SATISFIED	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	52

58. In general, how satisfied are you with the way you USE your leisure time? Check one:

VERY DISSATISFIED	RATHER DISSATISFIED	RATHER SATISFIED	VERY SATISFIED	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	53

59. In terms of meeting your own personal needs, how would you rate your high school education in terms of providing you with skills and interests you ACTUALLY USE in your leisure time? Check one:

POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	54

60. How would you rate the counseling you have received in high school in terms of helping you use your leisure time in a worthwhile, satisfying way? Check one:

POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	55

61. If someone would agree to provide you with any kind of activities you'd like, what would you ask for? On the right, after each activity you list, check one box in each set of boxes to indicate whether or not you would participate if this activity were sponsored by the school, church, or community.

	Would you participate if sponsored by:					
	SCHOOL		CHURCH		COMMUNITY	
ACTIVITIES DESIRED	Yes	No	Yes	No	Yes	No
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐

PART VI: YOU

In order to help us determine what kind of student prefers what kinds of activities, would you please tell us a little about yourself? There will be no way to identify you by your answers, and no one in your school or community will see your questionnaire.

62. SEX: (1) Male_____ (2) Female_____ 1: 6

63. GRADE LEVEL: (1) 10th_____ (2) 11th_____ (3) 12th_____ 7

64. RACE:
(1) Caucasian (white)_____
(2) Black _____
(3) Oriental_____
(4) Indian _____
(5) Other (State what it is)_____ 8

65. RELIGION:
(1) Protestant _____
(2) Catholic _____
(3) Other (State)_____
(4) None _____ 9

66. NATIONALITY DESCENT: (Nationality of your ancestors. For example, French, Irish, Chinese, African, etc.)

_____ 10

67. How much education do you want to get? Check one:

QUIT H.S.	FINISH H.S.	SOME SCHOOL OR TRAINING AFTER H.S.	4-YEAR COLLEGE BACHELOR'S DEGREE	5+ YEARS COLLEGE	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	11

68. How many hours a week do you work at a part-time job?

NONE	1-10	11-20	21-30	31-40	41+	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	12

69. What have MOST of your high school grades been?

BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	
☐ (1)	☐ (2)	☐ (3)	13

70. How often do you date?

DO NOT DATE	SEVERAL TIMES THIS YEAR	MONTHLY	EVERY 2 WKS.	WEEKLY	SEVERAL TIMES A WEEK	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	14

71. To what extent do you consider yourself...

	NOT AT ALL	NOT MUCH	MUCH	VERY MUCH	
ACADEMICALLY SUCCESSFUL	____	____	____	____	15
A GOOD CITIZEN IN SCHOOL	____	____	____	____	16
ATHLETIC	____	____	____	____	17
TALENTED	____	____	____	____	18
	(1)	(2)	(3)	(4)	

72. Since school began in September, how often have you been...

# Times =	0	1-3	4-6	7-9	10-12	13-15	16+	
ABSENT FROM SCHOOL	—	—	—	—	—	—	—	19
TARDY TO CLASSES	—	—	—	—	—	—	—	20
CALLED TO THE SCHOOL OFFICE FOR DISCIPLINE	—	—	—	—	—	—	—	21
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

73. In general, how often have you used the following things this school year for non-medical reasons:

	NEVER	ONCE TO A FEW TIMES	1-3 TIMES A MONTH	ONCE A WEEK	2-6 TIMES A WK.	DAILY	
ALCOHOL	☐	☐	☐	☐	☐	☐	22
TOBACCO	☐	☐	☐	☐	☐	☐	23
MARIHUANA, pot, hash, etc.	☐	☐	☐	☐	☐	☐	24
HALLUCINOGENS, LSD, mesc, etc.	☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	25
STIMULANTS, speed, uppers, meth, cocaine, amphetamines, etc.	☐	☐	☐	☐	☐	☐	26
NARCOTICS, heroin, opium, morphine, etc.	☐	☐	☐	☐	☐	☐	27
OTHER DEPRESSANTS, downers, barbiturates, tranquilizers, etc.	☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	28

74. How often this school year have you been involved in activities in which violation of the law or damaging of property was involved? (Do not include taking drugs, drinking, smoking cigarettes, or traffic violations.)

NEVER	RARELY	1-3 TIMES A MONTH	ONCE A WEEK	2-6 TIMES A WEEK	EVERY DAY	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	29

75. On the average, how many hours a week do you have available for leisure time activities? (Uncommitted time)

0	1-5	6-10	11-20	21-30	31-40	41-50	50+	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	☐ (7)	☐ (8)	30

76. Usually, how many hours a week do you spend doing things you REALLY ENJOY doing?

0	1-5	6-10	11-15	16-20	21-30	31-40	41+	
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)	☐ (6)	☐ (7)	☐ (8)	31

77. If you had your choice of doing anything you wanted, what would you choose to do in your free time?

_____ 32

78. What would you say are the main problems you have in using your leisure time? (You may either list these, or write them out in sentence form--whichever is easier for you. If you need more space, continue on the back of this page.)

_____

_____ 33

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APPENDIX B

FREQUENCY OF ALCOHOL USE, MARIHUANA USE, AND ILLEGAL BEHAVIOR OF SAMPLE SUBJECTS

FREQUENCY OF ALCOHOL-MARIHUANA USE AND ILLEGAL BEHAVIOR OF SAMPLE SUBJECTS

(680 Students in Four High Schools)

Frequency	Type of Behavior					
	Alcohol Use		Marihuana Use		Illegal Behavior	
	n	%	n	%	n	%
No response	16	2	36	5	14	2
Never	159	22	386	56	460	68
Few times	176	26	84	12	147	21
1-3 times a month	147	21	51	8	31	5
Once a week	83	12	32	5	9	1
2-6 times a week	82	12	53	8	12	2
Daily	17	3	38	6	7	1
Total	680	100	680	100	680	100

SUMMARY OF ABOVE TABLE, BY PERCENTAGES

Kind of Involvement	Type of Behavior		
	Alcohol Use	Marihuana Use	Illegal Behavior
Not involved	22%	56%	68%
Experimenter (Few times)	26%	12%	21%
Regular (Once month to daily)	48%	27%	9%

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