

Leisure Activities and Attitudes of Advanced Level Students: a Study based on Urban Schools in Trincomalee District

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Abstract

Leisure activity participation is important in the life of an adolescent as it is the stage in which his or her personality is developed. Since Trincomalee is one of the Districts which was affected by war, fostering positive attitude towards leisure is important to recover from the effects of war. Based on the seminal work done by Hsieh, Spalding and Riney (2004) this study attempts to understand how the free time is used by the youths in G.C.E.(A/L) attached with leading urban schools in Trincomalee Town. Thus, the objective of this study is to determine attitudes of advanced Level students towards leisure participation in four leading schools in Trincomalee District. The following research questions guided the research: What are the leisure activities of the A/L students? What are the attitudes of students towards leisure? How do leisure attitudes influence leisure participation of A/L students? Based on the methodology adopted from Hsieh, Spalding and Riney (2004), The grounded theory method was used to generate the research findings. Five categories of students' attitudes toward leisure emerged: social interaction, learning seeking, psychological health, physical health and self-advancement which supported the previous works. The results indicated that the A/L students needs influence their attitudes towards the types of activities they participate in.

Key Words: Leisure, Leisure Activity, Leisure Attitude, Need

1. Introduction

Due to the advancement in socio economic conditions, recreational activities became popular from late 1970s (McLellan 1986). Therefore an increasing percentage of life is devoted to entertainment in developed countries. However, the situation is different in developing countries and it is not the same across the regions, races and age groups. In Sri Lanka, the disparity in leisure time participation is seen and visible in youth across regions due to various constraints.

This study identified Trincomalee as the research area with an intension to understand the attitude of youth towards leisure participation. Since society in Trincomalee was affected by thirty years of war, and experienced a transition from 2009 at the end of war, it is important to understand the attitude of youth towards leisure. Though quality of life has been slowly enhancing due to the success of economic development, it is observed, leisure participation hasn't improved that much. In the absence of government support, commercialized organizations play a major role in the recreation industry. People who complain of lack of time are easily attracted to follow commercialized leisure activities, such as TV and video games, or they could go for gambling, drinking, drugs or pornography which are viewed as unhealthy leisure activities (Yen: 1997). These could be detrimental to the individual as well as to the society.

Franklin's research (1996) reveals that people state that they lack time for more physical or active leisure activities due to constraints such as duties and responsibilities of work, family, school, social organization but spend time on sedentary or passive leisure activity. Therefore, identifying leisure attitudes, and build up a positive understanding of leisure is important as most individuals have a negative attitude and understanding of leisure.

Leisure is a current issue for the young people in Trincomalee district, who need to foster a positive attitude toward leisure, which could help them to move away from trauma's of war. Taking into consideration that adolescence is an important in personality development, for most adolescents, recreational activities and leisure experiences are central to identity development (Kelly & Freysinger, 2000). As the study area is a war torn town, fulfilling leisure activities would be important for healthy psychological development during adolescence (Hendry, 1983). As such, the period that students spent during their A/L is important in the life of Sri Lankan students.

2. Research Questions

The primary purpose of this study was to identify the relationship between attitudes of Advanced Level students and leisure participation among the sample of A/L students in Trincomalee District. The followings are the guiding research questions:

- What are the leisure activities of A/L students of Trincomalee District?
- What are the attitudes of the A/L students toward leisure?
- What is the relationship between leisure attitudes and leisure participation of A/L students?

3. Significance of the Study

Given the benefits of leisure related to psychological and sociological aspects in the life of adolescents (Fitzgerald *et al.*, 1995), the study of leisure attitudes becomes important. Though research has shown that there is high relationship between leisure attitudes and participation, there has been relatively little investigation on this issue, this study is carried out to explore the leisure attitude and leisure participation of A/L students of Trincomalee District. As Trinco District is one of the war torn Districts, understanding the leisure participation and the attitude, the results could provide educational policy makers, society, and government with useful guidance to form policies and practices in a post conflict context.

4. Review of Literature

Generally, leisure has been conceptualized in the following basic contexts: time, activity, and state of mind or experience (Kelly & Freysinger, 2000;). In this study, leisure is understood to involve time, activity and state of mind or experience based on the work done by Hsieh, Spalding and Riney (2004).

4.1 Definition of Terms

The following terms were utilized in this study based on the methodology of Hsieh, Spalding and Riney (2004) and they help to understand the context the study.

Attitude: An attitude is generally defined as a disposition toward an object or event. Disposition is assumed to have cognitive, affective, and behavioral components (Neulinger, 1981).

Leisure: Leisure entails the time that an individual perceives to be free from obvious and formal duties, which include a paid job or other obligatory activities (Neulinger, 1981).

Leisure Activity: Leisure activity was defined as intrinsically motivated, out-of-class activities (including informal and more formally organized extracurricular activities) that students do for their own enjoyment and by their own choice (Munson & Savickas, 1998).

Leisure Attitude: A person's attitude toward leisure is his particular way of thinking about, feeling about, and acting toward leisure (Neulinger, 1981).

Leisure Participation: Leisure participation was operationalized as the number of times that an individual had participated in certain leisure activities during the previous 12 months (Hsieh, C. M., 1998).

4.2 The Categories (Types) of Leisure

Fitzgerald, Joseph, Hayes and O'regan (1995) have investigated the leisure activities of adolescent schoolchildren and they developed six categories that included: sports, outdoors, "keep fit" programs, non-sports, entertainment, and computer/friends. Another study conducted by Munson and Savickas (1998) developed three leisure categories which included: expressive activities (e.g., sports and games, arts and hobbies and listening to music), relaxed activities (e.g., socializing, reading and watching television), and learning activities (e.g., thinking and contemplating). The study done by Hsieh, Spalding and Riney (2004) identified development activities, social activities, learning activities, entertainment activities, active- express activities.

4.3 The Benefits of Leisure

According to Dumazedier (1967) leisure fulfills three functions: relaxation, entertainment, and personal development. Relaxation provides the individual a recovery from fatigue, entertainment provides a deliverance from boredom, and personal development increases one's own knowledge. Driver, Brown and Peterson (1991) described diverse benefits that society and individuals receive from leisure. The benefits of leisure include positive mental and physical health and an increased psychological well-being, self-esteem, happiness, and social interaction

(Tinsley & Eldredge, 1995). Sook Oh, Yi Oh and Caldwell (2001) identified that the benefits could be divided into physiological, sociological, educational and physical factors.

4.4 The Attitude towards Leisure

The meaning of leisure attitude

Neulinger (1981) defines a person's attitude toward leisure as his particular way of thinking about, feeling about, and acting toward (or in regard to) leisure. Once an attitude is developed, individuals continue to express that attitude through their thoughts, feelings, and behaviors. However, the link between attitudes and behavior is often very weak. There may be many situational restraints or competing attitudes that cause the individual not to act on every attitude (Crandall & Slivken, 1980). In practice, attitudes often refer primarily to affective cognitive reactions rather than behavior due to various constraints.

5. Methodology

As leisure is operationalized as a subjective phenomenon, the qualitative approach used in this study allows the participants to express their views and experiences in their own terms and from their own perspective. In addition, quantitative measures such as descriptive statistics are also added to analyze the demographic profile of the participants to enhance the validity of the research.

5.1 Site and Sample Selection

Participants for this study came from Advanced Level students of four schools in Trincomalee town who sat for the A/L exam in 2013. The schools include T / Sri Shanmuga Hindu Ladies College, T / R. K. M. Koneswara Hindu College, T / Sinhala Madhiya Maha Vidyalaya and T / Zahira College. During the year 2012 / 2013 the data was collected from 150 students who were randomly selected from all four schools. The majority of students are males. The students range in age from 17 to 18. The majority of students are from Trincomalee District itself. In this study, the sample size of 150 students was selected from various streams such as Arts, Bio Science, Mathematics and Commerce where the Commerce students are the majority. Students in the class represented a broad spectrum of student types (socio-economic, gender, academic achievement) plus all students were willing to participate.

5.2 Data Collection

The major method of data collection used in this study was a questionnaire, which included an essay type questions. In addition, interviews permitted the researchers to understand further of their responses. By using triangulation the researchers were able to validate their findings.

An onsite questionnaire was developed and designed to answer the research questions of the study. It was divided into two sections: The first section collected information about demographic profile and second section contained five open-ended qualitative questions related to the leisure activities they participated in, the benefits they obtained, their attitudes toward leisure, and whether their leisure attitudes affect their leisure participation and the influence of leisure on their studies.

The questionnaire was distributed in four schools according to the total population of students in A/L classes. Before giving the questionnaire, researchers provided background information with regard to the research project. Once the questionnaires were completed, the researchers also gave students the opportunity to discuss the questionnaire and any additional questions that came up.

5.3 Data Analysis

The grounded theory method which was initially proposed by Strauss and Glaser (1967) and later developed by Strauss and Corbin (1990) was used to generate the research findings of this study. According to them, grounded theory is one that is inductively derived from the study of the phenomenon it represents instead of starting out with a theory and proving it. Data, analysis and theory are constantly interacting. The grounded theory is the discovery of theory from data systematically obtained from social research and the strategy used in this process method of constant comparative analysis (Hsieh, Spalding and Riney, 2004). However, the theory developed in this study is substantive. According to Strauss and Corbin (1990), a substantive theory evolves from the study of a phenomenon positioned in one particular situation context. A formal theory develops from a study of a phenomenon explored under many different types of situations.

The theory evolved in this study is substantive as it is grounded on one geographical setting, the Trincomalee Town and four schools in it. The constant comparative analysis (Strauss & Corbin, 1990) was the method used to generate the grounded theory of the attitudes of Advanced Level students towards leisure participation. In the procedure of constant comparative process, the unit of analysis and the interpreted meanings among the units represented as categories. At this stage, it is the data that are constantly compared. As the number of categories

increased, they themselves are compared, leading to more abstract categories. This abstracting may continue until a central or “core” category conceptualized. This category organized the theory.

5.3.1 Coding of research data

According to Catrina Lazarides (2010), there are three steps: open coding, axial coding and selective coding. In the open coding stage, statements of respondents are analyzed and concepts are labeled. In the stage two, axial coding, identify properties and dimensions of categories. Saturation occurs when no new information appears. In the third stage, selective coding, substantive theory is created from core categories. Theory shows up as either diagrams or barriers. At this stage, research question now becomes the statement about what is found.

Stage one: Open Coding

The researchers analyzed each response in order to locate the leisure incidents. The researchers identified 20 incidents for question one on type of leisure activities (Table 1), 12 incidents for question two on incidents for leisure attitude (Table 2) and 5 incidents for question three relationship incidents of leisure attitudes and leisure participation (Table 3).

Table 1: Incidents for Leisure Activity Types

1. Surfing the Internet (for chatting and e-mail)
2. Talking on the telephone
3. Going to parties
4. Attending reunions with friends
5. Surfing the Internet (for looking for something)
6. Going to the library
7. Going to the bookstore
8. Window-shopping
9. Reading (magazines, and newspapers)
10. Listening to music
11. Watching TV shows and DVDs
12. Reading (novels and comics)
13. Going to movies
14. Singing
15. Games and Sports
16. Dancing
17. Attending student union activities
18. Listening to speeches or debates
19. Reading (literature and books)
20. Attending social service work

Table 2: Incidents for Leisure Attitude

1. To meet new friends and interact with others
2. To develop close friendships
3. To expand one’s knowledge
4. To satisfy one’s curiosity and explore new things
5. To relieve boredom, stress and tension
6. To relax mentally
7. To increase interests, enjoyment, and pleasure
8. To relax physically
9. To keep in shape physically
10. To expand social experience and abilities
11. To gain sense of accomplishment and satisfaction
12. To promote self-improvement.

Table 3: Relationship Incidents of Leisure Attitudes and Leisure Participation

1. Need to gain new information that others have
2. Desire to meet with friends and have fun
3. Need to make connections with others who can assist with career plans
4. Need to exercise to lose weight and improve health
5. Need to relax and renew

Stage two: Axial coding

When no new information is found, categories were constructed (see Table 4, 5, and 6). Comparing incident's similarities and differences, the researchers grouped the 20 incidents from research question one into 5 categories (Table 4), the 12 incidents in question two into 5 categories (Table 5), and the 5 incidents in question three into 1 category (Table 6). Which are similar to the findings of Hsieh, Spalding and Riney, (2004).

Table 4: Categories of Leisure Activity Types Incidents

1. Social activities
2. Learning activities
3. Entertainment activities
4. Active-Express activities
5. Development activities.

Table 5: Categories of Leisure Attitude Incidents

1. Social interaction
2. Learning-seeking
3. Psychological health
4. Physical health
5. Self-advancement.

Table 6: Category of Relationship Incident of Leisure Attitudes and Leisure Participation

1. Need

To confirm saturation, the researchers went through each questionnaire for new ideas and opinions. The researchers screened through the sample of the result and carefully established connections categories and dimensions.

Stage three: Selective Coding

According Glaser and Strauss (1967), once irrelevant incidents are withdrawn from categories, and overlapping incidents and categories are combined and a category is generated that integrate all other categories.

At this stage research questions become statement about what is found. As generating hypotheses based on the data is possible in this stage, the following hypotheses were formulated:

1. A/L students' needs influence their attitudes toward leisure.
2. A/L students' needs influence their types of leisure activities.
3. A/L students' attitudes toward leisure influence the selection of the types of leisure activities

Writing the theory of the research findings is also happen in the final stage of the constant comparative process. According to Glaser and Strauss (1967), writing theoretical propositions or hypotheses begins when the researcher is convinced that the research framework forms systematic theory that provides accurate statements of the phenomenon under study. The above three working propositions on needs-guided leisure participation were identified in this study.

6. Validity and Reliability

Every research study must be evaluated in terms of the specific credibility criteria of the research method that is used to generate the findings. Reliability and validity have slightly different meaning in qualitative research. Reliability includes category and inter judge reliability. Category reliability relates to the extent to which judges are able to use category definitions to classify the qualitative data. Inter judge reliability is the degree of consistency between coders processing the same data (Sekaran and Bougie, 2010). To maintain validity, Sekaran and Bourgie suggest the following methods: supporting generalizations by counts of events the other is ensuring representativeness of the cases and the inclusion of deviant cases.

Prolonged engagement is one of the measures that were taken to maintain the reliability and validity in the study. One of the researchers spent a day for each school in the classroom, to build a rapport with the students when they complete the research questionnaire. Students were given explanation in their mother tongue whenever needed.

Another technique is triangulation which is the use of multiple sources of data, multiple methods of data collection, multiple researchers or multiple theory. One can be more confident if they leads to the same results (Sekaran and Bougie, 2010). In this study was a questionnaire as well as interviews were used. The interviews permitted the researchers to further interpret the participant's explanation of their responses.

Communicating with another researcher for the collection of data and analyzing the data of the study, improve the credibility as authors are senior lecturers of two different universities.

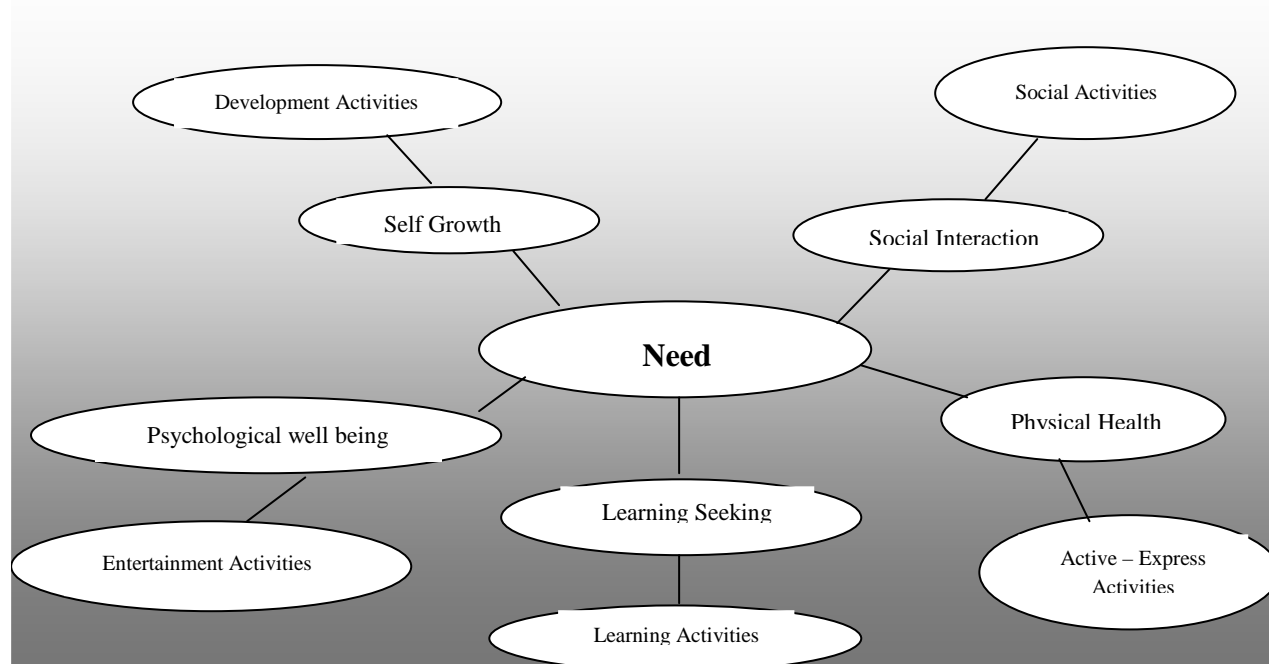
When dealing with three languages, namely Tamil, Sinhala and English, it is important to make sure that participant understood responded correctly. This was achieved through the presence of language specialist at the classroom while students fill up the questionnaire. In addition, the researchers shared the results with the principals of the four schools to get their feedback.

In addition, each student reviewed the data they had provided to find if the information was correct or needed editing. If an error was found, it was corrected.

7. Findings and Discussions

The questionnaire used in this study has two sections. The first section discusses the demographic data related to participants in the study. The second section is for the results related to research questions.

Figure 1. The conceptual Framework of Needs-Guided Leisure Attitudes. (Based on Hsieh, Spalding and Riney, 2004)



7.1 Demographic Data

This first section of the questionnaire has demographic information concerning the participants themselves. The students were A/L students in four schools located in Trincomalee Town. The participants were all 17 to 18 years of age and sat for the A/L exam in 2013. There were 44 participants who spoke Sinhala language and 106 students spoke Tamil language because the study has 44 Sinhalese, 72 Tamils and 34 Muslims. There were 109 participants that resided in their own home, while the remaining 21 participants resided at hostel. The average amount of cash on hand for a typical participant was approximately 100 to 500 per week depending on the need for keeping money in hand. The occupation of each participant's father varied, with 45% being holders of white collar jobs, and the rest blue collar. Among the white collar jobs, most of the fathers are in armed forces. The occupation of each of the participants' mother similarly varied, with 69% being housewives, 17% of them are in white collar jobs and the rest are in blue collar jobs.

7.2 Conceptual Framework of Needs-guided Leisure Attitude

Regardless of their race, religion, stream or parents' occupations at least five categories of needs were described by sample A/L students as their reasons for participating in leisure activities. These needs were: social

interaction, learning-seeking, psychological health, physical health, and self-advancement which is similar to previous studies. Through data reduction and categorization in open coding, a conceptual framework of needs-guided leisure attitudes was developed (Figure 1) and statements of relationships among categories are proposed.

The conceptual framework shows that the participants' leisure experience is influenced by external as well as the internal factors because students have to consider the constraints and conditions as decisions about leisure preferences and participation could be influenced by several categories. Discussion of categories with students' narrative data is given below:

Core category

In this study, one's attitude toward leisure—*need*, (according Hsieh, Spalding and Riney, (2004) it could be desire, intention or goal) emerges as the core category which influences the leisure participation. Leisure attitude means personal intention and leisure functions or benefits gained from leisure participation in specific activities under specific conditions. A needs-guided leisure attitude means *need* is the main factor considered by the participants in their preferences for leisure activities. The majority of participants proposed that they often want to satisfy their needs or resolve their problems by taking part in specific leisure activities even though a few stated lack of time to participate in any of the active leisure activities.

Sub Categories

The following five sub categories identified: social interaction, learning-seeking, psychological well-being, physical health, and self-growth.

(1) Social Interaction

Social interaction refers to the need for interaction and affiliation with friends and family members in order to meet new friends and develop close friendships (Hsieh, Spalding and Riney, 2004). Leisure activities that can fulfill the need of social interaction are named social activities. One student's response is given as a sample, which describes the social interaction needs:

Due to school and tuitions I don't have much time during day time. Therefore, I usually spend time on the Internet during night. I like to chat through face book and. make new friends as there are some restrictions in real life. Exchanging e-mails help me to maintain the relationship as some of my relatives live abroad. I use my mobile too - but it's use is limited by parents.. (Student A - Female)

The Internet browsing for chatting and e-mail, talking on the telephone are the activities which are common among the sample, irrespective of gender. While male students prefer to go out to parties, and attending meeting with friends, female students don't prefer them due to cultural barriers .

(2) Learning-Seeking

Learning-seeking is the desire to seek something new and involves learning, exploring, discovering, creating, and acquiring useful skills (Hsieh, Spalding and Riney, 2004). Leisure activities such as spend time on the Internet for information gathering, going to libraries, bookstores, window-shopping, and reading books, journals, magazines and newspapers fall into this category. A student's response is describing the learning-seeking needs and activities is given below:

The Internet helps me a lot to broaden my knowledge and I update information which is not available in the text books. At school also we can use computer with internet at the library during free time for study purposes. (Student B - Male)

The responses of students show that they expand their knowledge and get to know new things, through learning activities.

(3) Psychological Well-Being

Psychological well-being includes a desire for a change in environment and routine, plus a relief from boredom and stressful situations. (Hsieh, Spalding and Riney, 2004) Entertainment activities, such as listening to music, watching TV, going to film, singing, and reading novels or comics could fall into this category. Comment made by one student is given below:

Even though I know that A/L is the greatest hurdle in student life, I go to watch film with friends to escape from the stress I face from school work and tuition. (Student C - Male)

Music is very peaceful and I forget the burden of school work when I enjoy listening to the music. While I am free I sing along with the radi, it makes me feel refreshed. (Student D - Female)

When I'm at home, and have free time, I watch TV. Some TV channels are interesting and enjoyable. By watching some comedy shows I relieve my tension. Listening to CDs of violin music makes me to regain my mental balance. (Student E - Female)

According to these students, entertainment activities, can contribute to emotional well-being by relieving boredom and stress as they could give enjoyment and pleasure.

(4) Physical Health

Physical health refers to physical relaxation and personal fitness (Hsieh, Spalding and Riney, 2004). All types of games and sports are in this category. Students expressed their health need in the following way:

I go cycling every morning as it keep me fit and reduces stress. Good look gives an competitive edge over others. As security measures not so tight, I can go out early in the morning now (Student F- Male)

I play cricket or volleyball with my friends during weekends. It keep us healthy and team spirit is developed. (Student G -Male)

After school and tuitions, I feel so tired and to engage in any sports or games, there is no time. Therefore, if there's time, I relax myself by playing carom or cards with my brothers and sister. (Student H – Female)

Students participate in activities which involved with some physical exercises to achieve physical health and relaxation.

(5) Self- Advancement

Self- Advancement refers to the need for expanding social experience and abilities, for gaining a sense of accomplishment and satisfaction, and for promoting self-improvement (Hsieh, Spalding and Riney, 2004). Leisure activities that can fulfill the need of self-advancement are designated “development” activities. The participants’ responses are given below:

I often go to the sports club in which I am a member. As an Ex-Co member I attend all meeting and I gain experience. I also participate voluntary services such as blood donation etc. Though I know it takes time from my studies, it helps to improve myself. (Student I - Male)

I am a regular church going person and as a member of YMCA I engage in social work. Social work gives me contentment in life and satisfaction. (Student J- Female)

7.3 Propositions

According to Strauss and Corbin (1990), propositions are necessary to suggest how phenomena might possibly relate to one another. Based on the findings of this study, the following working propositions were found:

Proposition one

Trincomalee A/L students’ needs affect their attitudes toward leisure.

Need is the core category of the conceptual framework of needs-guided leisure attitudes. In this study, five categories of need emerged namely: social interaction, learning-seeking, psychological health, physical health and self-advancement. Students participate in leisure activities, when their attitude is positive and at least one of these needs is met.

Proposition two

Trincomalee A/L students’ needs affect the types of leisure activities that participate in.

The conceptual framework in this study, reveals that students choose their leisure activities according to their particular needs. This findings go in line with Crandall’s (1980) theory of causal chain of motivation-participation-satisfaction. The results of this study find that specific needs motivate leisure participation.

Proposition three

Trincomalee A/L students’ attitudes toward leisure affect the types of leisure activities in which they participate. Iso-Ahola (1980) stated that leisure attitudes could be defined as the expressed amount of affect toward a given leisure related object. Thus, the more positive one feels about leisure, the more likely one is to report multiple, strong reasons for participating in leisure activities.

This study found that passive leisure activities such as surfing the Internet, watching TV, reading books/magazines, conversation via phone, and listening to music/radio are also the most popular activities for among the sample, especially to female students due to cultural barriers. This may be due to the lack of more active leisure resources or opportunities; the lack of interest in more active leisure activities; the lack of time, money, or facilities; or the lack of companions and transportation.

8. Conclusions

1. Needs of A/L students' in Trincomalee affect their attitudes toward leisure and the types of leisure activities they participate in. However, Gender difference has an impact on attitude of students, thence in the selection of the type of leisure activities. Culture is an important moderating variable.
2. In the conceptual framework of needs-guided leisure attitudes, need is the core category. The majority of students want to satisfy their various needs through taking part in specific leisure activities. However, students also admitted the issue of trade off of studies with leisure as A/L is considered as a milestone in student life.
3. Needs are grouped into five categories, which are identified as follows: social interaction, learning-seeking, psychological health, physical health and self-advancement.

9. Recommendations

- (a) When a person's attitude more positive and the need is intense toward the leisure activity, the greater the leisure participation. Thus, given the benefits of leisure, encouraging students to hold positive leisure attitudes is important. To increase their active leisure participation, change in leisure attitudes, is needed. Education can play a major role to enhance future leisure participation.
- (b) Leisure education must be developed in the educational system as it can direct students to use leisure time wisely and achieve an optimal benefits. The results of this study could be used by educational administrators, society, and governments with valuable guidance as it is very much important to uplift the positive attitudes of students in a post conflict area. The school can use this study to help students with leisure issues as positive leisure attitude would help them to recover from the effects of war as leisure participation can fulfill the students' various needs in adolescence.
- (c) The Government can take measures to encourage schools to provide leisure education and leisure counseling to help students discover leisure opportunities. Since it has taken initiatives to implement physical exercise in schools every day, other auxiliary services can also be improved related to active leisure. The Government, schools and other stakeholders can work together to remove perceived and actual constraints to leisure for all type of student populations: able-bodied and those with disabilities, rich and poor – especially those affected by war.
- (d) The leisure providers and other stakeholders can seek effective ways to communicate the benefits of leisure and encourage students to participate actively.

10. Limitations of the study

1. Only the types of participation were measured in this study, to represent leisure participation not the depth of involvement during the time of participation in leisure.
2. This study was limited to A/L students in four urban schools in Trincomalee Town, Sri Lanka and only 150 students participated. It is recommended that students from rural areas be included in future study.
3. Socio-demographic variables such as household, income, parents' educational level and occupation position, and school location may be relevant to this type of study and could be explored fully in the future. Constraints, such as interpersonal, intrapersonal and structural are also not included.
4. Since the study was carried out with a small sample and limited to urban schools, the results may be amenable particularly to the study site and sample. This study has touched a few aspects of a very complex social phenomenon. Many complexities of the phenomenon are yet to be understood.

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