

**THE SOCIOLOGICAL ASPECTS OF THE LEISURE PATTERNS OF
UNIVERSITY STUDENTS: AN EXPLORATORY STUDY**

CENTRE FOR NEWFOUNDLAND STUDIES

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THE SOCIOLOGICAL ASPECTS OF THE LEISURE PATTERNS
OF UNIVERSITY STUDENTS: AN EXPLORATORY STUDY.

submitted as partial requirement for the fulfillment
of a Master of Arts in Sociology



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ABSTRACT

The primary purpose of this exploratory study was to determine the salient factors associated with and contributing to the formation of leisure patterns of University students. The prime objectives of this study were: (1) to find out how students themselves define leisure, (2) how aware they are of leisure facilities, goods, services and activities, (3) how much time they have or give for it, (4) kinds of activities they engage in that indicate type or types of leisure patterns they have, (5) what factors, including background, experience, attitudes, personality, environment, social interaction, and types of social participation might account for or predispose them toward a particular leisure pattern.

Since (1) and (2) constitute subjective or social psychological factors, (3) an objective fact of a situation in a community, (4) an objective observation, and (5) social status factors, personal attributes and subjective issues, a method of research was applied which must provide some resultant, complex model which accounts for a vast amount of data in appropriate proportions. It was decided, therefore, that the study must take statistical form at a descriptive level and that the practical objective must be to determine the patterns and relationships that these variables indicate.

A questionnaire was sent out to students chosen on a

proportional stratified random basis from information obtained from the Registrar's office. The information from the questionnaire was coded and recorded on computer cards. Ten leisure patterns were developed. Students were assigned to a particular leisure "pattern" based on predominance and frequency of certain leisure activities. A comparative analysis by percentage distribution of the factors or variables used in the study was done in terms of each of the patterns with respect to the percentage distribution of any variable in the whole sample population. The study dealt with 290 students or 4% of the total student population on campus of Memorial University in 1971 which was 7,629 students. This sample population was a good representation of the university students in general.

Results from the study showed that students define leisure in different terms. Students define leisure not as a whole but as one or more of its dimensions, which were operationalized for the study. The most frequent definition of leisure was "free time", while others considered leisure as "recreation or relaxation". Some of the students defined leisure in terms of "freedom of choice and expression". Others defined leisure as "enjoyment or satisfaction". The majority of the students defined leisure in terms of two or three of these dimensions. For example, "Leisure is free time in which to relax or enjoy myself or do the things I want to do."

The ten leisure patterns which emerged from the study were labelled on the basis of particular orientation each of the patterns exhibited toward leisure. These patterns were as follows:

- Pattern 1, Indirect Social Contact Pattern
- Pattern 2, Social Reality Pattern
- Pattern 3, Cultural Approach Pattern
- Pattern 4, Intellectual Projective Pattern
- Pattern 5, Recreation-Oriented Pattern
- Pattern 6, Social Physical Pattern
- Pattern 7, Diversity Pattern
- Pattern 8, Pragmatic Pattern
- Pattern 9, Practical Social Pattern
- Pattern 10, Latent-Physical Pattern

Seven areas of investigation were included in the study which were: (1) social background information, (2) general background information, (3) overt factors which might inhibit or enhance participation in leisure, (4) attitudes of the youth culture, (5) social group factors, (6) personality factors, and (7) attitudes towards people, situations, or environment. Each of the variables in these areas were found to be differentially related to one or more of the patterns. Hypotheses were then developed from these differential relationships of patterns and variables.

A study of theoretical frameworks for leisure in sociological literature revealed many disagreements and inconsistencies: The results of this investigation led to a reformulation of the concept of leisure on empirical grounds. A model of leisure was then developed to represent an overview of the results of the study as well as the area of leisure itself.

PREFACE

Leisure is an area which is becoming increasingly important as technological advancements with its resulting structural unemployment progresses. With a decreased emphasis on work, people are forced to move toward new modes of behavior to fulfill those needs and expectations which were formally provided for through work situations. Leisure behavior serves just such a role. To a certain extent the area of leisure is broader than the area of culture itself. For though modes of leisure are embodied in a culture and are its direct ramification, it may be equally true that there are leisure patterns which have more farreaching effects in universal application.

Faced with the problem of exploring any of the various aspects in the vast area of leisure behavior, the sociology student can only attempt to seek out those dimensions which lend themselves to increased sociological knowledge. While quantitative and qualitative ordering of leisure activities have a degree of importance, they have little conceptual or theoretical relevance. General dimensions such as modes of social participation, types of contextual factors such as economic, demographic and social background seem more important in generating the kind of data which can be linked to other areas of social inquiry.

Current literature in the leisure area is of limited value since, in most cases, the focus of inquiry is narrow and limited to investigation of the relationship between certain social variables and certain leisure activities. These studies fail to show the complex nature of leisure itself or to generate the kind of data necessary for an understanding of the interconnectedness of social factors.

Though the present population under study is of a specific nature (university students), the type of investigation is not. I have attempted to apply, in part, some of those dimensions mentioned above and to answer some of those questions not considered in other leisure research.

I have undertaken this study for several reasons. First, I believe that the area of leisure is an important research focus since leisure has considerable influence on the well-being of society's members and serves an important social function. It is more than an outlet for the pressures and strains of an industrialized society: it is, rather, as B.F. Skinner has suggested, "the epitome of freedom". A sensitive test of the extent to which a culture promotes its own future, is its treatment of leisure (Skinner, 1971: 177-180). Second, I have chosen university students as my subjects because they are unique in several aspects which I have discussed in the introduction. And while there is considerable literature dealing with student populations, there is no literature which deals directly with the student population and their leisure habits.

Finally, a student myself, I have more than once seen evidence of boredom, apathy, and frustration which is becoming more prevalent among students as well as in society at large. This could in part be alleviated by education for-leisure.

When we realize that National expenditure for leisure goods and services exceeds the National expenditure for the necessities of life, and that as a result of automation and other processes, the trend in our societies is toward greater leisure for more people, then importance of leisure research becomes evident. It is crucial that we have an understanding of leisure: its meaning, its effects, and its treatment by various social groups. Considering that university students will be among society's future leaders and policy makers, an understanding of the leisure patterns of university students seems imperative.

I would like to thank all those students who took the time to answer the questionnaires, thereby making my research possible. I would like to thank the University and Provincial Government for financial assistance and the Department of Sociology and Anthropology at Memorial University for the computer time in which to do my analysis. Thanks are also due to Robert Chanteloup and Jack Ross for their friendship, supervision and concern. Finally, I would like to thank all those people who were interested enough to listen and criticize my work.

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CHAPTER 1
INTRODUCTION

The soul is the color of its leisure thought.

- Emerson

Proposal

This research project was primarily designed to determine the salient factors associated with and contributing to the formation of leisure patterns of University students. Nash writes "that youth is the time to lay down basic behavior patterns, to learn skills that last a lifetime" (Nash, 1960: 15).

The study was exploratory in nature. This was necessary since investigations into the literature and consultation with experts in the field indicated that there is to date no research directly concerned with University students and their leisure. Similarly, the social environment (university) and the social group (students) have not been treated previously from the perspective of leisure. Within this environment, not only does the student spend a large portion of his time and energy, but he also develops values, orientations, and attitudes. Not only does he increase his knowledge and experience in a wide variety of areas, but he also lives in a particular type of community at a

critical stage in his life: a closed community in so far as it is selective about its members, a community of vested interest and reciprocal relations. As the social group affects the environment so too does the environment exert force to change those within it. Another interesting aspect of this social group is that its members are not considered productive members of the population. They are rather transient members who, within their present context of student culture, are seen to serve no immediate economic or social function but are considered to be the greatest 'potentially productive' members of society. Those who appear to be 'at leisure' are to a large extent in the care of other people. The university student, too, is cared for by others: directly or indirectly, his subsistence needs are provided by others. His life style is less structured than either his preceding group (the younger children under the care of parents, institutions, and peer groups) or his succeeding group (the labor force group who directly reflects societal needs.) The university student is given greater choice in an enriched environment, but greater responsibility for his choices as well. This, I believe, is also true for his lifestyle, including his leisure. He is at a critical stage of his life: in a transition from one structured environment with few demands to another structured environment with greater demands. He is also at a stage of his life when he must decide his occupational future and develop behavior patterns which influence his future lifestyle.

The prime objectives of this study were: (1) to find out how students themselves define leisure; (2) how aware they are

of leisure facilities, goods, services and activities, (3) how much time they have or give for it, (4) kinds of activities they engage in that indicate type or types of leisure patterns they have, (5) what factors, including background, experience, attitudes, personality, environment, social interaction, and types of social participation might account for or predispose them toward a particular leisure pattern.

Review of literature

In reviewing the literature on leisure, I have found very little that was directly applicable to my area of research. The task was necessary however, in order to find out what factors had been correlated with leisure, what hypotheses had been developed and tested, and what, if any, theory had been developed. My general conclusion is that the accumulated knowledge is scattered, vague, and ambiguous. There appears to be no overall systematic approach apart from the contributions of Max Kaplan and Reinhard Whipler, whose formulations I have included for that reason.

Kaplan's categorization of leisure into types:

<u>Types of leisure</u>	<u>Distinguished by items of</u>
Sociability, association	Persons as interests
Games, art	Rules as controls
Movement, immobility	Approaches to the objective world. (Kaplan, 1960: 22-25)

Whipler's types of leisure patterns:

1. dynamic-expansive pattern
2. cultural participation
3. practical activity
4. latently exciting pattern
5. intellectual diversion (Whipler, 1970: 54)

4.

Most of the literature leans heavily towards the work-leisure dichotomy and its related factors (Anderson, Bell, Dumazadier, Linder, Owen, Reisman, Smigel et al, and others). Others are philosophical treatises (De Grazia, Green, Pieper, Veblen, Russell, et. al.). Some of the literature deals with an economic analysis of leisure (Linder, Owen, Soule) and others are of a general descriptive nature dealing with factors and problems of leisure (Bartholomew, Brightbill, Cutten, Douglas, Durant, Hujizinga, Kerr, Larrabee and Meyersohn, Miller and Robinson, Neumeyer and Neumeyer, Rosenberg and White).

Research on the empirical level has been restricted to narrow areas and selected groups. Sociological works include those on time-budgets (Lundberg et al, Sorokin and Berger, Larrabee and Meyersohn, Kaplan, and De Grazia), and survey reports on leisure activities (ORARC-Outdoor Recreation Resources Review Commission Reports, 1962, United States Government and the Canadian National survey on Leisure Needs and Activities, 1968). Census data and statistical data on expenditures for leisure goods and services has been done for both governments and private concerns. Other studies have been done on the use of leisure time (De Grazia, Hollander, Kaplan, Kleemeier, Larrabee and Meyersohn, Overstreet, Rosenberg et al).

Empirical studies in relation to leisure patterns have been published on a variety of specific strata, such as social and professional groups, the working class and its leisure; certain age groups; the young; the adult; the aged. Papers have also been published on certain institutions such as the family, religion, and

education with regard to their relationships to leisure. There is considerable literature dealing with specific facets of leisure and their impact on society, such as outdoor recreation, mass entertainment and communication, travel and organizations.

However, most of these studies have been done on a descriptive level, and very little conceptualization or theorizing has evolved from the research. This may be the result of (1) a low level of abstraction of the empirical evidence, (2) restrictions imposed by the narrow scope of the study, or (3) limitations of sample size or conditions. These factors tend to impede with generating of theory. Wippler says "that with regard to theoretical statements, empirical data are used for illustrative purposes rather than for systematic attempts to refute theoretical propositions" (Wippler, 1970: 52).

There are several hypotheses and various propositions which have received repeated testing over time under a variety of names, but the only existing theory (Veblen's theory of the Leisure Class) has become obsolete with social change. Joffre Dumazedier, commenting on Leisure and Post-Industrial Societies, "asks

"In the transition period from industrial to post-industrial society, what happens to the relations between society and the individual? For the last ten or twenty years this central question has been present in all sociological thinking on leisure... To analyze this new phenomena within a relevant framework, we need a new theory, yet we have only an old one at our disposal. Still, it is too early to build a new theory. Before reaching this stage, however, we need to do a dimensional and critical analysis of leisure within different economic, social, cultural, and political contexts of advanced societies"

(Dumazedier, 1971: 190)

Faced with this apparent dilemma as to use of a theoretical approach, I had one of two possible choices: either, to rely completely on my own data and develop theoretical propositions afterwards, (as suggested, for example, by Glaser and Strauss in The Discovery of Grounded Theory, or to adopt in my own analysis of the data the broad theoretical framework of the social change theorists. I chose the former approach since given the state of previous research in the area it seemed more appropriate to conduct an exploratory and model building study. Also, though research is designed to generate conclusions which are applicable to a population as a whole, the other aim of research is to generate ideas and problems which can further be researched by others.

The Problems

In summary, the topic of my thesis proposal "The Sociological Aspects of the Leisure Patterns of University Students", presented three problems: (1) the definition of leisure itself, (2) what leisure patterns exist within the student population, (3) what factors were related to these leisure patterns.

With respect to the first problem, I did not operationalize the definition of leisure for my thesis-not only because of the vagueness and ambiguity inherent in the term, but also because I assumed that if the social reality (leisure) was defined by the actors within the system (students) then their definitions would be the most adequate indicators of that social reality for them.

Using the same assumption in the second problem, though a structured leisure activities series was used, I allowed the students themselves to indicate what leisure activities they most frequently engaged in. The leisure activities of this series were grouped into relevant categories based on common characteristics. Students, having indicated their leisure activities which were assigned their corresponding categories, were then placed in a leisure pattern based on the predominance of those categories. The basic limitation of using a structure was that some leisure patterns would be structured out and automatically eliminated from consideration. To alleviate this problem I attempted to use types of activities so that activities of a similar vein, though not included, could with certain validity be subsumed under the existing patterns which I developed.

The third problem, the use of factors or variables which could be related to their leisure patterns, was conditional. The selection of variables, in any research situation, is a function of one's theoretical assumptions, the broader social order in which one works, the nature of the reality being studied, and the existing state of knowledge.

For purposes of this paper I have not made any theoretical assumptions other than those inherent in an inductive procedure based on grounded theorists approach to exploratory study:

Leisure behavior lies within the broader social order of

social behavior. Leisure behavior is only one type of social behavior, but it probably exhibits all the facets of social behavior. Moreover, it has received less attention than other forms of social behavior, since the main concern has until recently been with organized behavior and those areas of accumulated knowledge that are considered 'safer' domains of research. The reason for this appears to be the problem of conceptualization or operationalizing the definition of leisure. Leisure cannot with any accuracy be conceptualized on a behavioral basis. No one has to date attempted to do so, since conceptualization implies the abstraction of common elements from an infinite variety of types. Considering the loosely structured, relatively unconstrained, subjective area of leisure, such a job is almost impossible. This, however, should not act as a deterrent to research in this area. It should rather act as an incentive to research so that present criticisms levelled at it might be met.

Also, from my review of the literature, I have the impression leisure has been "defined" or "conceptualized" as one or more of the elements of the problem: the time element, the activity element, the psychological element (i.e. an attitude or value), or the philosophical element (i.e. a state of...). These various definitions proposed by men of different disciplines are indicative of the particular approach one takes in viewing leisure and its related terms: leisure time, leisure activity, leisure expenditure, play, recreation, relaxation, and entertainment. Because of their intangibility and subjectivity these terms have to be abstract

and at the same time relative to the criteria of the people defining them either by content or context. Such an approach would be appropriate if not for the fact that each of these terms themselves have caused much debate because of the diverse meanings applicable to them. What is leisure for one person may not be so for another, and leisure can mean different things for different people at different places and times (the cultural factor). The meaning of leisure, it seems, lies within the values the individual places on it through his definition of that term and how he acts accordingly. While a definition of leisure is not the same as a leisure pattern, the two are obviously related. For what one means by leisure will affect any pattern of leisure one pursues.

Berger says "that the task of a Sociology of Leisure is to discover what these values are, the pattern of activity through which they are sought, and the features of the social structure which tend to change or sustain them" (Berger, in Smigel, 1963: 37)

To the extent that social scientists have been concerned almost exclusively with organized or instrumental behavior, it is important to look seriously at the other side of human behavior: to those situations and conditions where behavior is relatively uncontrolled by formal institutions and has no utilitarian function in this respect. Wippler says that "most leisure activities are relatively unconstrained by institutionalized sanctions, but are based on internalized norms felt as motives freely chosen or as moral responsibilities freely accepted" (Wippler, 1970: 51)

Berger, in a similar vein, reports that

"Leisure styles (patterns) are created by the kinds of leisure activities that, empirically, tend to cluster together; these are not random, and the sociological analysis of them is the study of how the social structure facilitates or obstructs the efforts of men to find in their freest time the moral satisfactions which the value systems must provide" (Berger, 1963: 370).

However, this is not the outlook of many contemporary social critics,

"their ambivalence toward leisure itself combines with an open distrust and dislike of commercial recreation and entertainment which many have eagerly sought. They combine a sentimentalized faith in all men with an ill-concealed contempt for the judgement and standards of most of them. What is apparently difficult for many intellectuals to accept is the fact that most of their fellow citizens are either unable or disinclined to accept what they themselves claim to live by and for"

(Green, 1964: 177)

Having considered three of the conditions which function in the selection of variables, the fourth is provided from the literature. Variables which have been investigated are social background variables such as age, sex, marital status, family size, social status (income, educational level, occupational prestige), religious denomination, and political orientation. Situation variables have also received attention but mainly in the area of occupation—the type of work, the social situation, the social structure, and the interpersonal relationships. Other variables which have acted as conditioning factors are personality, cultural perception, past experience, environmental factors and types of social participation,

Again we are faced with criticism of both the technique for the collection of data and the variables selected for analysis of relationships. By using a survey technique (questionnaire) for the collection of data there are only a limited set of variables (no matter how large the questionnaire). By including some variables one automatically excludes others. Selvin goes further with these criticisms:

"In few if any surveys is the number of cases large enough to control simultaneously all the important uncontrollable variables; all variables known to be relevant may not have been included in the design of the study; and, some variables are so 'confounded' with the variables whose relationship is being analyzed that they cannot be controlled" (Selvin, 1957: 522-523).

In answer to these criticisms on the selection of variables, the rationale for the inclusion of the variables in the questionnaire is that, (1) I do not have an exhaustive knowledge of the area, nor, it seems, does anyone else, (2) literature on the subject dealing with the finite population (students) which I studied is almost non-existent, (3) research in any area is automatically limited by the amount of research which has previously been done and the validity of that research with respect to one's aims, (4) I have attempted to include in the design of the study all those variables which have been deemed relevant by other research on leisure, (5) this is an exploratory study not a structured or experimental one so that control of uncontrollable variables is not an appropriate criticism, and (6) though the sample size is not large, the sampling procedure should allow for true representation of the population studied.

Perhaps as a result of the difficulties of testing hypotheses via probability statistics, Blalock, among others, has suggested that we deemphasize our concern with relating samples to their working universe and focus instead upon the analysis of interrelationships among variables. (Blalock, 1963: 398-407)

Areas of Investigation

This section deals with the specific nature of the types of variables used in my study. The study was divided into seven areas of investigation:

- (1) Social background information on the respondents, including such variables as age, sex, marital status, income situation, employment record, education level, family size, nationality, language, and religious denomination.
- (2) General background information such as type of community in which they grew up, whether rural or urban, the size of the community, facilities or organizations in the community for leisure use, their past experience with these, hobbies, travel, and leisure preferences.
- (3) Overt factors which might inhibit or enhance participation in leisure activities such as awareness, the amount of leisure time available, whether perceived or actual, the amount of money available to spend on leisure goods and

services, the convenience of facilities, and transport.

- (4) Attitudes of the youth culture as they may pertain to leisure items or activities such as drugs, alcohol, cigarettes, premarital sex, and personal responses to usage of same.
- (5) Social group factors which may relate to participation in leisure activities such as family relationships, friendships, social relations within and between peer groups, social contact without personal involvement, and organizations
- (6) Personality factors which may relate to participation in leisure activities such as friendliness, outgoingness, socially-oriented, solitude-oriented or culturally-oriented, whether a carefree outdoor type or a serious indoor type.
- (7) Attitudes towards people, situations, or environment. For example, whether there is acceptance, rejection, or indifference to factors that relate to either social relationships (friends, crowds) or to factors of situations (picnics, parties) or environment (noise, dirt, scenery).

For the first four areas of investigation the variables included were arbitrarily selected by me; for the last three areas of investigation I adopted the rating scales used in the survey of the "Leisure Needs and Activities of Canadians" conducted by Ben Crow & Associates Ltd. for the Government of Canada in 1968. These rating scales were modified to a certain degree either by deletion of some items, changes within the items themselves, or changes within the structure of the rating scales themselves. A discussion of these rating scales will be given in the chapter on Methodology and the questionnaire included in Appendix A.

Definitions of Leisure

As I indicated earlier, leisure has meant different things to different people but today there is little agreement about its meaning, its implications, even about the possibility of its definition. Consequently, existing definitions of leisure were not used in my research. However, whether or not the term can be 'defined', numerous attempts of definitions have been made. A discussion of those definitions will indicate why the approach I took to the problem was the most appropriate one.

The term "leisure" derives from the latin licere, meaning "to be permitted", and is defined in the modern dictionary as "freedom from occupation, employment, or engagement." The Greek word skole and the Latin word schola from which we have derived school do not mean "school" but "leisure". The meaning of the

word leisure has changed continually. "At times it has referred to a state of freedom, an absence of obligations, a cluster of activities, at others, it has suggested a mood of contemplation." (Larrabee and Meyersohn, 1958: 2) For the purpose of social analysis the concept is usually narrowed to mean simple freedom from activities centered around the making of a livelihood (Craven, 1958: 5). Leisure has been analyzed for the most part on two levels--time and activity. Definitions of leisure vary a good deal but the chief emphasis is on the time element--"Leisure may be thought of as time relatively free from obligations of work, family, and society--to which the individual turns at will for either relaxation, diversion or broadening his knowledge, his spontaneous participation, and the free exercise of his creative capacity" (Dumazadier, 1967: 16-17). Leisure is that aspect of life which, in contrast to labor or work, permits one to have a relatively greater range of activity options. This does not mean that leisure is free of normative constraints, but rather that less formal, less bureaucratic constraints operate. Leisure as 'choosing' time seems a useful general definition which includes play, recreation, and diversion (Burch, 1969: 147). Lundberg suggests that leisure, to a relatively high degree, has both its original incentive and its fulfillment in the individual himself rather than in the coercions of the social or economic order. Leisure must possess the capacity of being relatively permanently interesting (variety). Leisure should involve activities or states as different as possible from those which are consciously forced upon us by our station in life. Finally, leisure should be at least compatible with, if not conducive to, physical, mental

and social well-being (Lundberg, 1934: 9).

In Veblen's Theory of the Leisure Class we have another viewpoint of leisure as an entity attainable by only a small part of society--the wealthy nobles or elite. Though leisure is no longer the privilege of the elite, and class distinctions as such are antiquated in our society, its by-products have remained: invidious comparison and conspicuous consumption. This is especially true with respect to commercial recreation and entertainment, the purchasing of leisure items, the prestige attached to membership in many 'leisure' type clubs and others. However, it is no longer true that "in the nature of things, luxuries and the comforts of life belong to the leisure class" (Veblen, 1899: 70).

The modern philosophers are similar to their ancestors the Romans and the Greeks in that leisure for them "is a mental and spiritual attitude, it is not simply the result of external factors, it is not the inevitable result of spare time...utterly contrary to the ideal of 'worker' and 'work' as activity, as toil, as a social function" (Pieper, 1952: 27). De Grazia is in support of this particular position. He says that "leisure refers to a state of being free from the necessity to labor...a state of being in which activity is performed for its own sake or its own end...a condition of man which few desire and fewer achieve" (De Grazia, 1962: 8-14).

In sharp contrast to the philosophers are the economists. Clawson, Soule, and Wilensky are only a few who have studied the

bases of leisure. Their studies have focused on economic criteria --consumption in relation to time availability and activity inventory. The logic being that in our affluent society we have more time, more money, and more leisure. However, Staffan Linder takes a somewhat unorthodox view about this: In The Harried Leisure Class he argues that leisure, for him, 'free time', is a scarce commodity if not a disillusion for many in our society with its pressures for consumption. At a time when almost everyone is advocating more and more time for leisure, Linder says, we spend what free time we have as working time to pay for the goods and services we would use in our leisure time if we had any left over after working time (Linder, 1970). His booktitle is in direct contradiction to what it proposes, for the idea of leisure implies the absence of force.

Another economist (Owen, 1969: 4-5) with a less pessimistic outlook is cited as saying that "the view of leisure as time not spent at work is reinforced by two tendencies: first, changes in economic and social structure which have led to the virtual absence of an aristocratic leisure class in the U.S.A., and second, the concern of the social studies with the behavior of broad strata of the population rather than with that of narrowly based elites." Later on he qualifies this non-work time as 'consumption time'... where consumption time is defined as time devoted to activities which are at the margin, primarily carried on for their own sake, rather than for the control over financial or other resources which the activity might yield. These include activities which are essential as well as gratifying such as eating and sleeping. He emphasizes

the subjective intent with which an activity is approached, rather than the objective purpose which it serves.

Berger, a sociologist, writes "Leisure refers to those activities whose normative content renders them most important to us, those things we want to do for their own sake, or those that we feel ethically (as distinguished from expediently) constrained to do" (Berger, 1963:29). Lola Wilson reverts to the time element in her definition so that "leisure is time at one's command which is free of engagements or responsibilities and therefore may be disposed of as one wishes in physical, spiritual, intellectual, cultural, or social pursuits, or in doing nothing at all" (Wilson, 1965: 5).

A broader and somewhat different approach was taken in the survey done for the Canadian Government for which the definition was composed of two parts: "leisure is freedom from constraint, especially the demands of work or duty, and leisure is a state in which the stimuli in the environment do not demand a conscious mental or physical response" (Survey report #4, 1968: 182).

A good summary of what I have said so far is contained in a statement by Arnold Green: "usage of such terms as 'leisure', 'recreation', and 'entertainment', tend to lack uniformity. 'Leisure', for example, can refer to means, ends, or styles; to non-work time, to activities, or to mood or attitude. The values and prejudices which are commonly attached to these terms, on the other hand, are less various than the definitions of them" (Green, 1964: 116).

Dimensions of Leisure

This presentation of various definitions of leisure was undertaken to facilitate extrapolating the various dimensions inherent in them and to capulize what has been said to date. It is apperent from the overview that leisure can be conceived of at ever increasing levels of abstraction. Unfortunately, due to the fragmentary rather than hblistic, discipline-bound rather than interdisciplinary approach, in other words, as a result of the particularistic operationalizing of definitions for research, they have automatically limited themselves to the dimensions encompassed in their definitions. Since it appears that leisure is so well incorporated into the lifestyle of the individual that it has so far evaded definitive analysis, and since the definitions I have given have proved to be inadequate, I found it useless to follow the same approach. Consequently, the definition of leisure developed is a result of how the students themselves defined the term. I hope, therefore, that any limitations which I might have imposed by operationalizing the definition at the beginning of my research, has been avoided.

There are actually two sets or forms of dimensions which I am presenting. These sets will be labelled "A" and "B" for convenience. These are not mutually exclusive, exhaustive, nor independent. However, both the literature and my own research have lead me to believe that the reason for this may lie in the fact of interrelationships of dimensions within the term 'leisure' itself.

Form A--Dimensional Aspects of Leisure

(1) Leisure has a dynamic quality. By this I mean that whether leisure is carried out in active or passive pursuit, it serves a function for the individual, whether this satisfaction is of a mental, physical, or social nature.

(2) There is a dimension of freedom in leisure. Whether this is perceived or actual is irrelevant since leisure is subjective. This freedom presents itself through the diverse uses of leisure. The different ways in which people express this freedom are: doing things they themselves enjoy and not doing things for the sake of other people. A feeling, which is a structural resultant of modern society, implies that everything done has to be done for the benefit of someone or something. This feeling is the opposite of the freedom in leisure.

(3) One prominent dimension of leisure is diversity. By this I mean that there is considerable variety in exhibited leisure behavior, or the uses and functions it serves for the individual. What is leisure for one person does not have to be leisure for another and there are no rules for its use or function.

(4) Another dimension of leisure is its non-utilitarianism. By this I mean that leisure, because it is not controlled by instrumental ends, does not have to serve any purpose. Leisure should serve no other purpose but its own and that purpose is

is supplied by the person defining leisure and exhibited by his behavior in terms of that definition.

(5) A peculiar dimension of leisure appears to be that it is self-controlled. By this I mean that since there is relatively little control of leisure by institutionalized norms, rules, or laws, any control that does exist, exists within the person who uses leisure. There are no guidelines set up by anyone, and a person uses his leisure with respect to his own principles and not those of the social system.

(6) Leisure is value-oriented. By this I mean that as society changes, social values change also. New forms appropriate to the needs of the changing society evolve. If values are those concepts, categories, or ideas by which we try to understand the behavior of humans; then leisure is value-oriented. For people are looking to leisure to fulfill those needs and values which they can no longer meaningfully satisfy through work situations which tend toward dehumanization, poverty, and deprivation.

At this point I think it is necessary to make clear that while the forgoing dimensions may sound like they are saying the same thing, the meanings are different. Differentiation always raises the question of integration, integration exists here because of the interconnectedness of the dimensions.

An altogether different set of dimensions emerges when the

common orientational inquiries are applied to the observable facts of leisure or to any other type of social behavior. These are given in Form "B".

Form B--Dimensional Aspects of Leisure

- | | |
|--|---|
| (1) Temporal - WHEN | (at what time, how long, how often) |
| (2) Spatial - WHERE | (in what order, what places) |
| (3) Social - WITH WHOM | (types of social groups, relations, participation) |
| (4) Dynamic - WHAT | (and what else simultaneously, activities, patterns, styles) |
| (5) Attitudinal
Experiential
Preferential - WHY
Salient | (attitudes, beliefs, values, preferences, past experience, and other factors which may inhibit or enhance participation in certain kinds of activities) |
| (6) Socially conditioned - HOW | (under what conditions do certain activities occur) |

This chapter has dealt with the area of leisure in general. The various definitions of leisure, the different research focuses, and the types of variables which have been investigated. The

dimensions of leisure which have received attention as indicated by the literature in the area, and the dimensions which I think should be considered in studying leisure have been looked at. With this overview of leisure in mind let us turn to the specific nature of the problems involved in my own research and the methodological design of this study.

CHAPTER 2
METHODOLOGY

Only those who take leisurely what the people of the world are busy about can be busy about what the people of the world take leisurely.

- Chang Ch'ao

Design

Most sociological research is non-experimental and often involves probability sampling from a specific population. My own research design follows this sociological research trend: it could be termed non-experimental, exploratory and also non-theoretical.

It is non-experimental because in social situations behavior is not controlled by any single factor which can be isolated and manipulated by the experimenter; but by an interrelationship among factors. By this I mean that investigation of any form of behavior depends not only on the actor's perception of the situation, but also on the factors of the situation, the types of social groups participating, roles, expectations, and alternatives to normative behavior. Similarly, we have no way of controlling for extraneous or intervening variables, since social situations are not static but continually change. In contrast to the natural world where

the relations between phenomena are mechanical relations of causality and where experiments can be reproduced under identical conditions in laboratory situations, the relations between phenomena in the social and human world are relations of value and purpose and are subject to historical change, i.e. the methods of the natural sciences cannot simply be transferred to the social sciences.

The study is exploratory for a variety of reasons. First, very little of the accumulated knowledge on leisure dealt with university students and their leisure; second, literature reviews for important variables and meaningful hypotheses was of limited value. Third, resource people who have had practical experience with this problem area were unavailable and correspondence with experts in this field abroad indicated that there was no research that was directly applicable to the problem under study. Fourth, methodological approaches are determined by the problem area and previous techniques which have been used to investigate the area of leisure. In this case the area of leisure is only now being explored and the various research approaches are arbitrarily left to the discretion of the researchers. Social research is cumulative; we can use only those variables that we or others think are important until we find others that seem to be more important. For these reasons an exploratory study seemed to be the most appropriate way of approach the problem of student leisure behavior.

Finally, the study is non-theoretical. The adequacy of a theory cannot be divorced from the process (research or deduction) by which it is generated. No theoretical deductions were made

previous to the empirical evidence collected. This was appropriate since most exploratory studies deal with problems for which hypotheses have not been formulated or, if formulated, are only tentative. In lieu of this, I adopted the general framework of the "grounded theorists" for discussion of the research, as this framework easily facilitates exploratory studies. Grounded Theory is the development of theoretical statements constructed on a factual basis (empirical evidence) brought about through a general method of comparative analysis using either experimental or statistical techniques. The generation of theory through comparative analysis both assumes and subsumes verification and accurate descriptions, but only to the extent that the latter are in the service of generation of theory. Using this framework, the results, whether they come from a biased or unbiased population are considered to be true until otherwise disproven. An inductive method is used to generate hypotheses from the data, these are not tested by the data. The theory developed from the data, whether presented as a set of propositions or as a running discussion, cannot be entirely refuted since it is based on fact, even though reformulation and modification may take place.

Unlike other types of theoretical frameworks, Grounded Theory does not make theoretical deductions previous to empirical research and does not set out to manipulate conditions for the testing of hypotheses in terms of its theoretical framework. Any hypotheses, propositions, models, or concepts come from the data itself and are worked out in relation to the data. Most theoretical research designs exhibit qualities opposite to those of Grounded Theory.

Subjects

The population under study was the students at Memorial University of Newfoundland. The sample was drawn from full and part time on-campus students, which comprised 84.7% of the total population as indicated by the official registration list obtained from the Registrar's office. Off-campus part time students were not included because of differing social settings. Thus the study dealt with 7,629 of the 9,005 students enrolled in the second semester of 1971. Sample size was estimated from a table of sample size required for finite populations for confidence limits and specified reliability limits in sampling attributes. For 95% confidence interval $\pm 5\%$ sample size for reliability of population 8,000 (7,629) was 380 students (Arken & Colton, 1951: 136).

A cross-section was taken of this population to include male and female, single and married, full and part time, all levels of study and all areas of study. The sample contained 100% English speaking students, 95.8% Canadian and 4.2% non-Canadian, 51% from rural communities and 49% from urban type communities.

Sampling Procedure

A proportional stratified random sampling technique was used to pick the sample for research purposes. This procedure requires prior knowledge which was obtained from a registrar's list of all students attending Memorial University in the second semester of 1971. The sample was proportionate with respect to five stratified

areas:

1. males to females
2. single to married
3. level of study--year
4. area of study--faculty
5. full to part time status

A random number was calculated for each of the divisions based on information obtained from the Registrar's office. The above characteristics were given on a computerized print-out.

Procedure

A survey technique (questionnaire) was used for the collection of data. After the sample was picked a letter was sent out to every student in the sample asking for their cooperation. The letter was sent out a week before the questionnaire was distributed. Toward the end of the second term in 1971, a letter was mailed out with the questionnaire, again asking for their cooperation in the research, and requesting that the questionnaires be returned soon. After a reasonable period of time (seven weeks), those students who had not returned the questionnaire were contacted by mail and a second copy of the questionnaire was forwarded to them in case they had lost or misplaced the first copy. As a result of this procedure, 80% of the questionnaires were returned. Of the 80% returned, 76.4% (290) were used for the analysis, the other 3.6% were discarded because they were incomplete. (For letters and questionnaire see Appendix A).

Percentage distribution of questionnaires for the sample population (290) by level of study is given in Table 2a:

TABLE 2a

PERCENTAGE DISTRIBUTION OF QUESTIONNAIRE FOR SAMPLE
POPULATION (296) BY LEVEL OF STUDY

Year	# Sent Out	# Returned	Per cent
1.....	123.....	100.....	34.48
2.....	84.....	67.....	23.10
3.....	60.....	52.....	17.93
4.....	45.....	28.....	9.65
5.....	27.....	23.....	7.93
6.....	22.....	13.....	4.48
7.....	20.....	7.....	2.41

As can be seen from the figures, there was a high percentage return for all years. Students in fourth, sixth, and seventh years showed a lower return. The low return for sixth year may be due in part to the fact that it is a graduate year and not represented in five of the areas of study. Seventh year contains a high percentage of part time students. Of the total population, 16.95% were on-campus part time students but only 7 per cent of these students in the sample population returned the questionnaire.

The sample population was a true representation of the student population in general. Representativeness of the sample population in relation to the total population on the five stratified areas is given in Table 2b.

TABLE 25

REPRESENTATIVENESS OF THE SAMPLE POPULATION IN RELATION TO
THE TOTAL POPULATION ON THE FIVE STRATIFIED AREAS
BY PERCENTAGE

Stratified Areas	Total Population	Sample Population
1. male/female	60.25/39.75	57.25/42.75
2. single/married	86.60/13.40	87.20/12.80
3. full/part time	83.05/16.95	93.00/ 7.00
4. level of study		
first	33.00	34.48
second	22.60	23.10
third	16.38	17.93
fourth	12.30	9.65
fifth	7.10	7.93
sixth	6.90	4.48
seventh	2.90	2.41
5. area of study		
Other	.28 (5.07)	.33
Arts	22.22	17.58
Commerce	4.41	5.51
Education	44.96	43.10
Engineering	3.64	5.86
Medicine	1.71	2.41
Nursing	1.61	3.10
Physical Education	2.51	4.48
Science	11.81	12.75
Social Work	2.01	4.82

() includes part time off-campus students

These figures show that three per cent more females than males returned the questionnaire; differences between the percentages of married to single students are slight; differences between full and part time students represented were the result of low return by part time students. Differences for the level of study between the total population and the sample population have already been indicated. Differences that exist between total population and sample population on area of study are partly the result of there being only five of the ten faculties which have graduate studies and again the number of questionnaires returned from each of the faculties. These tend to modify the percentages given.

Pilot Study

Previous to the distribution of the questionnaire to subjects in the sample, a pilot study was conducted on the questionnaire. After the questionnaire was drafted I asked approximately twenty students picked at random over a period of a week to complete the questionnaire. This was done while I was present and took on the average thirty minutes. The pilot study was carried out for several reasons:

1. To test the design of the questionnaire. To find out if the questions were clear to the students, that they were asking what I wanted to know, and to find out if there were any repetitions or conflicting questions.

2. To find out if the questionnaire was of appropriate length so as to avoid fatigue effect and the chance of insincere or

dishonest answers because of length.

3. To find out what factors not included should be included to make the study more relevant. This was done by asking the students to comment on the questionnaire itself.

As a result of the pilot study, the design of the questionnaire was modified. Some questions were deleted, the wording of others was changed to make them more specific. The style of the rating scales was changed because the students had indicated that as it stood it was confusing.

Description of Questionnaire

The questionnaire was designed to provide a variety of demographic, background behavioral, and attitudinal data about students. More specifically, it contained questions about those aspects of leisure which I discussed under dimensions of leisure. The questionnaire was composed of three parts: Part I dealt with the first four areas of investigation, social background information, general background information, overt factors which might inhibit or enhance participation in leisure activities, and attitudes of the youth culture. The format of Part I consisted of open-ended questions, short factual questions and forced-choice questions.

Part II was composed of Form "Q". This consisted of thirty-four activities and an 'other' category on a three dimensional

level; activities done over the last six months (DIVERSITY), activities engaged in frequently (FREQUENCY), and activities one would like to do (POTENTIAL). These activities would be grouped into categories for the development of leisure patterns.

Part III was composed of four forms or rating scales. These forms were adopted from the Canadian Survey of Leisure Needs and Activities of Canadians done in 1968, and were modified for the study by omitting some of the questions or statements which were not relevant to the study and by both change of wording of some of the statements to make them more amenable to the population studied and change in the style of the rating scales themselves by reducing the degree of intensity in the direction of response choice. For convenience these scales will be referred to as forms "W", "X", "Y", and "Z". A description of these follows:

Form "W": This was a type of structured-opinion scale in which the respondent was asked to agree, disagree, or have no opinion about the sentiments of the statement.

	Disagree	Agree	No Opinion
e.g. I have enough friends now.	1	2	3

This form contained thirty-two statements on social factors relating to leisure participation and enjoyment. The form consisted of statements on family relationships, social relationships within and between peer groups, asocial behavior, leisure in general, recreating and relaxation. The respondent was asked to circle the

number which best correlated with his opinion about each of the statements. Forms "W", "X", "Y", and "Z" are to a certain degree related, as each form had certain statements or phrases dealing with social conditions or circumstances which might inhibit or enhance leisure participation and enjoyment.

Form "W" was designed to find out the direction of opinion -- positive, negative, or neutral, which the students held on these statements relating to social factors and leisure.

Form "X": This was a semantic differential or bipolar scaling device dealing with conditions under which the student spends his leisure time.

← Most	← More	Neither or Both Equally	More →	Most →	
Outside	1	2	3	4	5 Indoors

The respondent was asked to circle the number which best described how he ³⁸now spends his leisure as it related to different sets of conditions. Twenty-four different sets of conditions dealing with travel, recreation, environment, family relationships and social relationships were included. The scale recorded both the direction and degree of condition toward one polarity vis-a-vis the alternative polarity. The purpose of the form was to find out what conditions are operating with regard to leisure, and how, what, where and with whom the student spends his leisure time.

Form "Y": This form is identical to Form "X" except the respondent was now asked to record how he would like to spend his leisure time. Form "X" was placed at the beginning of Part III and Form "Y" at the end to avoid direct comparison of the two forms. The differences obtained between the two forms were expected to reveal unfulfilled need for the conditions being selected.

Form "Z": This was a type of directional attitudinal scale with Likert-type alternatives (strongly like--like somewhat--neutral--dislike somewhat--strongly dislike) based on factors which relate to urban and rural environments, social situations, and social groups. The scale contained thirty-three items and recorded the direction and degree of feeling about each of the items.

	SL	LS	N	DS	SD
e.g. Noise	1	2	3	4	5

The respondents were asked to circle the number which best corresponded with how they felt about each of the items. The purpose of this form was to find out the preference of the student for a certain type of environment and the types of activities and people which this environment sustains. (For copy of questionnaire see Appendix "A.")

Statistical Aspects

The statistics used in this study were determined by the problems under investigation:

1. What leisure patterns exist
2. Definitions of leisure
3. What factors are related to leisure patterns

With any questionnaire where both subjective and objective kinds of data are being collected, whether we employ a fixed set of responses or leave the questions open-ended, an arbitrary process of data reduction must take place before a comparative analysis can be done. My questionnaire contained thirty-five open-ended questions and several questions which had an 'other' category. The problem with coding open-ended responses and assigning responses to the proper category is that we must not only understand what the respondents meant by various responses but must also share a set of common understandings if the coding process is to be reliable and valid. For the open-ended questions and for those questions which were structured but had an 'other' category, all responses were first tabulated; then a content analysis done to discover common elements which were used to develop categories of responses. Any inconsistency in the coding operation would occur as a result of arbitrarily rather than definitively assigning responses to appropriate categories. I tried to ensure that all responses were assigned appropriately and in cases where the response was vague, I had to arbitrarily assign responses based on my understanding and experience with the data. For the most part the data was composed of nominal and ordinal variables and some interval variables. All operations: content analysis, data reduction, development of categories and data coding were conducted by myself with the exception of the keypunching which I had verified. There were 290 subjects with five cards per subject.

The Alphanumeric Frequency Count (BMDD40) program was used to compute frequencies for nearly all the variables (220) with the exception of those variables with more than one column which I tabulated by hand. For frequency Tables see Appendix C, Tables 1:1-45.

Statistical analysis was set up in such a way as to answer the basic types of questions about the data. As measures of central tendency, mean, median and mode were used to characterize what was typical of the groups. For measures of variability, range and standard deviation were used to indicate how widely individuals in the groups varied from the central tendency. Frequency distributions are given to show how individuals and groups were distributed with respect to the variables being measured. For discussion of results, the general framework of the "grounded theorists" was used. Results are discussed in the form of relative comparisons (proportionality). A comparative analysis by percentage distribution of any variable or factor used in the study was done in terms of each of the patterns with respect to the percentage distribution of that same variable in the whole sample population.

A coding system of raw data is given in Appendix B. Data for all statistical measures: frequencies, means, and standard deviations are given in Appendix C.

What leisure patterns exist, problem 1, was based on information obtained from the Leisure Activities Series (Form "Q").

These activities were grouped into categories dealing with various aspects of the nature of similar leisure activities. The characteristics of these categories were developed on the basis of information obtained from the literature on leisure and from personal observation. After the development of these categories, students were assigned to those categories which corresponded to their reported frequent leisure activities. Ten leisure patterns were identified from these categories of leisure activity types. The specific nature of the patterns to which the students were assigned was determined by the predominance of certain activities in which they frequently engaged as they occurred under any one category or by equality of categorical type of leisure activities. Identification of these leisure patterns is given under the heading "Patterns".

The definition of leisure, problem 2, was developed through a content analysis of individual responses to the question "what do you think the word leisure means?". A set of categories or dimensions were developed out of these responses. A three-column category was allowed for those responses which included more than one dimension in defining leisure. Respondents were assigned to these categories on the basis of priority of dimension used to define leisure. These categories involved four functions: (1) attitude function--enjoyment or satisfaction, (2) dynamic function--activity or inactivity, (3) time function--free time, and (4) freedom-diversity function--freedom of choice or expression. For example, a one dimension definition would be coded in responses

such as:

- subject 1 "Free time when all work done", code (3)
- subject 2 "Relaxing both mind and body", code (2)
- subject 3 "Doing what you want", code (4)
- subject 4 "Enjoying myself", code (1)

a two dimensional definition of leisure would be coded for responses

such as:

- subject 5 "Enjoying what you do, and not being compelled to do it" code (14)
- subject 6 "Activities you do in your free time", code (23)

a three dimensional definition of leisure would be coded for responses

such as:

- subject 7 "Free time for activity or inactivity with enjoyment as main purpose" code (321)

A frequency distribution for these categories was developed by hand and is given in Appendix C, Table 1:9.

What factors or variables are related to these leisure patterns, problem 3, was revealed through a comparative distribution by percentage of any variable in the whole population (sample) and its distribution for any of the patterns (groups). A variable was considered to be differentially related to a leisure pattern if any of the categories in that variable were at least twice the distribution in the sample population. In other words, the variable was over-represented in terms of some indicator (category) of that variable for a specific pattern.

Categories of Activities

As I indicated earlier, categories were developed out of the leisure activities series of Form "Q" which contained thirty-four activities and an 'other' category. Activities in the 'other' category were similar enough to be incorporated into one of the other activity types already mentioned in the series. The characteristics of these categories refer to the nature of the type of leisure activity under the category and various aspects of the leisure activities. These are presented as follows:

Leisure Type Category

1. Indirect Social Contact:

Watching television
 Listening to the radio
 Listening to records
 Pleasure telephone calls
 Reading newspapers, magazines
 Reading books (fiction/nonfiction)
 Going to movies, concerts, theatre
 Pleasuring driving
 Shopping for pleasure

2. Intellectual and Cultural Involvement:

Going to meetings or organizational activities
 Going to discussions or debates
 Attending guest lectures
 Going to libraries, museums, art centres
 Playing musical instruments
 Painting, drawing, sculpturing
 Meditation

Characteristics of

Indirect Social Contact:

solitary, consumptive
 intellectually active
 physically passive
 indoor mainly
 informal participation
 objects as interests
 indirect approach to
 objective world through
 the mass media

Intellectual and Cultural Involvement:

impersonal social contact
 instrumental
 self-growth activity
 aesthetic or mind-expanding, values as interests, guided by principles or rules,
 formal social participation
 cultural approach to
 objective world

Leisure Type CategoryCharacteristics of

3. Sociability:

Get together for bull sessions
 Going out to dinner
 Frequenting night clubs, bars
 Singing and dancing
 Dating, going to parties
 Visiting friends and/or relatives
 Spending time at hangouts
 Keeping pets

Sociability:

Personal social
 consumptive/productive
 informal social
 participation, persons as
 interests, interpersonal
 relations, hedonistic
 orientation, social
 approach to objective
 world

4. Practical Utility:

Working in the garden
 Sewing, knitting, weaving
 Woodwork, metalwork

Practical Utility:

manually active
 productive/creative
 objects as interests
 solitary/social
 practical approach to
 objective world

5. Physically Active:

Sight-seeing, hiking, walking
 Going to parks
 Playing games
 Attending sports
 Participating in sports

Physically Active:

physically active
 productive/consumptive
 outdoor mainly
 guided by rules
 physical approach to
 objective world

6. General:

Special hobbies
 Travel

General:

personal, social, or
 cultural growth

The two types of activities listed under the "general" category, are sufficiently diverse to fit in with any of the other categories. In the case where there was a predominance of only one category and general activities had been listed, they were subsumed under that appropriate category. There may be difficulty in using the term "category" instead of "type" for the classification of

of leisure activities since the leisure patterns are composed of more than one category or type in nine of the ten leisure patterns developed from the study.

Leisure Patterns

From the listing of categories and their characteristics it appears that the characteristics are overlapping to a certain extent and that some activities could possibly fit in other categories. The characteristics have to be considered from the perspective of the category which it is characterizing. In order to discover underlying aspects of empirically established relationships among leisure activities, clusters of leisure activities were traced in the empirical data itself instead of being theoretically postulated. When considering any aspect of the multiphasic human behavior it is reasonable to assume that individuals can have a repertoire of activities which, though seemingly contradictory, may not be so under different social conditions, circumstances, situations, or with different social groups. The leisure patterns identified from the leisure type categories based on leisure activities exhibit this multiphasic nature. These leisure patterns which subsequently were formed into groups are:

PATTERN 1 which contained sixty-two subjects showed a relative predominance of activities as they occurred under "category 1", indirect social contact. This pattern was called INDIRECT SOCIAL CONTACT PATTERN.

PATTERN 2 which contained forty-seven subjects was characterized by activities as they occurred under categories 1 and 3 respectively indirect social contact and sociability categories. This pattern was called SOCIAL REALITY PATTERN.

PATTERN 3 which contained twenty-three subjects was characterized by activities as they occurred under categories 1 and 2, respectively indirect social contact and intellectual and cultural involvement categories. This pattern was called CULTURAL APPROACH PATTERN.

PATTERN 4 which contained twelve subjects was characterized by activities as they occurred under categories 1, 2, and 3, respectively indirect social contact, intellectual and cultural involvement, and sociability categories. This pattern was called INTELLECTUAL PROJECTIVE PATTERN.

PATTERN 5 which contained twenty-seven subjects was characterized by activities as they occurred under categories 5, 3, and 1, respectively physically active, sociability, and indirect social contact categories. This pattern was called RECREATION-ORIENTED PATTERN.

PATTERN 6 which contained thirty-one subjects was characterized by activities as they occurred under categories 1, 3, and 5, respectively indirect social contact, sociability, and physically active categories. This pattern was called SOCIAL PHYSICAL PATTERN.

PATTERN 7 which contained fifteen subjects was characterized by activities as they occurred under categories 5, 2, 1, and 3, respectively physically active, intellectual and cultural involvement, indirect social contact and sociability categories. This pattern was called the DIVERSITY PATTERN.

PATTERN 8 which contained thirteen subjects was characterized by activities as they occurred under categories 1, 4, and 5, respectively indirect social contact, practical utility, and physically active categories. This pattern was called the PRAGMATIC PATTERN.

PATTERN 9 which contained twenty-two subjects was characterized by activities as they occurred under categories 1, 4, and 3, respectively indirect social contact, practical utility, and sociability categories. This pattern was called the PRACTICAL SOCIAL PATTERN.

PATTERN 10 which contained thirty-eight subjects was characterized by activities as they occurred under categories 1 and 5, respectively indirect social contact and physically active categories. This pattern was called the LATENT-PHYSICAL PATTERN.

This is not a structure of possibilities, but rather, the combinations that resulted from the information obtained from the study. All the reported frequent leisure activities were taken into account in the development of the patterns.

Limitation

For purposes of presentation of the tables in Appendix C, the patterns were referred to as P1-P10. As can be seen the patterns incorporate a variety of activity types. Collapsing the patterns further would have meant under-representing or not showing the true nature of individual leisure patterns, thus concealing potentially important factors or aspects. Given the diverse nature of the patterns it was the object of the study to find out if the various leisure patterns were differentially affected by different types of social variables or not. It may be that there is an underlying concept of leisure which is not affected by the gross relative forms it takes.

These differential relationships will be discussed by areas of investigation in the section of "Results" which follows.

CHAPTER 3

RESULTS

We are unleisurely in order to have leisure.

- Aristotle

Introduction

This section discusses the results of the study. The presentation of the results is in the form of a comparative analysis of percentage distribution over factors as they relate to each of the patterns (Patterns 1-10) with respect to the overall percentage distribution of responses to any one variable as given by all patterns collapsed (PC). The frequency data given in Tables 1:1-45 will be transformed and dealt with as percentages in discussing the results. Tables 2:1-16 which give the means and standard deviations of correlated variables was utilized in the presentation of the results obtained from the rating scales. Since all the information in the tables is given in symbolic form, a coding system of the data where the symbols in the tables correspond to categories in the coding system is presented. By using the coding system the distribution of any variables can easily be transformed into its distribution across categories. The coding system is given in Appendix B, frequency tables and tables for means and standard deviations are given in Appendix C.

The original aims of the study have been realized: to find out how the students define leisure, what leisure patterns exist, and what factors are related to these leisure patterns. The results are dealt with in sections corresponding to the area of investigation. At the end of each section a summary is given indicating what variables are related to each of the patterns developed from the study.

The rating scales which were utilized in the questionnaire are presented in the form of graphs. Forms "X" and "Y" which contained statements on HOW I SPEND MY LEISURE TIME and HOW I WOULD LIKE TO SPEND MY LEISURE TIME have been presented together. The means for each of the variables were plotted, Form "Y" being imposed on Form "X"; thus differences in the responses with respect to direction and degree can be easily detected. Graphs were developed for each of the patterns and for all patterns collapsed, so that unfulfilled need in terms of any variable can be identified within any of the patterns as well as unfulfilled need in terms of any variable for the whole of the sample population. Form "W" is presented in a series of histograms. I chose this form of presentation since differences in the means did not adequately show differences which were revealed by the amount of variability existing among the patterns. The percentage distribution of any variable (statement) is given for each of the patterns and for all patterns collapsed within the same histogram so that differences between the distribution in any one pattern with respect to the other patterns and to the overall distribution of response on any variable can be easily identified.

Form "Z" is presented as a graph using only the means for all patterns collapsed, or the overall responses to any one variable (item) presented in the rating scale. The range(x) is given on the graph to indicate differences in degree of response for the individual patterns. The graph or profile is given in this form rather than in the form of individual pattern responses for the scale since differences which existed between the individual patterns were in degree and not in direction (positive or negative) to any variable or item. All patterns showed consistently the same direction in response, whether positive or negative. Furthermore, differences existing in amount of variability of responses to items were also in the same direction as the responses.

Social Background Variables

Age.--The University student population under study was composed of 91.5% of students between the ages of fifteen and twenty-five; 63.2% of which were below the age of twenty and 29.3% between twenty and twenty-five. The majority of the student population falls within the age group typical of university (17.5-24.5) with only 8.5% over this age range. The minority population was under-represented in patterns 5 and 10 and over-represented in patterns 7, 8, and 9. (For explanation of term "over-represented", see p. 39). It appears that older students tend toward diversity in leisure activities with a pragmatic rather than social orientation, and less toward purely consumptive or physical activities of younger students.

Sex. --There was a three per cent difference between the total student population and the sample population on the male/female index, this was a result of questionnaire return. The sample population was composed of 57.25% males and 42.75% females. Males are over-represented in patterns 5 and 7 and 10 while females are over-represented in patterns 3 and 9. Females tend more towards cultural or practical activities while males tend toward a diversity of leisure activities which are recreation-oriented.

Year in University. --The population under study was proportionately selected from seven levels of study. Percentage distribution for years one through seven are 34.5%, 23.1%, 17.9%, 7.9%, 4.5%, and 2.4% respectively. Undergraduate years are over-represented in patterns 1, 5, and 6, while graduate are over-represented in patterns 3 and 7. Undergraduates tend toward consumptive or recreative types of leisure activities while graduates tend toward diversity in leisure activities with a cultural approach.

Major. --Students may be identified in terms of different characteristics. One would expect an overlapping between major and faculty, especially in cases where students are enrolled in conjoint degrees. The two characteristics: major and faculty were considered separately to find out if this was the case. Ten curriculum major areas were used in the questionnaire. Pure Science refers to biology, chemistry, physics, and mathematics. Applied Science refers to engineering, geology, and geography; applied arts refers to sociology, social work, anthropology, and political science. The other curriculum

major areas are self-explanatory. Individual patterns differed from the overall distribution of majors in terms of a higher portion of one or more types of major areas. Overall, 11.03% of the students were undecided about their major area but students in patterns 2, 3, 5, and 10 were more decisive in the selection of majors. Table 3a shows the representation of majors by leisure patterns.

TABLE 3a
REPRESENTATION OF MAJORS BY LEISURE PATTERNS

<u>Pattern</u>	<u>Type</u>	<u>Curriculum (Major)</u>
1	Indirect Social Contact	Applied Science
2	Social Reality	History and Languages
3	Cultural Approach	Applied Science and Languages
4	Intellectual Projective	Languages
5	Recreation-Oriented	Applied Science and Education
6	Social Physical	Pure Science
7	Diversity	Applied Science and Pure Science
8	Pragmatic	Applied Science and Applied Arts
9	Practical Social	Languages and Pure Science
10	Latent-Physical	Education and Commerce

The table shows that Applied Science majors are the most diverse in the types of leisure patterns they have, pure science majors reveal a leisure pattern opposite to their work pattern. History and language majors predominate in a leisure pattern which has objects and people as interests. Only language majors reveal

a leisure pattern which is guided by principles and rules. Language and pure science majors predominate in a leisure pattern which combines both social and practical aspects reflective of their major areas of interest. Education and commerce majors reveal a leisure pattern which is sufficiently but not necessarily opposite to their work demands.

Faculty.--The University is composed of ten faculties. The only change in the frequency distribution with respect to pattern distribution of faculties is that the 'other' category was subsumed under science which alters the distribution by less than one-half per cent. The majors (curriculum areas) are consistent with the faculties for the most part which I assumed would be the case. The choice of leisure patterns thus does not differ. The Education faculty, which makes up 43.10% of student choice of faculties, varies with each leisure pattern. The Indirect Social Contact Pattern in which applied science majors predominate (over-represented) had a higher proportion of Engineering students. The Social Reality pattern with history and language majors shows a higher proportion of students in the Commerce faculty. The Cultural Approach pattern in which applied science and language majors predominate, shows a higher proportion of students in Arts and Medicine. The applied science and Education majors in the Recreation-Oriented pattern were over-represented by faculties of Education and Physical Education. The Intellectual Projective pattern was composed of more students with language majors in the Arts faculty. The pure science majors in the Social Physical pattern shows a higher proportion of nurses.

There is a greater representation of Science faculty in the Diversity pattern which is consistent with applied and pure science majors. Similarity between the social workers and the applied science and applied arts majors is revealed in the Pragmatic pattern. The Practical Social pattern shows a higher proportion of nurses and social workers with language and science majors. Education and commerce majors in the faculties of Physical Education and Commerce predominate the Latent-Physical pattern.

Citizenship and Language.--The student population was composed of 100% English speaking students. Ninety-six per cent of this population holds Canadian citizenship, the remaining 4% is divided between British (2.8%) and American (1.2%) citizenship. The British are represented in leisure patterns which allow for a diversity of leisure activities of an indirect or direct social nature. The Americans are represented in patterns which allow for a diversity of creative activities.

Religion.--The breakdown for religious affiliation for the student population is as follows: Roman Catholic, 36.55%; Protestant, 53.44%; others which make up less than 5%, Jewish, Christian, Salvation Army, Agnostic, and Atheist. Protestants and Catholics make up approximately 90% of the student body. Changes existing within these percentages were the result of a higher or lower distribution among the other categories. Catholics are over-represented in patterns 2 and 6, and under-represented in patterns 3, 4, and 5; while Protestants are more highly represented in leisure patterns 3, 7, and 8.

Catholics are represented in leisure patterns with social or recreative elements whereas Protestants are represented in patterns which allow for a diversity of activities of a cultural or practical nature. This may be due to the inclusiveness of the category of 'Protestant', whereas Catholicism would be more unified. Analysis of separate denominations may suggest a different relationship between leisure and religion, in terms of Protestant affiliation.

Marital Status.--In the student population, 12.75% of the students were married and 87.25% were single. Patterns 2 and 5 revealed a greater percentage of single students while patterns 6 and 7 showed a greater percentage of married students. Single students tend toward leisure patterns which have a social or recreative orientation while married students tend toward leisure patterns which are more diverse in nature.

Family Size (of origin).--The overall breakdown of the students by family size showed that 43.44% of the students come from small families, 46.55% from medium-size families, and 10% from large families. Patterns 4 and 10 show an over-representation of students from large families (9-13 children). Pattern 6 has a high percentage of students from medium size families and pattern 8 has a high percentage of students from small families. Students from large families tend less toward social activities and more toward solitary activities, which are more intellectually than physically active. Students from small families tend toward activities which have a pragmatic function, have objects as interests, and have different behavior

approaches. Students from medium size families tend toward more social and physical activities and are more orientated to group behavior.

Family Size (if married).--Typically, the married students have small families which is possibly accounted for by the younger age group which attend university. There was a higher percentage of married students in pattern 6 and of these some of the students had medium size families. There may be some relation between the size of the family from which they came and the size of their own family.

Family Income (of origin).--Student response on this question showed that 19.31% did not know or failed to report their families' income. Of the students who did report on their family's income, 69% have incomes of less than \$10,000 annually with the greater percentage of this in the \$5,000-6,000 bracket. Approximately 12% come from families whose income is greater than \$10,000. Patterns 1, 2, 3, and 5 show a higher percentage of students from high-income families. They engage in leisure activities which are for the most part consumptive in nature and which would require the expenditure of money.

Family Income (if married).--Married students show a higher unknown factor and none of the students reported incomes greater than \$10,000. However, their income in comparison to their family of origin shows that married students have higher incomes on the average than their families of origin. This may be a result of spouses working:

sixty-three per cent of the married students had their husband/wife working. Students in patterns 2, 3, and 9 have higher incomes, while those in patterns 5, 6, and 8 have lower incomes than average. Married students in the higher income bracket tend toward activities of a social or cultural nature while students in lower income brackets tend toward activities which have a physical or practical nature.

Summary of Social Background Variables

Here the orientation is reversed and the patterns themselves are the bases for discussion. Essentially, this section deals with the factors which were found to be differentially related to the specific leisure patterns through over-representation of some indicator of each of the social background variables.

Pattern 1, Indirect Social Contact was not differentially represented with respect to age and sex variables. In terms of year, major, and faculty it was shown to have more undergraduates, more applied science majors, and more students in the Engineering faculty. Religion, marital status, family size, and family income (married) were not differentially represented with respect to this pattern. However, included in this pattern were more students whose family income was greater than \$10,000 annually.

Pattern 2, Social Reality was not differentially represented with respect to age, sex, or year in university. In terms of major and faculty it was shown to have more History and Language majors

and a higher proportion of Commerce faculty. In relation to other social background variables it had a higher proportion of single students, of Catholic affiliation, whose family income of origin was greater than \$10,000 annually. Married students in this pattern were also shown to have incomes greater than the average.

Pattern 3, Cultural Approach, was not differentially represented with respect to age but was differentially represented with respect to sex, year, major, faculty, religion, family income of origin, and family income if married. There were more females in this pattern, in graduate years with applied science or Language majors. They are more diverse in religious affiliation, come from higher income bracket families, and have higher incomes than average if married themselves.

Pattern 4, Intellectual Projective, was not differentially represented with respect to age, sex, year, or marital status. In terms of religion, family size and family-of-origin income, it was shown to have a greater diversity in religious affiliation, and to have a greater percentage of students coming from large families in a lower income bracket. There were a greater percentage of Language majors in the Arts faculty.

Pattern 5, Recreation-Oriented, was differentially represented in terms of all the social background variables with the exclusion of family size. There was a greater percentage of younger students, male, in undergraduate years having applied science of Education majors and a predominance of Education and Physical Education

faculties. They were more diverse in religious affiliation, had a higher proportion of single students, come from higher income bracket families but if married themselves had lower incomes than the average.

Pattern 6, Social Physical, was not differentially represented with respect to age and sex. In terms of year, major, faculty, religion, marital status, family size, and family income, it was shown to have a greater percentage of undergraduates, with pure science majors in the faculty of Nursing. In this pattern there were more Catholics, from medium size families with incomes of less than \$10,000 annually and students, if married themselves, had incomes lower than the average.

Pattern 7, Diversity, was differentially represented with respect to all the social background variables with the exception of family size. There was a greater percentage of older students, males, in graduate years, with applied science and pure science majors over-represented by the Science faculty. There was a higher percentage of students in this pattern of Protestant faith whose family income was less than \$10,000 annually.

Pattern 8, Pragmatic, was differentially represented with respect to age, major, faculty, religion, family size, and family income. In this pattern there was a higher proportion of older students with applied arts and applied science majors over-represented by the faculty of Social Work. There were more students of Protestant

faith, from small families whose annual income was less than \$10,000. Married students in this pattern were shown to have incomes below the average.

Pattern 9, Practical Social, was differentially represented with respect to age, sex, major, faculty, and family income. There was a higher proportion of older students in this pattern, female, with Language and pure science majors, dominated by the Nursing and Social Work faculties. Students in this pattern come from families whose annual income is less than \$10,000 but whose married students on the average have incomes higher than that of their family of origin.

Pattern 10, Lateht-Physical, was differentially represented with respect to age, sex, major, faculty, and family size. In this pattern there was a higher proportion of younger students, males, with Education and Commerce majors over-represented by the faculties of Physical Education and Commerce. There was a higher percentage of students from large families whose annual income was less than \$10,000 in this pattern.

In conclusion, it has been shown that social background variables do not have an equal representation across all patterns and that some patterns, especially 5 and 7 have a differential representation across all these variables with the exception of family size. The other patterns are related to a greater or lesser degree with the various social background variables.

General Background Information

Present Living Accomodations.--This question deals with the amount of independence students have with respect to their living arrangement. A 'dependent relationship' refers to those students who live either at home or with relatives. A 'semi-dependent relationship' refers to those students who live in either residence or boarding houses, and an 'independent relationship' refers to those students who either rent a house or have an apartment. The overall breakdown showed that 43% of the students had a dependent living arrangement, 42% had a semi-dependent living arrangement and 15% maintained an independent living arrangement. In other words 85% of the students were directly or indirectly in the care of others while 15% were on their own. Patterns 2 and 4 showed a greater proportion of students in dependent arrangement; patterns 5, 8, and 9 showed a higher proportion of semi-dependent arrangement; and patterns 3, 6, and 7 showed a higher proportion of students with independent living accomodations. Students in dependent living arrangements tend toward consumptive type activities; students in semi-dependent arrangements tend toward recreative or practical leisure activities; and, students with independent living arrangements tend toward a diversity in leisure activities with a cultural or social orientation. Obviously, age is strongly correlated with independence; the relationship, when analyzed leads to very small cell frequencies and cannot be traced here.

Type of Community.--Communities were divided into five arbitrary types: island, small rural, small urban, large urban, and large rural. These were developed with reference to size of community and degree of industrialization. Rural type communities make up 51% while urban type communities make up 49% of the sample population.

Differences between individual patterns and the overall percentage distribution were not great for this variable, though students in patterns 4, 7, and 9 show a higher representation in urban communities while patterns 6 and 10 show a higher representation of students in rural type communities. Urban students tend toward a diversity in leisure activities oriented toward self-growth while rural students tend toward leisure activities of a social or physical nature. This may be accounted for in part, by the availability and variety of facilities in the community.

Geographical Region of Community.--Geographical regions were divided into eight categories; northern, southern, eastern, western, central regions and outside of the province. The overall breakdown shows 8.96% of the students come from northern regions, 12.40% from southern regions, 53.79% from eastern regions, 11.03% from western regions, 8.62% from central regions and 5.17% from outside the province. Patterns 4 and 7 are over-represented by students from outside the province. Patterns 3 and 8 show a higher percentage of students from central regions, pattern 2 from southern regions, and pattern 1 from eastern regions. In pattern 4 and 5 there is a higher proportion of students from northern regions.

Out of the province students tend toward a diversity in leisure activities related to their interests. Students from central regions tend toward activities of a cultural or pragmatic nature. Students from the southern regions tend toward social leisure activities. Students from the eastern region tend toward practical and social activities and those from northern regions toward creative activities. The eastern region tends to be more urban, and the results therefore overlap that analysis and are consistent with it, in general.

Size of Community.--Communities were divided into eight categories ranging from less than 100 to larger than 25,000 people. In terms of over-representation, students in pattern 5 come from communities with population between 100-500, students in pattern 8 from communities with population between 1000-2500, and students in patterns 4 and 6 from communities with population between 2500-5000. There was a greater representation of students from communities with populations greater than 25,000 in pattern 7. Differences in the representation of patterns with respect to size of communities may be indicative of the availability of facilities for leisure in those communities.

Leisure Facilities in Community.--There is a great deal of variation in the response to this question. This may be due to lack of awareness with respect to facilities available, to the fact that people have different ideas as to what constitutes a facility, to the necessity of having facilities for the types of leisure

activities one engages in or that facilities, were in fact, not available for leisure in the communities. Overall the students reported that only 13.0% of the communities had no leisure facilities. It appears more likely that leisure patterns are related to the facilities in the communities which were utilized for leisure. Whether facilities available for leisure predispose certain types of leisure patterns or that leisure patterns are the result of the types of leisure facilities which one uses is difficult to determine.

Clubs, Organizations and Associations in Community and on Campus.--

Overall, students reported positively both with respect to existence of community organizations and their participation in these organizations. Eight-seven per cent of the students reported that there was some type of community club, 62% were members and 25% held an official status in the club. In patterns 1, 4, 7, 8, and 10 there was a higher proportion of students in an official capacity in their clubs. Information on the types of clubs or organizations is not available so that representation of certain patterns with respect to types of community involvement could not be traced here.

While there was a high participation rate in the community, there was a low participation rate in clubs on campus. Only 27.6% of the student body were involved in clubs or organizations on campus. Students in patterns 2, 3, 4, and 7 show a higher rate of involvement in campus clubs which correspond to their patterns. Students in the Social Reality pattern were involved in Free Arts and social clubs, those in the Cultural Approach pattern in Religious and social clubs,

and, those in the Intellectual Projective and Diversity patterns in Academic clubs. Also students in these patterns showed a higher representation in official capacity in these clubs.

Employment Status Previous to University.--The greater proportion of the student body did not work previous to coming to university. The overall breakdown showed that 25.17% of the students had been employed and 74.83% had not. Students in patterns 4 and 5 are over-represented on this variable and those in patterns 9 and 10 under-represented. Patterns with a higher representation of previously employed students opted for leisure activities which provide mental or physical growth; those with lower representation for leisure activities with objects of interests.

Aspects of Job: Type, Duration, Wage scale.--Job categories were arranged in decreasing order in terms of education or skill requirements. Patterns 3 and 8 was over-represented by professional and technical people; patterns 5 and 7 by officials; patterns 1 and 9 by operatives; and patterns 2 and 4 by service workers. Of this working population, 68% had worked for less than two years. This is especially true of students in patterns 2, 5, and 10. Those students in pattern 3, however, had previously worked for longer periods than this. Similarly, 68% of the working students received annual wages less than or equal to \$4,000. Students in patterns 2, 4, and 8 showed a higher representation in this category. On the average, it appears that students who did work previous to university did so for short periods of time, at low income levels,

in a variety of jobs where on-the-job training took precedence over academic qualifications.

Summary of General Background Information

Pattern 1, Indirect Social Contact, did not include students who were differentially represented with respect to any of the background variables with the exception of type of job students had previously held before university. There were more students who had been operatives among the 24% of the students with which this question dealt.

Pattern 2, Social Reality, showed a higher proportion of students from southern regions of the province, with dependent living arrangements. Students in this pattern were more involved in clubs on campus which were of a social nature. Of those who had worked previous to university, there was a higher proportion of service type jobs, lasting less than two years with average incomes under \$4,000.

Pattern 3, Cultural Approach, showed a higher representation of students with independent living arrangements, from central regions of the province. They were more involved in clubs on campus, especially religious and social. Of the students who had worked previously, more had held professional or technical types of jobs for longer periods of time.

Pattern 4, Intellectual Projective, was differentially represented with respect to most of the general background variables. Pattern 4 was shown to have more students living in a dependent relationship, coming from urban type communities outside the province with populations of 2500-5000. Students in this pattern had a higher representation in clubs on campus, especially academic ones, and tended to have higher status in these clubs. There was a higher proportion of students in this pattern who had worked previous to coming to university in service-oriented jobs for incomes less than or equal to \$4,000 annually.

Pattern 5, Recreation-Oriented, showed a higher proportion of students in semi-dependent living arrangements, coming from northern regions of the province, in communities with populations between 100-500 people. In this pattern there was a higher percentage of students who had been employed previous to coming to university in official type jobs for less than two years.

Pattern 6, Social Physical, included more students in independent living arrangements, from rural type communities with populations between 2500-5000. Students in this pattern were found to have a higher participation rate in community clubs and organizations. They were not differentially represented with respect to job aspects.

Pattern 7, Diversity, was found to include more students with independent living arrangements, coming from urban type communities outside of the province with populations greater than 25,000.

Students in this pattern showed a higher representation in clubs on campus especially academic ones in which they held official status. There appears to be a strong correlation between leadership in community organizations and the type of community to which you belong. Of the students who had worked previous to university, a higher proportion of the students in this pattern had held official type jobs.

Pattern 8, Pragmatic, showed a higher representation of students in semi-dependent living arrangements, coming from central regions of the province with populations between 1000-2500. They had a higher representation in community clubs. Students in this pattern who had worked previous to coming to university did so in professional or technical jobs for wages under \$4,000 annually.

Pattern 9, Practical Social, included more students in semi-dependent living arrangements from urban type communities in the eastern region of the province. They were more aware of clubs and organizations in their communities. There was a lower percentage of previously employed students and those who had worked, tended to have held operative type jobs.

Pattern 10, Latent-Physical, was differentially represented in terms of type of community, employment status previous to university and duration of job. In this pattern there were more students from rural type communities. There was a smaller percentage of previously employed students who had worked for less than two years.

Overt Factors as They Relate to Leisure

Present Employment Status.--The students in general do not work while going to university. Overall distribution showed that 84.5% of the students did not have part-time jobs while attending university, 14.5% did have jobs of which 2.75% were on a full rather than part-time basis. There were more students in pattern 5 who did not have jobs, and more students in patterns 7 and 9 who did. This may be a result of a majority of younger students from higher income families in pattern 5 while the students in patterns 7 and 9 tend to be older and from lower income families. Furthermore, the orientation which students in each of these patterns have toward leisure activities may predispose certain priorities such as the necessity to have money for the leisure activities in which they engage.

Leisure Expenditure.--On the average students spend less than \$10 a week on leisure goods and services. Approximately 70% of the students fell into this category. Students in patterns 3 and 4 spend less; possibly because the leisure activities in which they engage do not require the expenditure of money. Students in patterns 5 and 7 tend to spend more money than the average student on leisure goods and services, possibly because the activities which characterize these patterns do require the expenditure of money.

Aspects of the University Setting.--These aspects refer to what the students like most about university, what they like least about university, and whether or not they consider the demands made on them

by attending university as unreasonable and if so, in what way.

The most frequent response to the question "what do you like most about university?" is one of a social nature. That is, contact with people and being able to meet and make friends at university. Patterns 2 and 9 were not differentially represented in terms of this question; the rest of the patterns had a higher percentage of students responding in a particular way. The students in patterns 1 and 4 liked university for some personal reason; the freedom and independence it afforded or the opportunity to attain some personal goal. Students in patterns 3 and 8 responded in terms of structural reasons; what they liked most about university was the facilities available for learning, the curriculum, and orientation of university. Patterns 5 and 10 showed a higher percentage of students who liked university most because of the entertainment and sports facilities provided. It appears that what the students like most about university corresponds with the orientation they have to activities which characterize their leisure patterns.

In general, what the students like least about university is the pressure that is created by the work load. There is also, a certain amount of dissatisfaction with the organization of courses and the professors teaching them. Patterns 7, 8, and 9 were not differentially represented in terms of this question. The students in patterns 1 and 4 disliked the emphasis, organization, and attitude of the university towards students. Those in patterns 2 and 5 were dissatisfied with the availability of facilities and their misuse.

Students in pattern 3 disliked the impersonal atmosphere which the growth of the university has created, and those in patterns 6 and 10 showed a higher percentage of the general dissatisfaction with work load and course organization. Again, it appears that what the students dislike about university also corresponds to the orientation of their leisure patterns.

The students in general do not consider the demands of university unreasonable; only 16.89% of the students considered them so. Their main reason was the time consumption of assignments and study. This was especially true for the students in pattern 8 who have a practical orientation to their leisure activities, which may be interfered with as a result of the time constraint of university.

Definitions of Leisure

I have stated previously that the definitions of leisure were developed directly from the students' own defining process. On the questionnaire which was used for the study, the students were asked "What do you think the word LEISURE means?" From an analysis of the definitions four categories were developed relating to the content of those definitions. Those categories are as follows:

1. Enjoyment or satisfaction either of a mental, physical, or social nature or combination of these. (attitude function)

- 2. Activity or inactivity either recreation or relaxation. (dynamic function)
- 3. Free time that is time not allotted to duty, obligations, or work for one's self, family or society. (time function)
- 4. Freedom of choice and expression or being allowed to do what you want to do without compulsion or pressure from outside forces. Whether this is perceived or actual. (freedom-diversity function)

Students' definitions were coded with respect to number and priority of categories which was illustrated in the design section. Thus students could have a one, two, three, or four dimensional definition. From the results I found that none of the students defined leisure in terms of all four dimensions. The overall breakdown showed that 34.48% of the students defined leisure in terms of one dimension; 45.17% defined leisure in terms of two dimensions; and 20.35% defined leisure in terms of three dimensions. In terms of priority of categories, regardless of the extent of the definitions dimensionally, I found that 4.81% of the students defined leisure in terms of the attitude function, 22.38% in terms of the dynamic function, 62.13% in terms of the time function and 10.68% defined leisure in terms of the freedom-diversity function.

Those students defining leisure by one dimension were over-represented in patterns 1 (time), 7 (dynamic), and 10 (time). There were more students in patterns 2 and 5 who defined leisure by two dimensions, respectively dynamic-freedom, and time-dynamic.

There was a higher proportion of students in patterns 3 and 9 who defined leisure by three dimensions, respectively, freedom-time-attitude; and time-freedom-dynamic functions. Patterns 6 and 8 were not different from the overall distribution.

In comparison with the overall distribution of the four functions or categories used in defining leisure; pattern 1 was under-represented with respect to attitude function. Pattern 2 was over-represented with respect to dynamic function and under-represented in terms of time function. Pattern 3 was over-represented in terms of attitude and freedom-diversity functions, and under-represented in terms of time function. Pattern 4 was over-represented in terms of the time function and under-represented in terms of attitude and dynamic functions. Pattern 5 was over-represented in terms of attitude function and under-represented in terms of freedom-diversity function. Pattern 7 was under-represented in terms of attitude function. Pattern 9 was over-represented in terms of time function and under-represented in terms of freedom-diversity function. Patterns 6, 8, and 10 were not different in terms of functions from the overall distribution.

In pattern 3, Cultural Approach, and pattern 5, Recreation-Oriented, the students tend to define leisure in terms of the enjoyment or satisfaction they derive from leisure. The important function of leisure for the students in pattern 2, Social Reality, is the type of activities they engage in. For students in pattern 4, Intellectual Projective, and pattern 9, Practical Social,

leisure means free time, where the onus of responsibility or commitment is removed. Since the other patterns were not differentially represented, time-function would seem to be the element most frequently occurring. It appears that students as well as other social groups in society, as indicated from the literature in the area, define leisure as "free time".

Students in leisure patterns where the orientation is toward consumption, tend to define leisure in terms of time availability. Students in leisure patterns where the orientation is toward recreation and sociability tend to define leisure in terms of freedom to engage in a variety of leisure activities. Students in leisure patterns whose orientation is toward self-growth tend to define leisure in terms of the enjoyment or satisfaction which they derive from their leisure activities. Students in leisure patterns where the orientation is toward objects more than people tend to define leisure as free time.

More or Less Leisure Time at University.--In general, students do not perceive they have more leisure time since coming to university. Sixty-seven per cent of the students perceive they have less leisure time now and 34% perceive they have more leisure time since coming to university. The students in patterns 3, 6, and 9 show a higher representation in the category of less leisure time while students in patterns 4, 7, and 10 have more leisure time. Because of the different orientations in these leisure patterns, reasons other than time availability, may account for this perception.

Types of Facilities used by the Students.--Approximately 65% of the students use facilities at the university and in the city during their leisure. The students in patterns 4, 5, 7, and 10 tend to use the university facilities more than the average student while students in patterns 1 and 6 tend to use university facilities less. Students in patterns 3, 7, and 8 tend to use the city's facilities more for their leisure. The type of facilities used tend to correspond to the types of activities which characterize each of the leisure patterns.

Students in the Recreation-Oriented pattern (5) and those in the Latent-Physical pattern (10) use fixed sport facilities. Students in the Intellectual Projective pattern (4) and in the Diversity pattern (7) tend to frequent university-sponsored events, and those in the Cultural Approach pattern (3) as well as students in the Pragmatic pattern (8) tend to use auxiliary facilities. Students in patterns 4, 8, and 9 would like to see better organization of present facilities, possibly because of the practical orientation to the types of leisure activities they have. Students in patterns 5 and 10 would like to see better facilities made available than the presently available ones. Students in patterns 2 and 7, possibly because of the diverse nature of the patterns would like to see more participation, greater variety in facilities, and more organization of facilities for leisure use.

Transportation Accessibility.--Less than a quarter of the student population have their own transportation, though 53% of the students

reported they had access to a car. Only the students in pattern 7 showed a higher percentage of car ownership. These students have previously been identified as older, married, male, graduate students who have part-time jobs while attending university.

Time Budget Analysis.--Students were asked to give approximations about how much time they spent on a variety of activities related to the university and to their free time. These questions were asked in order to find out how the students divided their time both during the weekday and on the weekends, and how much leisure they perceived they had. The breakdown for the student population in general is as follows:

TABLE 3b
TIME BUDGET ANALYSIS

<u>Weekday</u>	
<u>Time Period</u>	<u>Mean Hours</u>
Hours in class	3.87
Hours spent on assignments and study	3.64
Time between classes	3.75
Leisure time per day	4.50
<u>Weekend</u>	
Hours spent on family obligations	0-5 (5-15)
Hours spent studying	4.50
Leisure time per weekend	22-44 (5-15)

The brackets indicate married students or those who reported that their leisure time on the weekend varies with circumstances.

The students in patterns 4 and 6 reported that they spend less time in class but more time on assignments and study. Students in pattern 6 also reported that they had more time between classes and more leisure time per day. This may be accounted for by the fact that the students in pattern 6 tend to be part-time, married, undergraduate students who do not spend their time between classes on campus. Students in patterns 9 and 10 tend to spend more time in class but the students in pattern 9 spend less time on assignments and study. Students in pattern 5 tend to spend less time on study and assignments and have less time between classes; students in this pattern tend to be younger males in undergraduate years who like recreative activities. Students in pattern 7 spend more time on assignments and study and spend thier time between classes studying. Students in this pattern tend to be older, male, married, graduate students.

Students in patterns 2 and 9 tend to spend their time between classes talking in the cafeterias. Students in patterns 3, 4, and 7 tend to spend their time between classes in the libraries or other places studying. Students in patterns 5 and 10 spend their time between classes in various places playing games or sports. Students in pattern 6 and 8 tend to spend their time between classes off campus. The places where students locate themselves between classes seem to correspond to the kinds of activities which characterize their leisure patterns.

On the weekends, students in patterns 7 and 8 tend to spend

less time on family obligations. Students in pattern 7 are married with small families and those in pattern 8 come from small families. A higher proportion of these students are from central regions of the province and while attending university, stay in residences or boarding houses.

Students usually study at home or at the university. Forty-three per cent of the students reported that they come to university nightly, 30% on Saturdays and 18% on Sundays. Students in patterns 8 and 9 study more at home (residence or boarding house), and students in pattern 4 spend more time on the weekends studying. Students in patterns 3, 4, 8, and 9 perceive that they have less leisure time on the weekends than the average student and those in patterns 2, 5, and 7 perceive they have more leisure time on the weekends. This perception of amount of leisure time may be the result of the kinds of leisure activities students in the different patterns have. Students who perceive they have more leisure time tend to engage in leisure activities which are dissimilar to those required by attendance at university. Students who perceive that they have less leisure time engage in activities of a work-substituted nature, similar to those activities undertaken in relation to university requirements. It may be that change in orientation to activities in work and in leisure contributes to the perception of more leisure time as well as other factors.

Aspects of Friendship Relationships. -- Generally students reported that their two closest friends also attended university, though

students in patterns 7 and 9 reported that their friends did not attend university. It may be the case that since they are older students in these patterns that their friendships have been developed previous to their university careers. Fifty-seven per cent of the students reported that their friends also live close to them. Again, students in patterns 7 and 9 reported that their friends were split in terms of propinquity; one living close to them and the other not. There was a higher percentage of students in patterns 5 and 6 who reported that their friends lived close to them, while the students in pattern 3, who come from central regions of the province, reported that their friends did not live in close proximity to them.

The student in patterns which are oriented toward recreative or social types of activities have their friends living close to them and have more frequent contact with them. Students in patterns with other than a social orientation have friends living farther away and tend to have less contact with them. Approximately 25% of the students in all patterns have known their best friends since childhood. Students in patterns 5, 6, and 9 showed a higher duration rate of friendship and those in pattern 4 had known their best friends for a shorter period of time.

Leisure Activities with the Family.---Distinctions were made between those students living at home and those not living at home, the types of activities they engaged in with their families, frequency of these activities, and what they liked most about these family activities. There was a 1:1 distribution of students living at home and away from

home; students living at home have a greater opportunity to interact with their families though the difference between the two groups of students is not great (3.5%). Patterns 6, 7, 9, and 10 have a higher proportion of students living with their families and only the students in pattern 9 do not engage in leisure activities with their families. The students in the other patterns frequently engage in activities with their families because they have a chance to get to know each other better and can talk over problems. Students in patterns 3, 4, 5, and 8 tend not to live at home though the students in patterns 4 and 8 tend to engage in activities with their families for the same reason; that is, a change from their other activities. Those in patterns 3 and 5 have very little contact with their families possible because they have nothing in common with them or do not find family activities interesting.

Music and Conversation Preferences. --The music preference of the students in general is for popular music; pop, rock, electric and acid rock. Folk and country and western music have an equal rank as the second preference; and then a combination of different kinds of music. Students in patterns 3 and 8 have diverse music preferences; those in patterns 6, 7, and 9 like folk music and those in pattern 10 like country and western music. This may be associated with the amount of exposure the students have had to different types of music or to the kinds of music their friends like in relation to their leisure activities.

In general, the students do not prefer any one kind of conversation topic but rather a variety of topics. Students opted

for personal chit-chat over other kinds of conversation in 27.58% of the cases. Students in patterns 3 and 4 opted for cultural topics which corresponds to their orientation to leisure activities. Pattern 5, Recreation-Oriented, showed a higher percentage of students who preferred conversation about entertainment.

Aspects of Hobbies.--Overall, 61% of the students reported that they did have hobbies, though the students in patterns 7 and 8 tended to have hobbies more than the students in the other patterns. Generally speaking these hobbies have a solitary orientation: 64% of the students reported that they engaged in their hobbies alone, 15% with a friend, 11% with a group, and 5% with their families. The other five per cent had hobbies in which the social structure varied. The students in patterns 3 and 1, who had a higher percentage of solitary hobbies, have objects or values as interests. Students in patterns 5 and 7, who had a higher percentage of social hobbies, have people as interests.

On the average, students have had their hobbies for 4-5 years, but students in patterns 7 and 8 have had their hobbies longer; they tend to be older than the average student. In general, 58% of the students spend between three and six hours a week on their hobbies, 17% of the students spend most of their leisure time on their hobbies, 10% spend less than an hour a week on their hobbies since coming to university, and 15% reported that the time they spent on their hobbies varied with circumstances.

Summer Vacation.--Students in general spend their summer vacations working. 65.1% of the students reported that they worked during their summer vacation. There was no differences between students, in the various leisure patterns on this question. Of the students who did not work during the summer vacation, 25% went to summer school,--this was especially true of the students in pattern 10. Thirteen per cent help around the house, especially those in patterns 8 and 9; 32% enjoy their vacations and 22% do nothing in particular. Students in patterns 6, 7, and 4 tend to enjoy their vacations more than students in other patterns.

Aspects of Travel.--Students in general tend to travel somewhere at least once a year. Overall response to this question showed that 63% of the students travelled annually though the students in pattern 3 tended to travel more than the average student. This seems to correspond to the cultural approach they have to activities in their leisure pattern. As to mode of transportation, 50.9% travel by car, 23.8% by plane, 9% hitch-hike and 15% use different modes of transportation. Students in the Social Reality pattern (2) tend to hitch-hike more than students in other patterns.

Most of the students travel either with their families (34.68%) or with friends (32.13%); 18.36% of the students travel alone, 7.65% with a group, and 6.12% show a combination of travelling companions. The older students in patterns 8 and 9 tend to travel more with their families. In terms of the places the students have travelled in, 60.4% reported they had travelled in two or more places, 30.8% in

their own province, and 8.06% in other provinces of Canada. On the average the students in pattern 7 have travelled in more places. There was no difference between the patterns on the overall response to where they would like to travel, 80% of the students indicated they would like to travel to a variety of places.

Trend Analysis of Leisure Preferences.--The term 'trend' is used in the context of potential aspirations for leisure under ideal conditions of health, discretionary income and time. My intention in asking the hypothetical question "what four things would you most like to do during your leisure given time and money?", was to find out if, given certain ideal conditions, there would be a change in the existing leisure patterns of students. The nature of these changes would be indicated by the differences between leisure preferences and the leisure activities which presently characterize the different leisure patterns. It was also my intention to find out what the overall leisure preferences of the students were, given these conditions.

The overall distribution shows that travel, whether specified or unspecified, is the first choice leisure preference of the students. The second choice leisure preference is for the outdoors, whether this be camping, exploring out of the way places in Newfoundland, or different types of outdoor recreation. There is also a leisure preference for self-improvement activities, whether this be learning a skill, furthering one's education, or studying a particular topic of interest. The students in general rate their hobbies as an important part of their leisure and there is a preference for increased social activities for the majority of the students.

The trend in pattern 1, Indirect Social Contact, is from consumptive, solitary, physically passive types of activities to instrumental, physical and social activities.

The trend in pattern 2, Social Reality, is toward a continuation of the same kinds of activities with travel and social activities taking priority. There is a tendency toward more outdoor recreation and more involvement in their hobbies.

The trend in pattern 3, Cultural Approach, is toward an increase in the types of activities already engaged in, with an emphasis on self-improvement. This is true of their hobbies and outdoor recreation --the orientation being to learn something from their activities.

The trend in pattern 4, Intellectual Projective, is a combination of the types of activities they already engage in and activities opposite to those they already have. The outdoors is the leisure preference for most of the students in this pattern with travel, hobbies and self-improvement types of activities being selected as other preferences.

The trend in pattern 5, Recreation-Oriented, is toward a continuation of the same kinds of activities which already distinguish this pattern. Travel, participation in sports, social activities and hobbies are the leisure preferences of students in this pattern.

The trend in pattern 6, Social Physical, is away from the

social and physical activities to solitary activities of a cultural or intellectual nature and an increase in hobbies, especially music.

The trend in pattern 7, Diversity, is toward diversity. Preferences show a diversity of interests already exhibited by the activities distinguishing this pattern.

The trend in pattern 8, Pragmatic, is toward self-improvement. Leisure preferences are furthering one's education, ownership of material goods, participation in sports, hobbies and social activities.

The trend in pattern 9, Practical Social, is away from social activities to physical activities. Leisure preferences of students in this pattern are camping, outdoor recreation, travel, self-improvement activities and hobbies.

The trend in pattern 10, Latent-Physical, is from the latent to the manifest. Leisure preferences of students in this pattern are travel, participation in sports, outdoor recreation, social activities and hobbies.

These trends in leisure preferences may be the result of the hypothetical conditions or it may be that students change in their patterns for a variety of reasons. Students may prefer pural leisure patterns or may apply some personal style to their leisure.

Summary of Overt Factors as they Relate to Leisure

The students in pattern 1, Indirect Social Contact, tend to like university because it provides the opportunity for fulfillment of some personal goal. They dislike the organization, emphasis and attitude which the university holds toward students. They tend to have solitary hobbies. In terms of their leisure preferences, the students in this pattern show a trend from consumptive, solitary, physically passive types of activities to instrumental, physical, and social activities.

The students in pattern 2, Social Reality, tend to dislike university because of dissatisfaction with or misuse of facilities. They would like to see greater variety in leisure facilities, better organization, and more participation in various activities. The students in this pattern perceive they have less leisure time per day than the average student but have more leisure time on the weekends. They tend to spend their time between classes talking in the cafeterias. If they don't work during the summer vacation, they do a variety of things one of which is hitch-hiking to different places. The trend in their leisure preferences is a continuation of the same kinds of activities already characterizing their leisure pattern.

The students in pattern 3, Cultural Approach, tend to spend less money per week on leisure goods and services than the average student. They like university for the facilities and curriculum

provided for education, and dislike it for its impersonal atmosphere created by overcrowding. They reported that they had less leisure time since coming to university. They tend to use the leisure facilities in the city more than in the university. They spend their time between classes in the library studying. They perceive they have less leisure time on the weekends than the students in other patterns. They like all kinds of music, enjoy cultural topics of conversation, engage in solitary hobbies. Their friends tend not to live close to them and they don't engage in any leisure activities with their families. The trend in leisure preferences is toward an increase in the types of activities already engaged in with emphasis on self-improvement.

Pattern 4, Intellectual Projective, includes students who spend less money per week than the average students on leisure goods and services. They like university because it provides an opportunity to attain some personal goal and they dislike the university because of the organization, emphasis, and attitude it holds toward students. They perceive they have more leisure time since coming to university. They tend to use the facilities provided by the university during their leisure and frequent university sponsored events. They spend less time in class per day than the average student and more time on assignments and study; they perceive they have less leisure time on the weekends and tend to study more hours on the weekend than the average student. They tend to have less frequent contact with their friends but engage in frequent activities with their families. Their time between classes is spent in the library studying. They enjoy cultural topics of conversation. If they didn't work during the

summer vacation they tend to use the vacation for enjoyment. The trend in leisure preferences is a combination of activities which already characterize this pattern and activities opposite to their pattern activities, especially enjoying the outdoors.

The students in pattern 5, Recreation-Oriented, tend to have fewer part-time jobs while attending university but spend more money on leisure goods and services than the average student. They like the university for the entertainment and sports facilities provided and dislike it because of the misuse of those facilities. They tend to use the facilities provided by the university more, especially the fixed sports facilities. They tend to spend less time on study and assignments than the average student and their time between class is spent playing games and sports. They tend to have more leisure time on the weekends than the average. Their friends live close to them, they have frequent contact with them and have known them longer. They enjoy topics of conversation concerning entertainment, and they have social kinds of hobbies. The trend in their leisure preferences is toward a continuation of the same kinds of activities which already distinguish their leisure pattern; travel, participation in sports and social activities.

Pattern 6, Social Physical, includes students who tend to be dissatisfied with the organization of courses and their professors. They tend to use university facilities less and tend to use a variety of facilities in the city during their leisure. They perceive they have less leisure time since coming to university, spend less time in class but more on assignments and study and don't stay on campus

between classes. They perceive they have more leisure time on the weekends than the average student. They frequently engage in a variety of activities with their families. Their friends tend to live close to them and they have known them longer than the average. They enjoy folk music. If they don't work during the summers they tend to enjoy their vacations. The trend in their leisure preferences is away from social and physical activities and toward solitary activities with a cultural or intellectual orientation.

The students in pattern 7, Diversity, are differentially represented in terms of most of the overt factors. There are more students in this pattern who have part-time jobs while attending university. They spend more money per week on leisure goods and services than the average student. They perceive they have more leisure time since coming to university. They tend to use both the facilities at the university and in the city during their leisure and attend university sponsored events more. They spend more hours studying per day and in between classes they are either studying or working. They perceive they have more leisure time per day and on the weekends than the students in other patterns. They spend less time on family obligations on the weekend and engage in frequent activities with their families. They tend to have their own transportation. Their friends do not go to university, one lives close to them and the other doesn't and they have less frequent contact with their friends. They tend to have more hobbies of a social nature and have had these hobbies for a longer time than the average student. They enjoy folk music. Those that don't work during the

summer tend to use their vacation for enjoyment. The trend in their leisure preferences is the same as their leisure pattern--diversity.

The students in pattern 8, Pragmatic, tend to like university because of the facilities and curriculum provided for education. They tend to use the facilities in the city more even though they have less access to transportation. They tend to spend their time between classes off campus. They tend to have known their friends for a longer time and they engage in frequent leisure activities with their families though they do not live with their families. They perceive they have less leisure time on the weekend than the students in other patterns and spend less time on family obligations. More of the students in this pattern have hobbies and have had them for a longer time. If they don't work during the summers they tend to help around the house and tend to travel more with their families. The trend in their leisure preferences is toward self-improvement. Preferences are for furthering their education, ownership of material goods and participation in sports.

Pattern 9, Practical Social, includes students who tend to have part-time jobs while attending university and perceive they have less leisure time since coming to university. They spend less time studying than the average student and spend their time between classes in the cafeterias. Their closest friends are not at university, they have known them longer and are split as to proximity to them--one lives close to them the other doesn't. In general, they tend not to engage in leisure activities with their families but if they

don't work during the summers they tend to help around the house and travel more with their families. The trend in their leisure preferences is away from social activities and more toward outdoor recreation and self-improvement.

The students in pattern 10, Latent-Physical, tend to like university because of the entertainment and sports facilities provided. They tend to use university facilities more frequently, especially sports facilities. They are dissatisfied with the organization of courses and the way they are taught. They tend to perceive that they have more leisure time since coming to university. They spend their time between classes playing sports or games. They frequently engage in leisure activities with their families. They have travelled less than the average student and those that do not work during the summers tend to go to summer school. The trend in their leisure preferences is from latent to manifest. Their preferences are for travel, participation in sports, outdoor recreation, and social activities.

Attitudes of Youth Culture as they Relate to Leisure

Drugs and Leisure. -- The overall response to the question on whether or not drugs increase the pleasure of leisure use was negative. The questions in this section are divided into positive, negative, and no response categories. Overall the positive response was 17.58%, negative 64.13%, and no response 18.27%. There was an over-representation of students in pattern 7 who responded positively

while patterns 4 and 6 had a higher proportion of negative respondents. Changes in the percentage distribution of these questions resulted from a higher or lower percentage of non-respondents within the patterns. Students who engage in diverse leisure activities tend to have a higher positive response rate.

Legalization of drugs, is either of little importance to drug usage or other unknown factors are more important for increased drug usage. Overall positive response to drug usage, if legalized was 21.72%, negative response 66.55% and no response 11.72%. Patterns 3 and 8 had more negative respondents while patterns 7 and 9 had more positive respondents. Students in patterns which show a change in orientation of activities from objects to people tend to respond more positively.

On the whole students did not regard drugs as leisure items. The breakdown showed 33.44% responding positively, 56.89% negatively, and 9.65% with no opinion. Patterns 3, 4, and 8 had a higher proportion of students who responded negatively while patterns 2, 6, and 7 had a higher proportion of positive respondents. It seems that students in patterns which have a social or recreative orientation tend to respond more positively. Pattern 6, though it had a higher proportion of students who responded negatively or not at all, to the question of drugs increasing pleasure of leisure, did regard it as a leisure item.

Alcohol and Leisure.--Generally, students regard alcohol rather than drugs as stimulants with respect to leisure use. The overall breakdown showed 56.20% of the students responded positively, 33.44% negatively, and 10.34% reported no opinion. Whereas patterns 3 and 8 had a greater proportion of non-drug users, students in these patterns are split with regard to alcohol. Pattern 3 had more students who responded positively while pattern 8 had more students responding negatively. This may be accounted for by the different approaches students have to the objective world. Students in pattern 3 tend toward cultural rather than practical activities of the students in pattern 8.

With reference to their own personal usage of alcohol, students reported 10% frequent drinkers, 64.82% occasional drinkers, and 25.51% non-drinkers. Patterns 3, 4, 8, and 10 included a higher proportion of non-drinkers while patterns 2, 5, 6, and 7 included more drinkers and frequent drinkers. Students in patterns which have a variety of social and recreative type activities tend toward drinking alcohol while students in patterns which have orientations to leisure activities not social or recreative tend not to drink alcohol.

Generally, students agree that alcohol is a leisure item. Percentagewise, 58.26% voted positively, 34.13% voted negatively, and 7.58% reported no opinion. There were more students in patterns 3, 4, and 8 who did not think that alcohol was a leisure item while students in patterns 7 and 10 agreed that alcohol was a leisure item. Non-drinkers of patterns 3, 4, and 8 tend not to view alcohol as a

leisure item. Pattern 10 included more non-drinkers, but did think that alcohol was a leisure item; this may be accounted for by another variable, leisure expenditure (discretionary income).

Cigarette usage.--Overall there are more non-smokers than smokers among the students. The breakdown showed 28.6% of the students smoked frequently, 16.9% reported they smoked occasionally, and 54.5% reported they never smoke cigarettes. Patterns 3, 4, 8, and 10 showed a higher proportion of non-smokers while patterns 2, 5, 6, and 7 showed a higher proportion of smokers. Smoking like drinking tend to be associated with leisure patterns which have a social or recreative orientation.

Cigarettes can be considered leisure items or not: 45% of the students said they were and 48% said they were not leisure items with 7% having no opinion. However, patterns which included a higher proportion on non-smokers had a higher proportion of negative respondents while patterns which had more smokers included a higher proportion of positive respondents.

Sex and Leisure.--With respect to the question on pre-marital sex, 50% of the students agreed that it was not wrong to have sexual relations before marriage; 20% disagreed with the statement and 30% gave no opinion. There was a higher percentage of students in pattern 2, 5, and 6 who responded positively while students in patterns 1, 3, and 10 tended to respond negatively.

Response to sex as a leisure activity contained more negative than positive respondents. The breakdown showed 37.5% thought sex was a leisure activity, 48.5% didn't and 14% gave no opinion. Pattern 8 included more students who thought sex was not a leisure activity and patterns 2 and 4 included more students who thought sex was a leisure activity.

Personal response to sexual involvement showed a higher percentage of students responding positively. Overall 62.5% of the students said they would have sexual relations under the right circumstances, 19% said no, and 18.5% gave no opinion. Pattern 3 included more students who said they would not engage in sexual activity before marriage while students in pattern 7 agreed they would. The students in pattern 7 tend to be older, married, graduate students.

Summary of Attitudes of Youth Culture as They Relate to Leisure

Pattern 1, Indirect Social Contact, was differentially represented with respect to only one variable. Students in this pattern tend to disagree with pre-marital sex.

Pattern 2, Social Reality, showed a higher representation of students who drank alcohol, smoked cigarettes, thought drugs were leisure items, agreed with pre-marital sex and believed sex was a leisure activity.

Pattern 3, Cultural Approach, was differentially represented in terms of most of the variables in this section. There was a higher representation of students who would not use drugs even if legalized and did not think that drugs were leisure items. They believed that alcohol served as a stimulant for the majority of people during leisure but were non-drinkers themselves and did not think that alcohol was a leisure item. They tended to be non-smokers and did not believe cigarettes to be leisure items. They disagreed with pre-marital sex and would not engage in sexual activity outside of marriage themselves.

Pattern 4, Intellectual Projective, showed a higher representation of students who did not think that drugs increased the pleasure of leisure use. There were more students in this pattern that were non-drinkers and non-smokers; they did not regard drugs, alcohol, or cigarettes as leisure items but did believe that sex was a leisure activity.

Pattern 5, Recreation-Oriented, was differentially represented with respect to three of the variables in this section. Students in this pattern tended to be drinkers and frequent drinkers, the greater percentage of the students smoked cigarettes and agreed with pre-marital sex.

Pattern 6, Social Physical, was similar to pattern 5. Students in this pattern did not think that drugs were stimulants for leisure. They tended to be drinkers and smokers and agree with pre-marital

sex. A higher percentage of students in this pattern thought that drugs and cigarettes were leisure items.

Pattern 7, Diversity, was differentially represented with respect to most of the variables in this section. Students in this pattern tend to agree that drugs are stimulants for leisure and a higher percentage of students in this pattern would use drugs if legalized. They tended to be drinkers and frequent drinkers, smoke cigarettes, and thought that drugs and cigarettes were leisure items. A higher percentage of the students agree with pre-marital sex and reported a higher positive response to personal sexual involvement.

Pattern 8, Pragmatic, was differentially represented with respect to most of the variables as was pattern 7 but in the opposite direction. There was a higher percentage of students in this pattern who would not use drugs even if legal, did not think that alcohol served as a stimulant for the majority of people during leisure, and were non-drinkers and non-smokers themselves. There were more students in this pattern who did not think that drugs, alcohol, or cigarettes were leisure items, and did not believe sex to be a leisure activity.

Pattern 9, Practical Social, was differentially represented in terms of only one variable. There were more students in this pattern who reported they would use drugs if they were legalized.

Pattern 10, Latent-Physical, was differentially represented with respect to alcohol and cigarette usage and attitude toward pre-marital sex. There were more students in this pattern who tended to be non-drinkers and non-smokers but did think that alcohol was a leisure item. There was also a higher proportion of students who disagreed with pre-marital sex.

"Forms"

Now that the results from Part I of the questionnaire have been discussed, let us turn to Part II of the questionnaire; the "Q" form, the leisure activities series. Form "Q" was previously used for the development of leisure patterns, a rank ordering of these activities are now presented in terms of each of the dimensions: diversity, frequency, and potential indices, to reveal both the extensity (percentage of people engaging in the various activities) of these activities and the changes that occur between those activities which students engage in, those they engage in frequently, and those activities in which they would like to engage. These results have been presented in table form to show where the differences exist. These tables are based on the sample population as a whole. Table 3c represents the rank ordering of leisure activities engaged in over a six-month period--Diversity column by percentage of students engaging in those leisure activities. Table 3d represents the rank ordering of leisure activities engaged in frequently--Frequency column based on extensity. Table 3e is also based on extensity and represents a rank ordering of leisure activities students would like to engage in--Potential column. Table 3f represents a composite picture of

the leisure activities in the series by dimensions and the change in participation in these activities across dimensions.

TABLE 3c

RANK ORDERING OF STUDENT PARTICIPATION IN LEISURE
ACTIVITIES FOR DIVERSITY COLUMN

Leisure Activities Series	Participation Rate (%)
Listening to the radio	91.0
Watching television	89.0
Listening to records	87.0
Reading newspapers, magazines,	83.0
Talking on the telephone (pleasure calls)	80.5
Reading books (fiction/non-fiction)	79.3
Dating, going to parties	75.0
Going to movies, theatres, concerts	74.0
Going to libraries, museums, art centres	74.0
Going out to dinner	69.7
Pleasure driving	68.7
Singing and dancing	67.4
Sight-seeing, hiking, walking	66.0
Get together for bull sessions	65.0
Shopping for pleasure	64.0
Attending sports	61.5
Playing games	60.0
Participating in sports	57.5
Frequenting night clubs, bars	56.5
Visiting friends and relatives	56.5
Travelling	56.0
Meditation	48.0
Going to parks	47.0
Attending guest lectures	45.0
Going to meetings or organizational activities	44.0
Special hobbies	40.0
Going to discussions or debates	38.0
Spending time at hangouts	34.5
Keeping pets	29.0
Playing musical instruments	28.5
Sewing, knitting, weaving	23.5
Working in the garden	22.0
Painting, drawing, sculpturing	21.0
Woodwork, metal work	8.5

Participation rates in various types of leisure activities over a six-month period, as indicated by Table 3c, are highest for consumptive types of leisure activities. The other types of leisure activities, in descending order are: informative, social, sports, intellectual activities and crafts.

TABLE 3d

RANK ORDERING OF STUDENT PARTICIPATION IN LEISURE
ACTIVITIES FOR FREQUENCY COLUMN

Leisure Activities Series	Participation Rate (%)
Listening to the radio	72.6
Reading newspapers, magazines	72.4
Watching television	68.3
Listening to records	63.1
Going to movies, theatres, concerts	54.1
Dating, going to parties	53.1
Reading books (fiction/non-fiction)	50.3
Pleasure driving	45.5
Singing and dancing	43.8
Talking on the telephone (pleasure calls)	43.4
Playing games	42.0
Visiting friends and relatives	41.0
Sight-seeing, hiking, walking	41.0
Get togethers for bull sessions	39.3
Attending sports	38.9
Shopping for pleasure	38.6
Participating in sports	36.1
Going to libraries, museums, art centres	34.5
Special hobbies	34.5
Travelling	27.2
Meditation	27.2
Going out to dinner	22.1
Frequenting night clubs, bars	22.1
Going to parks	18.6
Keeping pets	18.3
Going to meetings or organizational activities	16.2
Playing musical instruments	15.2
Spending time at hangouts	13.1
Sewing, knitting, weaving	10.7
Painting, drawing, sculpturing	7.9
Working in the garden	7.6
Attending guest lectures	6.9
Going to discussions and debates	5.2
Woodwork, metalwork	2.8

Table 3d shows a decrease in the number of students frequently participating in the various types of leisure activities for all activities. Differences in participation rates are smaller and there are more ties in the different activities. Consumptive leisure activities still take priority with social, physical, crafts, and intellectual activities following the lead.

TABLE 3e

RANK ORDERING OF STUDENT PARTICIPATION IN LEISURE
ACTIVITIES FOR POTENTIAL COLUMN

Leisure Activities Series	Participation Rate (%)
Travelling	71.5
Pleasure driving	65.0
Going to movies, theatres, concerts	63.5
Listening to records	63.0
Dating, going to parties	62.5
Going out to dinner	60.7
Reading newspapers, magazines	58.0
Singing and dancing	56.0
Playing musical instruments	54.5
Attending sports	53.0
Reading books (fiction/non-fiction)	52.5
Playing games	52.3
Going to parks	52.0
Visiting friends and relatives	50.2
Watching television	50.0
Get together for bull sessions	47.3
Frequenting night clubs, bars	47.0
Listening to the radio	45.5
Participating in sports	45.0
Going to libraries, museums, art centres	41.5
Shopping for pleasure	41.0
Special hobbies	40.5
Sight-seeing, hiking, walking	40.3
Keeping pets	36.5
Talking on the telephone (pleasure calls)	35.5
Painting, drawing, sculpturing	31.5
Going to discussions and debates	29.0
Attending guest lectures	28.3
Working in the garden	28.0
Going to meetings or organizational activities	27.0
Meditation	19.8
Sewing, knitting, weaving	19.7
Woodwork, metalwork	19.0
Spending time at hangouts	17.0

Potential participation rates in leisure activities, as given by Table 3e, indicates a change from purely consumptive leisure activities to self-growth activities of either a social, physical or cultural nature.

TABLE 3f

STUDENT PARTICIPATION IN LEISURE ACTIVITIES BY DIVERSITY, FREQUENCY, AND POTENTIAL INDICES

<u>Leisure Activities</u>	<u>Participation Rate (%)</u>		
	<u>Diversity</u>	<u>Frequency</u>	<u>Potential</u>
Watching television	89.0	68.3	50.0
Listening to the radio	91.0	72.6	45.5
Listening to records	87.0	63.1	63.0
Talking on the telephone	80.5	43.4	35.5
Reading newspapers, magazines	83.0	72.4	58.0
Reading books (fiction/non-fiction)	79.3	50.3	52.5
Get togethers for bull sessions	65.0	39.3	47.3
Going to movies, theatres, concerts	74.0	54.1	63.5
Going to meetings or organizational activities	44.0	16.2	27.0
Going to discussions or debates	38.0	5.2	29.0
Attending guest lectures	45.0	6.9	28.3
Going to libraries, museums, art centres	74.0	34.5	41.5
Going out to dinner	69.7	22.1	60.7
Frequenting night clubs, bars	56.5	22.1	47.0
Singing and dancing	67.4	43.8	56.0
Playing musical instruments	28.5	15.2	54.5
Dating, going to parties	75.0	53.1	62.5
Pleasure driving	68.7	45.5	65.0
Visiting friends and relatives	56.5	41.0	50.2
Working in the garden	22.0	7.6	28.0
Sewing, knitting, weaving	23.5	10.7	19.7
Woodwork, metalwork	8.5	2.8	19.0
Painting, drawing, sculpturing	21.0	7.9	31.5
Shopping for pleasure	64.0	38.6	41.0
Spending time at hangouts	34.5	13.1	17.0
Special hobbies	40.0	34.5	40.5
Sight-seeing, hiking, walking	66.0	41.0	40.3
Going to parks	47.0	18.6	52.0
Playing games	60.0	42.0	52.3
Attending sports	61.5	38.9	53.0
Participating in sports	57.5	36.1	45.0
Keeping pets	29.0	18.3	36.5
Travelling	56.0	27.2	71.5
Meditation	48.0	27.2	19.8

As can be seen from Table 3f, there is a continuous decrease in rate of participation for all leisure activities between the Diversity and Frequency columns. Between the Frequency and Potential columns there is a decrease in participation for the first five activities and the least in the activities series. These activities are basically consumptive, non-instrumental, artificial reality activities. There is increased participation in instrumental, social, physical, intellectual, and creative activities for the potential index.

Part III of the questionnaire deals with the last three areas of investigation: social group factors, personality factors as reflected by the rating scales, and attitudes of the students toward people, situations, and environment. The rating scales which were utilized in the questionnaire are presented in this section in the form of graphs. A description of these rating scales was given in the chapter dealing with Methodology. An interpretation of these scales, that is, what each of the items in the four rating scales is measuring, is given in Appendix B--Coding system of data. An understanding of these two procedures is necessary to the understanding of both the graphs which follow and the subsequent discussion of the results in this section.

Forms "X" and "Y" which contained the same statements on HOW I SPEND MY LEISURE TIME and HOW I WOULD LIKE TO SPEND MY LEISURE TIME have been presented together. The means for each of the variables or items in this scale were plotted, Form "Y" (--) being imposed on Form "X" (—); thus differences in the responses

with respect to direction and degree can be easily detected. Graphs were developed for each of the patterns and for all patterns collapsed, so that unfulfilled need in terms of any of the items can be identified within any pattern as well as unfulfilled need in terms of any variable or item for the whole of the sample population. The graphs for Forms "X" and "Y" are identified as FORM "Y" IMPOSED ON FORM "X". Form "X", solid line, represents how the students now spend their leisure time and Form "Y", broken line, represents how the students would like to spend their leisure time. These graphs represent not only the different sets of conditions operating with regard to leisure use, but also changes in these conditions in terms of need or preference. These graphs taken as a whole, all patterns collapsed, gives a general idea of the conditions under which the students spend and would like to spend their leisure time; and, gives a supportive basis to questions about how, what, where, and with whom students in individual leisure patterns, spend and would like to spend their leisure time.

While these graphs represent an overall picture, the discussion will deal with specific items in these graphs that reflect a particular type of relationship (family, peer), or form of leisure (recreation, relaxation) or condition (travel, environment). These graphs follow:

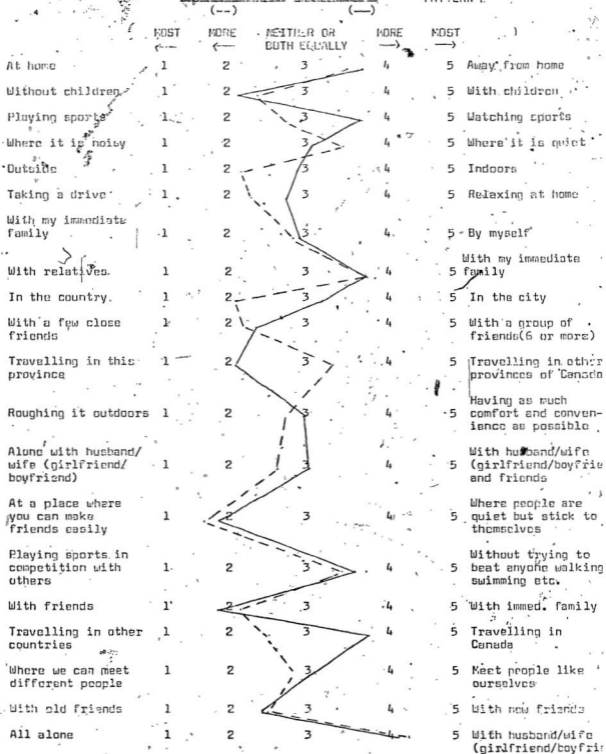
FORM: NYR 13 USED ON FILE: "X"

ALL PA: 'S COLLE: B

	ST	FOR	NEITHER OR BOTH EQUAL	MORE	MOST	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada
Roughing it outdoors	1	2	3	4	5	Having as much comfort and convenience as possible
Alone with husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With husband/wife (girlfriend/boyfriend and friends)
At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking, swimming etc.
With friends	1	2	3	4	5	With immed. family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
Where we can meet different people	1	2	3	4	5	Meet people like ourselves
With old friends	1	2	3	4	5	With new friends
All alone	1	2	3	4	5	With husband/wife (girlfriend/boyfi

FORM BY NEED ON / PART: # 1
(--)

	BT	MORE ←	NEITHER OR BOTH EQUAL	MORE →	MOST →	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada
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Alone with husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With husband/wife (girlfriend/boyfriend) and friends
At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking swimming etc.
With friends	1	2	3	4	5	With immed. family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
Where we can meet different people	1	2	3	4	5	Meet people like ourselves
With old friends	1	2	3	4	5	With new friends
All alone	1	2	3	4	5	With husband/wife (girlfriend/boyfriend)



FORM "Y" IMPROVED ON FORM "X"

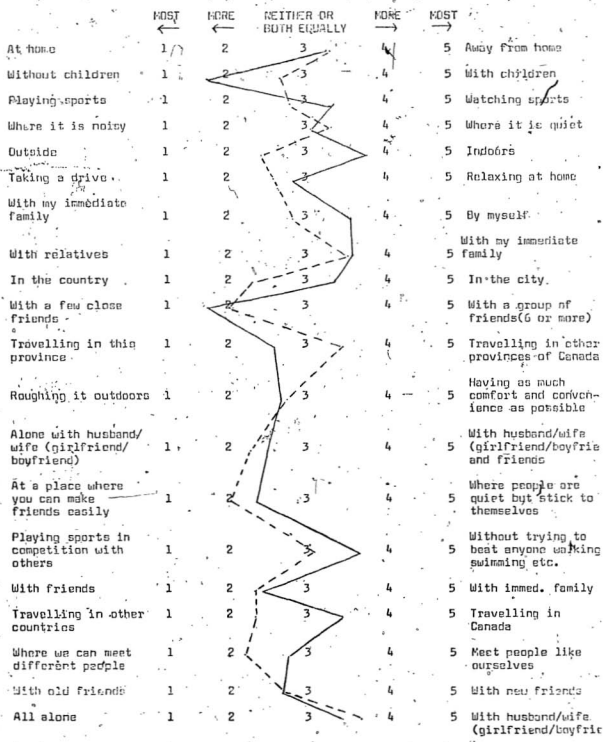
PATTERN 3

	MOST ←	MORE ←	NEITHER OR EITHER EQUAL	MORE →	MOST →
At home	1	2	3	4	5 Away from home
Without children	1	2	3	4	5 With children
Playing sports	1	2	3	4	5 Watching sports
Where it is noisy	1	2	3	4	5 Where it is quiet
Outside	1	2	3	4	5 Indoors
Taking a drive	1	2	3	4	5 Relaxing at home
With my immediate family	1	2	3	4	5 By myself
With relatives	1	2	3	4	5 With my immediate family
In the country	1	2	3	4	5 In the city
With a few close friends	1	2	3	4	5 With a group of friends (6 or more)
Travelling in this province	1	2	3	4	5 Travelling in other provinces of Canada
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Alone with husband/wife (girlfriend/boyfriend)	1	2	3	4	5 With husband/wife (girlfriend/boyfriend) and friends
At a place where you can make friends easily	1	2	3	4	5 Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5 Without trying to beat anyone walking swimming etc.
With friends	1	2	3	4	5 With immed. family
Travelling in other countries	1	2	3	4	5 Travelling in Canada
Where we can meet different people	1	2	3	4	5 Meet people like ourselves
With old friends	1	2	3	4	5 With new friends
All alone	1	2	3	4	5 With husband/wife (girlfriend/boyfriend)

FORM "Y" IMPOSED ON FORM "X"

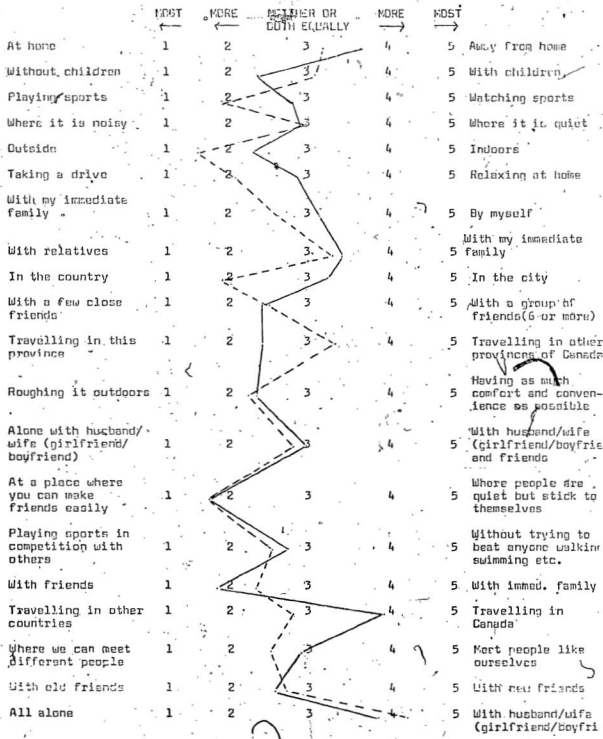
PATTERN 4

(- - -) (—)



FORM "Y" INFUSED OR FORM "X"
(--)(--)

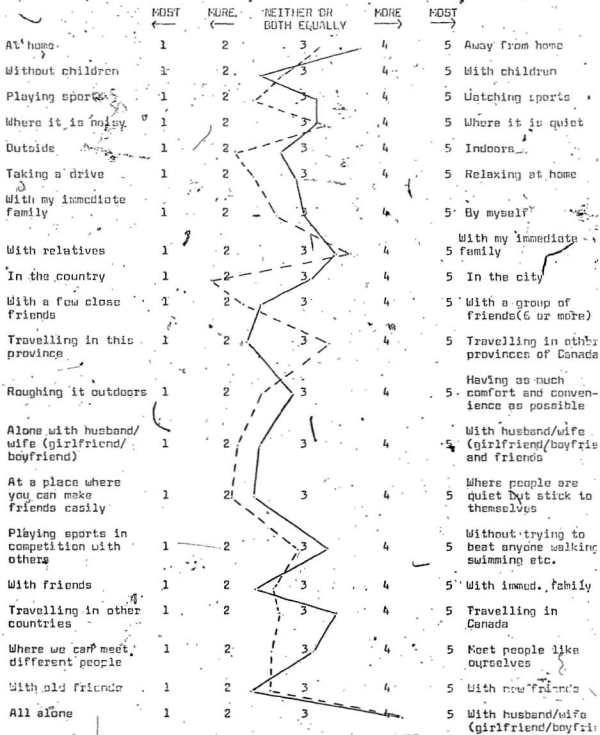
PATTERN 5



FORM "Y" IF FUSED DO FORM "X"

PATTERN 6

(--)(--)



FORM "Y" INFUSED ON FORM "X"

PATTERN 7

(--)(--)

MOST ← MORE NEITHER OR BOTH EQUALLY MORE → MOST →

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada
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Alone with husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With husband/wife (girlfriend/boyfriend and friends)
At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking swimming etc.
With friends	1	2	3	4	5	With immed. family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
Where we can meet different people	1	2	3	4	5	Meet people like ourselves
With old friends	1	2	3	4	5	With new friends
All alone	1	2	3	4	5	With husband/wife (girlfriend/boyfri

(--)

(—)

	← MOST	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
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Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking swimming etc.
With friends	1	2	3	4	5	With immediate family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
Where we can meet different people	1	2	3	4	5	Meet people like ourselves
With old friends	1	2	3	4	5	With new friends
All alone	1	2	3	4	5	With husband/wife (girlfriend/boyfriend)

FORM "Y" INFOSD ON FORM "X"

PATTER: 9

(--)

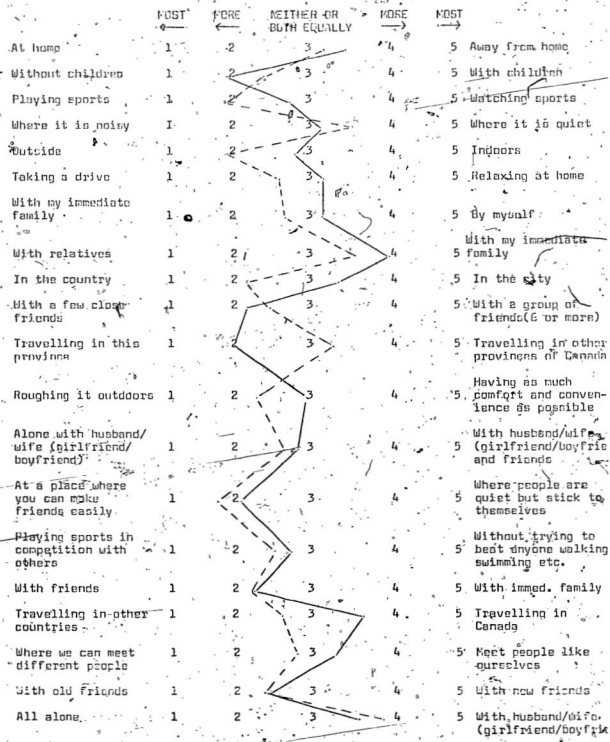
(—)

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →
At Home	1	2	3	4	5 Away from home
Without children	1	2	3	4	5 With children
Playing sports	1	2	3	4	5 Watching sports
Where it is noisy	1	2	3	4	5 Where it is quiet
Outside	1	2	3	4	5 Indoors
Taking a drive	1	2	3	4	5 Relaxing at home
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Travelling in other countries	1	2	3	4	5 Travelling in Canada
Where we can meet different people	1	2	3	4	5 Meet people like ourselves
With old friends	1	2	3	4	5 With new friends
All alone	1	2	3	4	5 With husband/wife (girlfriend/boyfri.

FORM "Y" REFINED ON FORM "X"

PATTERN 10

(--)



Form "W" is a type of structured-opinion scale consisting of statements on social factors relating to leisure participation and enjoyment. Results for Form "W" are presented in a series of histograms. I chose this form of presentation since differences in the means did not adequately show differences which were revealed by the amount of variability existing among the various leisure patterns. Each of these statements reflect some aspect of relationships, behavior, leisure in general, recreation or relaxation. The percentage distribution of response (agree, disagree, no opinion) to each of the statements is given for each of the leisure patterns and for all patterns collapsed within the same histogram so that differences between the distribution in any one pattern with respect to the other patterns and to the overall distribution of response on any of the statements can be easily identified.

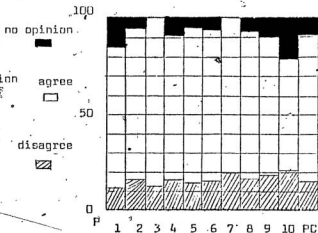
Forms "W", "X", "Y", and "Z" are to a certain degree related, as each of the forms have certain statements or phrases reflecting various aspects being investigated with regard to leisure. Consequently, discussion of the results of Form "W" will be treated in a similar manner to Forms "X" and "Y". The histograms which deal with the response to the thirty-two statements in Form "W" are presented in the following pages.

HISTOGRAMS OF FREQUENCY DATA FOR FORM "D" FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC) AS GIVEN IN TABLES 1:29-33, APPENDIX C

Item 1.

Reflects an aspect of travel in general (TG)

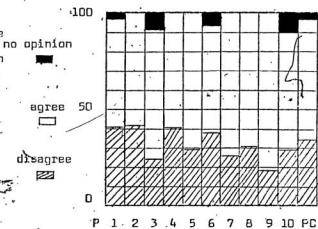
Travelling to your destination offers half the enjoyment of the trip.



Item 2.

Reflects a personal response on health condition and also as aspect of relaxation (REL)

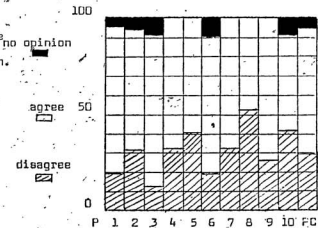
I get enough relaxation and rest.



Item 3.

Reflects a personal response on health condition and also an aspect of recreation (REC)

I don't get enough exercise



HISTOGRAMS OF FREQUENCY DATA FOR FORM "M" FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC) AS GIVEN IN TABLES 1:29-33, APPENDIX C

Item 4.

Reflects a personal response of health condition and also an aspect of recreation (HEC)

I got enough fresh air

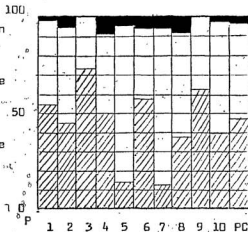
no opinion



agree



disagree



Item 5.

Reflects an aspect of family relationships: indifference to one another (FR)

We seem to pay more attention to television in my family than to each other.

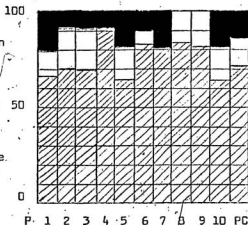
no opinion



agree



disagree



Item 6.

Reflects an aspect of family relationships: closeness to one another (FR)

In my family we have a lot in common: we tend to like to do the same things.

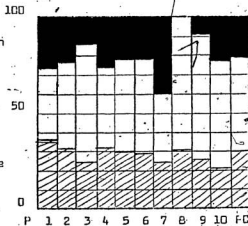
no opinion



agree



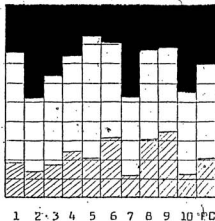
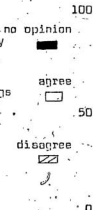
disagree



Item 7.

Reflects an aspect of family relationships: desire for closeness (FR)

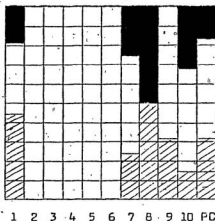
I wish there were more things which everyone in my family would really enjoy doing together.



Item 8.

Reflects an aspect of family relationship: husband should have a rest from family obligations. (FR)

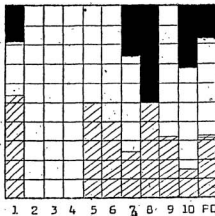
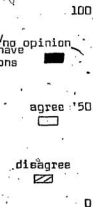
A husband should get away from home alone once in a while for a few days.



Item 9.

Reflects an aspect of family relationships: wife should have a rest from family obligations (FR).

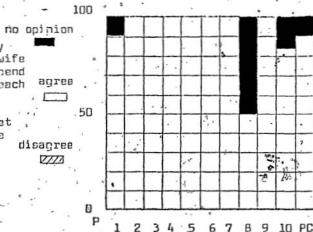
A wife should get away from home alone once in a while for a few days.



Item 10.

Reflects an aspect of family relationships: husband and wife having the opportunity to spend some undisturbed time with each other (FR).

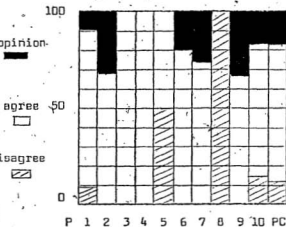
A husband and wife should get away from home together once in a while for a few days, between vacation periods.



Item 11.

Reflects an aspect of family relationships and also an aspect of urban setting for leisure with goods and services provided (FR).

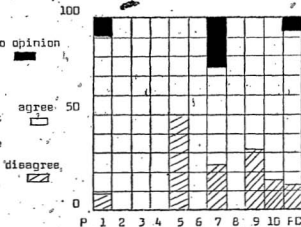
A very good place for a husband and wife to go to get away from home together once in a while, is a resort with a variety of indoor and outdoor sports, night entertainment, and prepared meals.



Item 12.

Reflects an aspect of family relationships and also an aspect of rural setting for leisure (FR).

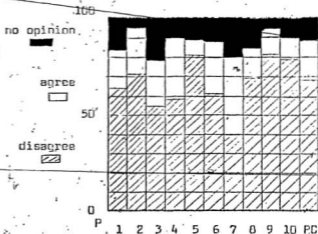
A very good place for a husband and wife to go to get away from home together once in a while, is a quiet simple place in the country.



Item 13.

Reflects an aspect of social relationships within peer groups: satisfaction (SRWFG).

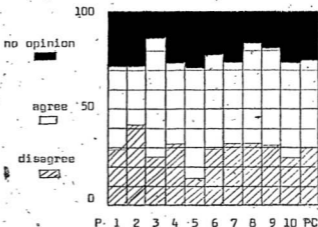
I have enough friends now.



Item 14.

Reflects an aspect of social relationships within peer groups: dissatisfaction (SRWFG).

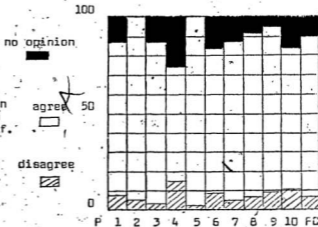
I should get some different friends.



Item 15.

Reflects an aspect of social relations within peer group: endogamy (SRWFG).

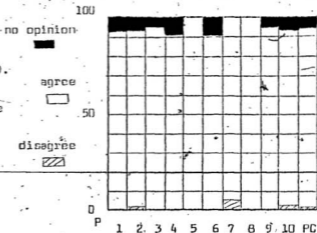
I like meeting new people in the same circumstances with the same interests as myself.



Item 16.

Reflects an aspect of social relations between peer groups: exogamy (SRWPG).

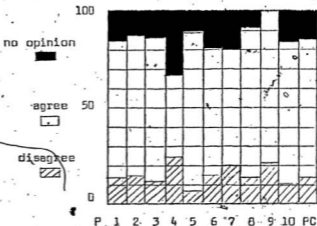
I like to meet people in different walks of life once in a while.



Item 17.

Reflects an aspect of social relations within peer groups: occupational setting (SRWPG).

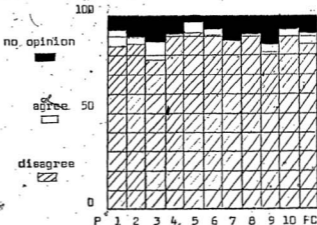
A good place to meet new friends like myself is at university.



Item 18.

Reflects an aspect of anti-social behavior (ASB).

In general, I would like to spend less time with people than I do now.

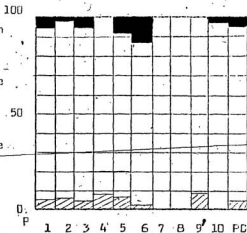


Item 19.

Reflects an aspect of anti-social behavior (ASB).

I like to be absolutely alone once in a while.

no opinion
 agree
 disagree

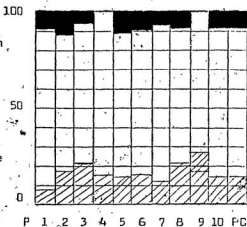


Item 20.

Reflects time and distance factors of travel as well as desire for travel (TG).

I sometimes daydream about taking an extended, even foreign trip.

no opinion
 agree
 disagree

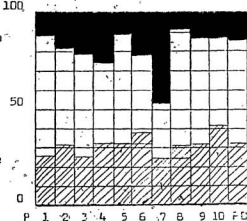


Item 21.

Reflects an aspect of leisure in general (LG).

To best use leisure time go somewhere where you cannot be disturbed from doing what you want.

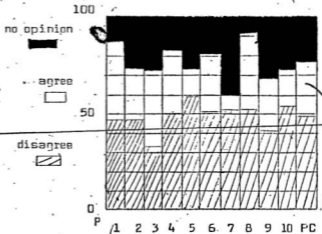
no opinion
 agree
 disagree



Item 22.

Reflects an aspect of leisure in general (LG).

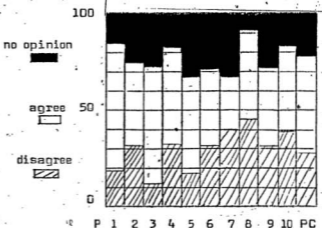
To best use leisure time go somewhere where it is quiet.



Item 23.

Reflects an aspect of leisure in general (LG).

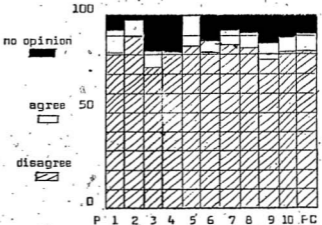
To best use leisure time do something opposite to your work and home life.



Item 24.

Reflects an aspect of anti-social behavior (ASB).

Generally speaking I don't get along well with people.



Item 25.

Reflects an aspect of leisure: relaxation (REL).

If I had more leisure time I would tend to use it for relaxation (non-active pursuit).

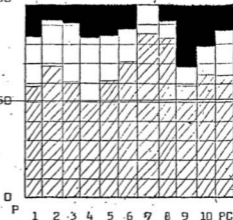
no opinion



agree



disagree



Item 26.

Reflects an aspect of leisure: recreation without demands (REC).

If I had more leisure time I would tend to use it for recreation (active pursuit) as long as there were no aspects of compulsion (like being at a game on time)

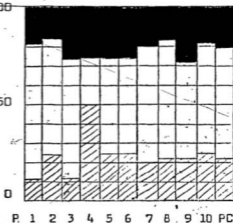
no opinion



agree



disagree



Item 27.

Reflects an aspect of leisure: recreation with demands (RECY).

If I had more leisure time I would tend to use it for recreation (active pursuit) even though some definite demands were made of me.

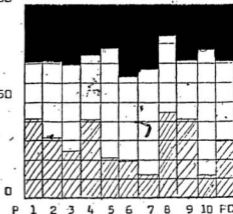
no opinion



agree



disagree

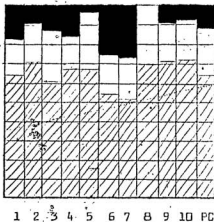


Item 28.

Reflects an aspect of leisure in general (LG).

I have all the leisure time now that I need or can use.

100
no opinion
agree
50
disagree
0

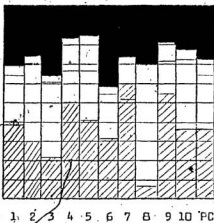


Item 29.

Reflects an aspect of leisure in general (LG).

If I had more Leisure time my Health would probably be or stay better.

100
no opinion
agree
50
disagree
0

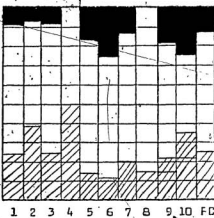


Item 30.

Reflects an aspect of leisure in general (LG).

If I put my mind to it I could probably have more leisure time and still accomplish as much as I do now.

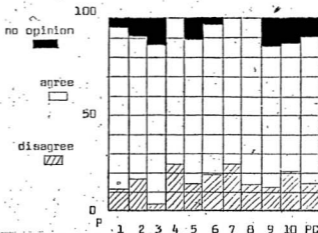
100
no opinion
agree
50
disagree
0



Item 31.

Reflects an aspect of leisure in general (LG).

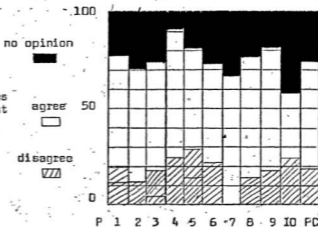
If I put my mind to it I could put the leisure time I do have to better use.



Item 32.

Reflects an aspect of leisure in general (LG).

I am willing to spend some of my leisure time doing things I dislike if it means being able to spend the rest in undisturbed real relaxation or recreation.



Form "Z" is a type of directional attitudinal scale with Likert-type alternatives, based on factors which relate to urban and rural environments. Form "Z" is presented as a graph or profile using only the means for all patterns collapsed, or the overall response to any of the items (word or phrase) presented in the scale. The range of responses (x) is given on the graph to indicate the differences in degree of response for the individual leisure patterns. The graph or profile is given in this form rather than in the form of individual graphs for pattern responses for the scale since differences which exist between the individual pattern responses were in degree and not direction of response (positive or negative) to items in the scale.

While the profile gives an overall picture of the responses to items on this scale, discussion of the results will deal with specific items on the scale which reflect a particular aspect of leisure such as social situations, social contact, recreation or relaxation and aspects of rural and urban environments. This profile is given on the next page.

FORM "2"

FREQUENCY DISTRIBUTION OF MEANS FOR ALL PATTERNS
 COLLAPSED WITH RANGE OF PATTERN MEANS GIVEN BY "x"

	STRONGLY LIKE	LIKE SOMEWHAT	NEUTRAL	DISLIKE SOMEWHAT	STRONGLY DISLIKE
1. COMPETING IN SPORTS	1 x	2	x 3	4	5
2. MY OLD FRIENDS	1 x	x 2	3	4	5
3. MEETING PEOPLE	1 x	x 2	3	4	5
4. MEETING DIFFERENT PEOPLE	1 x	x 2	3	4	5
5. NEIGHBOURS	1	x 2	x 3	4	5
6. TRAFFIC	1	2	3	4 x	5
7. OCEANS	1	x 2	3	4	5
8. MOUNTAINS	1	x 2	3	4	5
9. DANCING	1 x	2 x	3	4	5
10. PICNICS	1 x	x 2	3	4	5
11. ANIMALS	1 x	x 2	3	4	5
12. FORESTS	1 x	x 2	3	4	5
13. OUTDOOR PARTIES	1 x	x 2	3	4	5
14. TRAVEL	1 x	x 2	3	4	5
15. HIPPIES	1	2	x 3	x 4	5
16. SUNSHINE	1	2	3	4	5
17. NOISE	1	2	3	x 4	5
18. SCENERY	1 x	2	3	4	5
19. DIRT	1	2	3	4	x 5
20. CROWDS	1	2	3 x	x 4	5
21. OUTDOOR RECREATION	1 x	2	3	4	5
22. SHOPPING	1	x 2	3	4	5
23. TV	1	x 2	3	4	5
24. READING	1	x 2	3	4	5
25. TEENAGERS	1	x 2	3	4	5
26. CAR TRAVEL	1	x 2	y 3	4	5
27. PARKS	1 x	2 x	3	4	5
28. CITY LIVING	1	2	x 3	4	5
29. TRIPS TO THE CITY	1	2	x 3	4	5
30. TRIPS TO THE COUNTRY	1 x	x 2	3	4	5
31. EXCITEMENT	1 x	x 2	3	4	5
32. PLAYING SPORTS	1 x	2	x 3	4	5
33. WATCHING SPORTS	1	x 2	x 3	4	5

Social Group Factors

Family Relationships.--Family relationships were measured by items:

2, 7, 8, 13, 16, 20 Forms "X" and "Y"

5, 6, 7, 9, 10, 11, 12 Form "W"

The items on Forms "X" and "Y" deal with six different sets of relationships. These relationships are: non-sibling vs sibling (without children...with children), primary social vs solitary (with immediate family...by myself), extended family vs nuclear family (with relatives...with immediate family), individual intimate vs social group (with husband/wife or girlfriend/boyfriend...with husband/wife or girlfriend/boyfriend and friends), peer group vs primary social (with friends...with immediate family) and solitary vs individual intimate (alone...with husband/wife or girlfriend/boyfriend). These items reflect one dimension of leisure, namely, with whom the student spends his leisure time or would like to spend his leisure time.

Students now spend their leisure time without children, but would like to spend some of their leisure time with children, this is especially true of the students in patterns 5 and 8. The students either spend their leisure time alone (solitary) or with their immediate family (primary social) but would prefer to spend more of their leisure time with their families. Students in patterns 3, 4, 5, and 10 spend more of their leisure time alone while students in pattern 9 spend more of their leisure time with their families. Students in general, would prefer to spend their leisure time with their families than by themselves. They spend more of their leisure

with their nuclear family than with their extended family and would prefer to spend their leisure time this way. They spend more of their leisure time with someone who they relate to on an intimate basis than with friends. Students in patterns 2 and 5 divide their leisure time equally between their intimate friend and their other friends. All the students would prefer to spend their leisure time with someone whom they relate to on an intimate basis. Students spend more of their leisure time with their friends than with their families except students in pattern 3 who either divide their time equally between their friends and family or do not spend their leisure time with either. Overall students would like to spend their leisure time with their friends. Students tend to spend their leisure time with someone special rather than by themselves and would prefer to maintain this relationship. As has been seen the students spend their leisure time with a variety of people; the priority of these relationships are: someone special, peer group, nuclear family, extended family, solitary.

The items on Form "U", given in histograms, deal with different aspects of family relationships. The first three items reflect indifference to one another in the family, closeness to one another brought about through common interests, and a desire for closeness through doing things together. The next five items reflect aspects of marital relationships; a husband/wife should get away from home once in awhile for a few days, a husband and wife should get away together once in a while, and where they should go for a rest. These items indicate a need for a rest from family obligations and the

strains and tensions entailed in running a household.

Students, in general, tend to disagree that they are indifferent on one another in their families. There is some agreement on this statement which would indicate that occasionally they are indifferent to one another. There is a higher percentage of students who agree that in their families they have a lot in common, though students in patterns 1 and 7 agree less with this statement and those in patterns 8 and 9 agree more. Overall 50% of the students wish there were more things that the family enjoyed doing together, students in patterns 1 and 5 show a higher percentage of students in favor of more leisure activities with their families. With reference to the statements concerning married students, 50% of the students agree that the husband/wife should get away for a few days alone once in a while, though in general, the students tend to agree that the husband needs the rest period more than the wife. With the exception of students in pattern 8; who show a high percentage of no opinion, students agree that the husband and wife should have some undisturbed time together. Both resort areas with leisure goods and services provided and quiet simple places in the country are suitable places for a vacation, though students in pattern 8 prefer a simple country setting which is consistent with their practical orientation to leisure.

Social Relationships within Peer Groups. --Peer group relationships were measured by items:

10, 14, 19	Forms "X" and "Y"
13, 14, 15, 17	Form "W"
2, 3	Form "Z"

These items reflect various aspects of friendship relations. Forms "X" and "Y" deal with three contrast sets: primary vs secondary peer group association (few close friends...group of friends), facilitating friendship situations vs non-facilitating situations (places where we can make friends easily...where people are quiet but stick to themselves), former friendships vs recent friendships (with old friends...with friends I've just met).

Generally, students spend more of their leisure time with a few close friends rather than with a group of friends and students in patterns 4 and 7 spend most of their leisure time with a few close friends. Close friends are an important factor in leisure use since all the students prefer to spend their leisure with them. These close friends tend to be old rather than recently acquired friends. Students tend to spend more of their leisure time in places where they can make friends easily rather than in places where this is not possible, especially the students in patterns 2, 5, and 9 whose interests are people. They would like to spend most of their leisure time in situations that facilitate friendships.

The items on Form "W" reflect the need for more friends, satisfaction and dissatisfaction with present friendships, settings conducive to the development of friendships and the type of friends students prefer. Items on form "Z" reflect degree of friendliness and strength of friendships.

There is an old saying "you can never have enough friends".

whether or not this is a belief of the students, they do disagree that they have enough friends especially the students in pattern 7 and agree that they should get some different friends. There is a higher percentage of students in patterns 3 and 5 who agree that they should get some different friends and a lower percentage of students in pattern 2. This may be a result of a need for more friendships or dissatisfaction with present friendships or a desire for a wide variety of people with whom to spend their leisure.

The students tend to be very friendly, they like meeting people, especially those in the same circumstances and with the same interests as themselves. This is particularly true of students in the Social Reality and Recreation-Oriented patterns. One place, which the students agree facilitates the development of friendships, is the university.

Social Relationships between Peer Groups.--Social relationships between peer groups were measured by items:

18	Forms "X" and "Y"
16	Form "W"
4	Form "Z"

These items reflect the students feeling toward meeting different people. Students strongly like meeting different people, in different walks of life from themselves and would like to spend more of their leisure time in places where they can meet different people. At present they tend to spend more of their leisure with people like themselves but say there is a need to spend some of their leisure time with different people with the exception of students in pattern 9 who prefer to spend their leisure in places where they

can meet people like themselves.

Personality Factors as Reflected by Scales

So far we have seen that the students tend to be friendly and outgoing. They are socially-oriented and want to meet and make friends with different kinds of people. Other factors which may indicate personality traits are reflected by travel, leisure, anti-social behavior, recreation and relaxation.

Travel in general was measure by items:

1, 5, 6	Forms "X" and "Y"
1, 20	Form "W"
14, 26, 29, 30	Form "Z"

The items on Forms "X" and "Y" reflect three contrast conditions of travel in general, with reference to where students spend their leisure time. Do students spend their leisure time at home or away from home, indoors or outside, taking a drive or relaxing at home? Would they like to spend their leisure time in a different manner from the way they presently spend their leisure?

The students tend to spend more of their leisure time away from home than at home, especially students in pattern 2, though students in patterns 3 and 8 spend more of their leisure time at home. However, the students would like to divide their leisure time between their homes and places away from home, except the students in pattern 8 who prefer the home environment. At present

students tend to spend more of their leisure time indoors rather than outside, relaxing at home rather than taking a drive; though students in patterns 2, 5, and 6 spend more of their leisure time outside doing a variety of things, one of which is pleasure driving. Differences exist between responses to these items on Forms "X" and "Y" which indicates an unfulfilled need to spend more leisure time outside pleasure driving.

Items on Form "W" deal with two statements which reflect enjoyment, time and distance aspects of travel, and desire for travel. Items on Form "Z" deal with attitude toward travel, mode of travel, and destination of travel.

In general, students strongly like travelling, especially by car, and sometimes daydream about taking an extended, even foreign trip. They agree that travelling to your destination offers half the enjoyment of the trip and prefer trips to the country over trips to the city.

Destination of Travel.--Destination of travel was measured by items:

11, 17 Forms "X" and "Y"
20 Form "W"

These items reflect the destination aspect of leisure travel and preference for travel areas. Students tend to spend more of their leisure time travelling in their own province than in other provinces of Canada, and more time travelling in Canada than in other countries. They would like to spend more of their leisure time travelling in

Canada and in other countries. These results correspond with the results on leisure travel in a previous section.

Leisure in General: Aspects of leisure in general were measured by items:

3, 4, 15	Forms "X" and "Y"
21, 22, 23, 28, 29, 30, 31, 32	Form "W"
17, 31	Form "Z"

These items reflect types of leisure activities, external factors of leisure settings, the best uses of leisure time, and awareness of and responsibility for leisure use.

At present, students tend to spend more of their leisure time watching sports rather than playing sports, though the students in patterns 5, 7, 8, and 10 show the opposite tendency during their leisure. However, they would like to spend more of their leisure time playing sports and if they had more leisure time would tend to use it for recreation rather than relaxation. Non-competitive sports or forms of recreation without demands (being at a game of time or observing rules of play) are preferred to competitive sports or forms of recreation where demands are made of the participants. However, students in patterns 5, 6, 7, and 10 would like to spend more of their leisure time playing competitive sports.

Students tend to dislike noisy settings during their leisure but do like excitement during their leisure. They prefer to spend their leisure in quiet surroundings but disagree that a quiet place

is necessary for the best use of leisure especially students in patterns 5 and 7 who spend more of their leisure time in noisy surroundings.

Students are aware that they themselves control their leisure behavior rather than external forces since only 50% of the students agree that you should go somewhere where you cannot be disturbed from doing what you want to do during leisure, and students in patterns 6 and 7 agree less with this statement on use of leisure. Similarly, only 50% of the students agree that to best use leisure you should do something opposite to your work activities. Students in patterns 1 and 3 agree more with this statement and students in pattern 7 tend to agree less. Work substitute activities may be preferred leisure activities. Overall, students would like to have more leisure than they now have. Except for the students in pattern 6, there is a certain degree of ambivalence about whether or not their health would be better if they had more leisure. Students accept a certain amount of responsibility for the amount of leisure time they have. They agree that if they put their minds to it they could have more leisure time and still accomplish as much as they do now and could put the leisure time they do have to better use. The students apparently attribute to leisure a great deal of importance since they are willing to spend some of their leisure time doing things they dislike if it means being able to spend the balance in undisturbed real relaxation or recreation.

Recreation and Relaxation.--Aspects of recreation and relaxation were measured by items:

3, 12, 15	Forms "X" and "Y"
2, 3, 4, 25, 26, 27	Form "W"
21, 1, 32, 33, 24	Form "Z"

Students in general tend to spend more of their leisure time relaxing, especially reading and watching sports. They spend more of their leisure time in non-competitive sports, though they like competing in sports somewhat and express a need for some forms of competitive sports. They strongly like various forms of outdoor recreation and though they spend approximately the same amount of their leisure time roughing it outdoors and inside with as much comfort and convenience as possible, there is a need of more outdoor activity.

Students report that if they had more leisure time they would tend to use it for recreation rather than relaxation, whether or not it had demands attached to it, such as conforming to rules, or attending practise sessions. Students in patterns 1 and 3 agree with recreative pursuits if there are no aspects of compulsion, while students in pattern 4 tend to prefer more relaxation. Students in patterns 5, 7, and 10, if they had more leisure, prefer participation in recreative activities even though demands are made of them.

From the statements dealing with personal responses to health

condition, students agree that they get enough relaxation and rest but that they don't get enough exercise. Only the students in pattern 8 appeared to get enough exercise. There is a 1:1 ratio on the statement of whether or not the students feel they get enough fresh air. Students in patterns 5 and 7 report they do and those in patterns 3 and 9 say they don't get enough fresh air.

Anti-social Behavior.--Aspects of anti-social behavior were measured by items:

18, 19, 24 Form "W"

Students report that they get along well with people, want to spend their leisure time with people but that there is a need to be absolutely alone once in a while.

Personality Traits and Leisure.--Responses to the various items on the scales, and behavioral approaches to leisure seem to indicate certain personality characteristics of the student insofar as they relate to leisure. The students are friendly, outgoing, social individuals. They are aware of themselves and of others around them. They seem to be well-adjusted; show no anti-social tendencies, and express a keen interest and desire to meet different peoples and visit other countries. They are intelligent, mature, responsible people who take leisure seriously. They express a desire for self-improvement activities of a social, physical, intellectual and cultural nature. His curiosity about himself and the world in which he lives, is expressed through diverse forms of leisure behavior.

Attitudes toward People, Situations, and Environment

Social Contact without Personal Relationships.--Aspects of social contact were measured by items:

5, 25, 6, 20, 15 Form "Z"

Responses to these items reflect positive or negative feelings about social contact factors. Students generally like teenagers, and their neighbours to a certain degree. They tend to dislike traffic and crowds and are neutral about hippies. They appear to have attitudes similar to those held by the general population in terms of these items.

Aspects of Social Situations.--Aspects of social situations were measured by three items on Form "Z" (9, 10, 13). The students

show a positive response to circumstances of social gatherings. They tend to like social situations such as dancing, picnics, and outdoor parties.

Factors which relate to Rural and Urban Environments.--Factors which relate to rural and urban environments were measured by items:

9, 12 Forms "X" and "Y"

16, 22, 23, 28, 12, 27 Form "Z"

7, 8, 11, 18, 19 Form "Z"

Students in general tend to like aspects of rural environments more than urban environments. The trend among students is toward

the outdoors in general, to various types of outdoor recreation and enjoyment of nature rather than artificial environments.

This chapter has been necessarily a lengthy one. The exploratory nature of the study led to the gathering of a vast amount of information on a variety of variables related to leisure. The results of the study have been presented in descriptive form since my research aim was not to test any particular variable but to find out what variables might be appropriate indicators of leisure behavior. These variables are presented in the next chapter in a series of hypotheses and propositions.

CHAPTER 4

SUMMARY

It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things.

For the reformer has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new.

- Machiavelli

Introduction

Grounded Theory can be presented as a codified set of propositions or in a running theoretical discussion, using conceptual categories and their properties. The General strategy used is a method of comparative analysis either of an experimental or statistical nature. The justification for this is that theory based on data cannot be completely refuted, despite modification and reformulation. There are usually two reasons given why representativeness of the sampling is not an issue and subsequently why reliability and validity of the results are not crucial. First, the direction of a relationship used to suggest a hypothesis is assumed to exist until disproven in both biased and unbiased populations. Second, theoretically (not statistically), sampling guides the choosing and handling of the data. For generating

theory, hypotheses come after analysis of the data and are not tested by the data. I have presented the forgoing results in the form of relative comparisons (proportionality). Frequency tables are given in Appendix C to support the analysis.

In a way of summary, the results obtained from the study are being presented as a series of hypotheses or propositions. These are of both a general nature dealing with the major types of variables or areas of investigation and of a specific nature dealing with a particular variable and its relationship to leisure patterns. I attempted to do the presentation in this manner in order to give some systematic overview of the area of leisure in terms of pattern development; to show what factors or variables are related to the different leisure patterns that were developed.

I would recommend that these hypotheses or propositions be empirically validated by further research. I have fulfilled my aims and accomplished my task. I have found out how students define leisure, what leisure patterns they have and what factors are related to those leisure patterns. As a consequence of the study, I have developed a concept of leisure based on my research, both library and empirical. I have developed a model of leisure to represent schematically what I conceive the area of leisure to be all about. The model was based on both my understanding of the area and the results from the study. The model is meant to reflect the interconnectedness of the variables and to show the complexity of the area of leisure as it stands and as it should be understood.

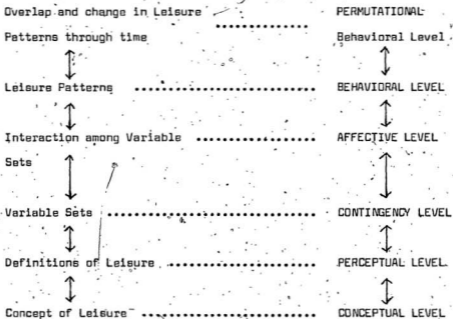
This is not to say that the perspectives, frameworks, or models of leisure which have been previously developed or are still to be developed do not adequately represent the conceptual level of other researchers; only that the evidence obtained from this study lead me to believe that the model which I am presenting here was the only one which could adequately reflect the information which I procured at this exploratory level.

Concept of Leisure

Leisure is that concept held by diverse people that derives, exhibits, and incorporates in part, or whole, those dimensions as they relate to the individual in particular and/or the social system in general which maintain and define them. Those dimensions: temporal, spatial, social, dynamic, attitudinal, experiential, preferential, salient, and socially conditional in turn, differentially exert force upon the 'defining' persons in interactional fashion so that as internal or external mechanisms change so does one's definition of leisure.

Leisure cannot by its nature be static for it is conceived by change and exists through change. Though it may be defined dimensionally or situationally, it cannot be conceived elementally for its complex nature demands a holistic conception. The gross relative forms (behavioral) that leisure assumes with respect to one's definition (perception of dimensions) and to conditions of situation or circumstance reflect an underlying concept or idea, "pursuit of happiness"

Relational Social Change Model of Leisure



What in effect the above diagram is showing is the interaction between levels and within levels. There is only one concept of leisure though there may be numerous definitions of leisure depending on how many dimensions one uses in defining leisure and the priority of those dimensions. These dimensions are related to the social background of the individual defining leisure, his general background, to overt factors which may inhibit or enhance his leisure, the attitudes he holds towards culture, people, situations, and environment, the types of social groups with whom he participates, kinds of social participation which constitute part of his leisure pattern and his personality traits. All of

these various factors can interact with or overlap with each other to affect how the individual behaves. This behavior, in turn, is susceptible to change with change in any of the factors which contribute to this behavior, so that new patterns of leisure behavior may evolve.

Propositions

A proposition is a theoretical statement capable of empirical validation. A series of propositions based on my research follows:

1. All satisfactions derived from leisure may be classified as social, physical, intellectual, cultural, or combinations of these.
2. Students tend to find and seek, in and through their leisure, those aspects, values, or functions, not provided by educational situations.
3. Leisure behavior tends to be similar to other modes of behavior if the situations within which they occur are perceived as consonant with one another.
4. Personality and the set of attitudes of the individual predispose him toward a particular leisure pattern, or the reverse.

5. Skills and aptitudes developed in a work situation will tend to be employed in leisure.
6. People who engage in the same types of leisure activities over time tend to do so because of the satisfaction derived from them.
7. People would engage in different types of leisure activities from the activities of their present leisure pattern if not for restrictions imposed by their situation or circumstances.

General Hypotheses

1. Any form or pattern that leisure takes is affected by all types of variables operative at different times with respect to situation or circumstance. No one set of factors is solely responsible for the patterning of leisure.
2. The form or pattern that leisure takes does not necessarily have to have consistent and complimentary elements; conflicting elements may exist within the leisure pattern without disrupting it.
3. A leisure pattern or form does not have to be stable; it may change with changes in any of the conditions now operating for the maintenance of that pattern.

4. Leisure patterns may be opposite to work patterns where the demands of the work pattern are high. Leisure patterns may be reflective of work patterns where the demands of the work pattern are considered consonant and non-restrictive.
5. Leisure patterns may be indicative of the values one has in terms of his approach to the objective world.
6. Interaction in specific familial and friendship settings predispose one toward a particular leisure pattern
7. Personality needs and attitudes of the individual in terms of people, situations, and environment are effective in shaping leisure patterns.

Specific Hypotheses

1. Older students tend to have a practical orientation to their leisure activities while younger students show diverse recreative behavior.
2. Though males and females may express the same leisure pattern, males tend toward more recreative or physical leisure styles while females tend toward more cultural or practical leisure styles.

3. Leisure patterns increase in diversity with increase in education
4. Catholics are more socially oriented in their leisure style than Protestants.
5. Single students are less diverse than married students in their orientations to leisure activities.
6. People coming from larger families tend to engage in more leisure activities with their families.
7. People in higher income families tend to engage more in leisure activities which require the expenditure of money than people from lower income families.
8. Leisure expenditure is related to availability of income either from family or job.
9. The orientations one has with respect to their leisure pattern is related to the dimensions by which they define leisure.
10. Socialization of an informal rather than formal nature is a contributing factor in social forms of leisure behavior.

11. An independent living arrangement is related to diversity in leisure behavior.
12. Aspects of the community such as type, size, region, and facilities available for leisure use affect the selection of leisure activities characteristic of leisure patterns.
13. Previous experience in occupational levels other than that of student predispose one to seek out situations that provide the values or functions not fulfilled by their previous occupational situation.
14. Values and orientations to leisure are important factors contributing to participation in clubs, organizations, and associations during one's leisure.
15. Positive attitudes toward elements of the youth culture are related to the sociability content of the leisure pattern.
16. Types of leisure facilities used during leisure correspond to the type of interests or orientation one has in terms of leisure.
17. More leisure time does not necessarily guarantee a greater variety in leisure activities.

18. People who perceive they have more leisure, have leisure activities which are social in nature while those who perceive they have less leisure have leisure activities which have a work substitute character.

Leisure and the Life Style of the Student

The behavior of the student exhibited in both his work and his leisure constitute his life style. The enriched environment provided by higher learning institutions may explain variations in leisure behavior especially in the kinds of activity which predispose knowledge or skills such as cultural participation and various forms of intellectual activity.

A prolonged education experience and the diversity of leisure behavior exhibited in terms of this experience not only provides the student with the necessary qualifications to succeed in the occupational world, but to adapt successfully to a world which is becoming increasingly characterized by leisure.

The leisure behavior of the student, and of young people in general expresses in its diversity a sense of curiosity about life and an exploration of the world. In their search for identity they are concerned not only with people like themselves but with all kinds of people. There is an intense desire to see other places, peoples, and cultures. The leisure behavior of the young

is distinguished by alternative forms of behavior, in an attempt to find that core element of value which will provide a meaningful form or pattern to their leisure. There is a need to explore their environment, to understand it and to take advantage of its natural elements as well as those created by man. There is a bond of social unity developed through their relationships with both their families and their peer groups. While leisure behavior still reflects traditional sex roles; males being more physically active than females, there is a gradually increasing merger of their behavior. Females are turning to cultural, social, and physical activities while males are turning to practical leisure activities which were formerly characteristic of females.

There no longer appears to be the necessity to obtain material possessions to distinguish; conspicuous consumption and vicarious living no longer determine the choices made in leisure behavior. To highlight this, it should be noted that the desire for travel does not express itself in interest in expensive cars or luxury; nevertheless, a great many students have cars or access to cars and recreational equipment. Certainly the luxury goals are not expressed in terms of the television commercials-but graduate students seem to buy anyway. Young people are being more creative and instrumental in their leisure and are less concerned with artificially provided forms of leisure. There is a keen sense of awareness not only about what is available for leisure, but what should be available. The need for variety, for organization, and for greater participation.

Though rural-urban differences exist, the urban environment providing a diversity of intellectual and cultural kinds of activity while the rural environment providing more physical kinds of activities, this too is merging together. There is a keen desire to participate in the outdoors, to engage in all kinds of outdoor recreation, to travel, and to explore the environment among all the students.

While young people are still concerned mainly with private matters rather than public matters in their leisure, there is an awareness of public issues such as overcrowding, pressures and strains that accompany work situations, problems related to maintenance of a healthy environment and while there is a low participation rate in politics as such there is a high rate of participation in community organizations.

There is a turning away from consumptive and solitary kinds of leisure activities toward social, creative, intellectual and physical activities. While students are serious and responsible in terms of learning, the traditional work ethic is gradually being replaced by a hedonistic value orientation. Whipple suggests that "a hedonistic value orientation, in particular, leads to social as opposed to solitary activities as well as to intellectual diversion and to a rejection of political and religious participation." (Whipple, 1970: 63)

This appears to be true of young people in most of their

leisure behavior except their hobbies which still remain solitary. The leisure preferences of young people indicate some dissatisfaction with their present leisure patterns. There is a preference for situations that provide not only excitement and interest but knowledge. Leisure emphasis is toward self-improvement kinds of activities, whether this be learning skills, furthering one's education, studying some particular topic of interest, learning through travel or from people, or through various types of social participation; the concern is still toward self-growth. Physical kinds of activities still take priority in leisure but the emphasis is toward more outdoor recreation than competitive sports. Social situations provide an integrative function during leisure; to bring people together to share a common experience, an experience that allows the sharing of ideas, attitudes, and values.

In conclusion, the student life style is toward progress and diversity, both in terms of himself and society in general. A seeking out of those things, places, and people that will not only broaden his perspective of the world, but will help him to understand himself and other people and find a meaningful integration between his work and leisure behavior.

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APPENDIX A

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Sociology & Anthropology

April 2, 1971

Dear Student:

I am a graduate student in Sociology at Memorial University of Newfoundland and am presently engaged in research on the Leisure Patterns of University Students.

Your name, which will not receive a code number, has been picked on a stratified random basis in accordance with information issued by the Registrar's Office. You are a member of the sample which will be used for my study.

A questionnaire will be forwarded to you in a few days. I would appreciate your time and effort in filling out this questionnaire. It will take approximately 30 minutes to complete.

Your co-operation is extremely important in making this research a success:

The questionnaire should be filled out and returned before the end of April or at your earliest convenience.

Would you kindly assist me in this research. Thank you.

Sincerely yours;

Barbara Hakcham.

If you wish to contact me about my work

Home Phone----- 726-2858

University----- 579-5081 Ext. 2150

June 18, 1971

Dear Student:

A questionnaire was forwarded to you just April 10, 1971. As I have not received a reply from you, I presume that you were busy at the time and have mislaid, or lost the copy which I sent. I am therefore, sending you a second copy, hoping that you will have time to complete it at this date. You are a very important part of this research though you may think that you are not; I cannot complete my research without your time and co-operation. I would appreciate your help in accomplishing my task. Thank you for your co-operation.

Yours sincerely,

Barbara Wakeham

Note: Please read the instruction given in the letter attached to the questionnaire.

BW:df

DEPARTMENT OF SOCIOLOGY
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Student Questionnaire on Leisure

Research Project: The Sociological Aspects
of the Leisure Patterns
of University Students

Researcher: Barbara Wakeham
Dept. of Sociology Ext. 2158
Home Phone: 726-2858

April 1971

DEPARTMENT OF SOCIOLOGY
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Student Questionnaire on Leisure

Dear Student:

This questionnaire is an important part of a study to examine the interests, activities, and attitudes of the students in the various years and faculties of Memorial University of Newfoundland, primarily in leisure matters. The purpose of the study is to find out if leisure activities cluster together to form a pattern; and to test for the factors which have the most influence in the development of this pattern.

This study has the approval of the University. Each student is asked to answer all items as accurately as possible without consultation or discussion. The information you provide will be kept anonymous and in the strictest of confidence. A coded number, not a name, will be the only source of identification. This code number is necessary for the distribution and collection of the questionnaires.

A stratified random sampling procedure is being utilized based on information issued by the University on the proportions of students in the different years and faculties. You are one of the students picked at random for the sample.

Most of the questionnaire can be answered by drawing a circle around one or more numbers corresponding to your response on the respective items. Please follow the directions carefully as this is very important for data processing.

If you need clarification on any point relating to the study, I may be contacted personally or by phone, Dept. of Sociology, Ext. 2158, Home Phone 726-2858 or by writing C/O Dept. of Sociology and Anthropology. This study cannot be a success without your help and co-operation. The questionnaire will take approximately 30 minutes to complete. Please complete your questionnaire as soon as possible; enclose it in the self-addressed envelope provided, and drop it in the mail.

If you are an out-of-town student, you may complete the questionnaire at home, and mail it from there.

Thank you for your co-operation.

Yours sincerely,

Barbara Wakeham

PLEASE TURN THE PAGE AND BEGIN

STUDENT QUESTIONNAIRE ON LEISURE

We need some information about you, your family and your home community.

1. Your age is: (Circle One) 15-20 1 31-35 4
 21-25 2 35- 5 6/
- 26-30 3
2. Your sex is: Male 1 Female 2 7/
- (Circle One)
3. Your year in University: (Circle One) First 1 Fifth 5
 Second 2 Graduate 6 8/
- Third 3 Other (specify) _____
- Fourth 4
4. Your major is: (specify) _____ 9/
5. Your faculty is: (Circle One) Arts 1 Education 6
 Science 2 Physical Education 7
 Engineering 3 Commerce 8
 Nursing 4 Social Welfare 9
 Medicine 5 Other 10 10/
6. At present your citizenship is: (Circle One) Canadian 1 English 3
 American 2 Other (specify) _____ 11/
7. The language you normally use: (Circle One) English 1 Bi-lingual 3
 French 2 Other (specify) _____ 12/
8. Your Religious Denomination is: (Circle One) Roman Catholic 1 Atheist 4
 Protestant 2 Other (specify) _____ 13/
- Jewish 3
9. Your present status is: (Circle One) Married 1 Separated 4
 Single 2 Other (specify) _____ 14/
- Divorced 3
10. The number of people in your family of origin: (Circle One) 2-5 1
 6-10 2 15/
- 10-15 3
- (if married - the number of people in your own family) _____ 16/
11. Your family's income (of origin): _____ (to closest thousand) 17/
- (if married - your income is): _____ 18/
- (if married - Does your wife/husband work) (Circle One) Yes No 19/

12. Are you presently living: (Circle One)
 At home/with family 1
 Apartment 2
 Residence 3
 Boarding House 4
 Other (specify) _____ 20/

13. What is the name of the community in which you grew up? _____ 21/

14. The approximate number of people in this community was: (Circle One)
 (less than) 100 1 2500-5000 5
 100-500 2 5000-10,000 6
 500-1000 3 (greater than) 10,000 7 22/
 1000-2500 4

15. What facilities for leisure were available in the community in which you grew up?
 (specify) _____ 23/

16. Were there any clubs, organizations or associations in the community? (Circle one)
 Yes 1 No 2 24/

If yes - were you a member? Yes 1 No 2 25/
 were you an officer? Yes 1 No 2 26/

17. Do you belong to any clubs, organizations or associations on campus? (Circle One)
 Yes 1 No 2 27/
 If yes - Which ones? _____ 28/

Are you an active member? 1
 Are you an occasional member? 2
 Are you an officer? 3 (Circle One) 29/

Do you belong to a sorority? (Circle One) Yes 1 No 2 30/
 Do you belong to a fraternity? (Circle One) Yes 1 No 2 31/

18. Did you have a full-time job before coming to University? (Circle One)
 Yes 1 No 2 32/
 If Yes - What type of job? _____ 33/

How long did you have it? _____ 34/
 Your wage scale was? _____ 35/

19. Do you have a part-time job while you are attending University? (Circle One)
 Yes 1 No 2 36/
 Could you give an estimate of how much money you spend per week on leisure goods and services (e.g., admissions to movies or events, dates, drinking, smoking, sports, etc.)? _____ 37/

20. What do you like MOST about University? _____ 38/

What do you like LEAST about University? _____ 39/

Do you feel that the demands of University life are unreasonable? (Circle One)
Yes 1 No 2

40/
41/

(If Yes - In what way?) _____

21. What do you think the word LEISURE means?

42/

22. Do you think you have more leisure time now than you did before you came to University? (Circle One)

Yes 1 No 2

43/

23. Do you use M.U.N. facilities during your leisure time? (Circle One)
Yes 1 No 2

44/

Do you use facilities in St. John's? (Circle One) Yes 1 No 2

45/

(If Yes - Which ones?) _____

46/

24. Do you attend events sponsored by the University (e.g. dances, guest lectures, films etc.?) (Circle One)
Frequently 1
Sometimes 2
Never 3

47/

25. What would you like to see available that is not now available at M.U.N.?

48/

26. Do you have a car? (Circle One) Yes 1 No 2
Do you have access to one? (Circle One) Yes 1 No 2

49/
50/

27. Approximately how many hours do you spend attending classes per weekday? (Including labs)

51/

Approximately how many hours do you spend studying, writing papers, doing research (per weekday)? _____

52/

Where do you study most of the time? (Circle One)
At home 1
At University 2
Other (specify) _____

53/

Approximately how many hours per weekday do you have free (excluding eating, sleeping, personal care, studying, household chores)? _____

54/

27. (continued)

Do you usually come into University at night? (Circle One) Yes 1 No 2 55/

Do you usually come into University on Saturdays? (Circle One) Yes 1 No 2 56/

Do you usually come into University on Sundays? (Circle One) Yes 1 No 2 57/

How many hours do you spend on Saturday studying? _____ 58/

How many hours do you spend on Sunday studying? _____ 59/

How many hours on the weekend do you spend on family and home obligations? _____ 60/

How much leisure time do you have free on the weekend? _____ 61/

28. Do you use libraries, art centres, museums during your leisure time? (Circle One)
Yes 1 No 2 62/

(If Yes - How often?) Frequently 1

(Circle One) Sometimes 2

Once or twice a year 3 63/

29. Think of your two closest friends and answer these questions.

(Circle appropriate number)

Do they go to University? Yes 1 No 2 64/

Do they live close to you? Yes 1 No 2 65/

How long have you known them? _____ 66/

How often do you get together? everyday 1

(in person or by telephone) frequently 2

sometimes 3 67/

30. What leisure activities (if any) do you engage in with your family?
Specify: _____ 68/

How often? _____ 69/

What is it that you like about these family activities?
_____ 70/

31. What type of music do you like BEST? (Circle One)

Religious 1 Folk music 5

Light opera, Classical 2 Grand Opera 6

Popular, Jazz 3 Country and Western 7

Symphony 4 All of the above 8 71/

32. What type of conversation do you like BEST? (Circle One)

Personal chit-chat 1 Politics and international affairs 4

Education problems 2 Entertainment 5

Cultural subjects 3 All of the above 6 72/

33. Do you have a hobby? (Circle One) Yes 1 No 2 73/

33. (continued)

If Yes - Do you do it alone? 1 with friend? 4
with family? 2 (Circle One)
a group? 3

74/

How much time a week do you spend on it? _____

75/

How long have you had this hobby? _____

76/

34. Where on campus do you spend MOST of your time between classes?

77/

How many hours per day? _____ Doing What? _____

78/

79/

35. Do you usually work during summer vacation? (Circle One) Yes 1 No 2

6/

(If No - What do you do?) _____

7/

36. Do you usually take a trip somewhere during the year? (Circle One)

8/

Yes 1 No 2

(If Yes - How do you travel?) (Circle One)

Plane 1 Boat 4
Train 2 Hitch Hike 5
Car 3 Other (specify) _____

9/

With whom do you travel? (Circle One) Alone 1
Family 2
Group 3
Friend 4

10/

Where have you travelled? Own province 1

(Circle One
or
More)

Other provinces of Canada 2
U.S.A. 3
Europe/Asia 4
The East 5
(Other - specify) _____

11/

Where would you LIKE to travel? Own Province 1

(Circle One
or
More)

Other Provinces of Canada 2
U.S.A. 3
Europe/Asia 4
The East 5
(Specify) _____

12/

37. If you were able, time and money permitting, what would you MOST like to do in your leisure time? Name four things in order of preference:

(1) _____

(2) _____

(3) _____

(4) _____

13/

THE NEXT FIVE QUESTIONS CAN BE ANSWERED OR NOT AT YOUR OWN DISCRETION

38. Do you feel that drugs (stimulants) increase the pleasure of your leisure use? (circle One) Yes 1 No 2 14/
If legalized would you use them? (Circle One) Yes 1 No 2 15/
39. Do you think that alcohol serves the same purpose for the majority? (Circle One) 16/
Do you yourself drink alcohol? (Circle One) Yes 1 No 2
Frequently 1 Sometimes 2 Never 3 17/
40. Do you smoke cigarettes? (not marijuana, hashish, opiates etc.) Circle One 18/
Frequently 1 Sometimes 2 Never 3
41. Do you think drugs are leisure items? (Circle One) Yes 1 No 2 19/
" " " alcohol is a leisure item? (Circle One) Yes 1 No 2 20/
" " " cigarettes are a leisure item? (Circle One) Yes 1 No 2 21/
42. If a couple love each other, then it is NOT WRONG to have sexual relations before they are married? (Circle One) 22/
Agree 1 Disagree 2 No Opinion 3
- Do you think it is a leisure-time activity? Circle One Yes 1 No 2 23/
Under the RIGHT circumstances would you engage in such an activity? Circle One:
Yes 1 No 2 24/

The following pages constitute five different forms.

Forms "Q", "X", "W", "Z", and "Y".

These forms deal with your activities, attitudes, and opinions, about Leisure Use.

Form "Q" This form gives a list of activities. There are three columns. If you have done the activity over the past 6 months - Circle 1 in Column 1. If it is a frequent activity Circle 1 in Column 2 also. If you would like to do this activity also Circle 1 in Column 3. For example:

	HAVE DONE	FREQUENT	LIKE TO DO
Watching TV	1	1	1

Form "X" On this form you are asked to rate how you spend your leisure time now.

Follow the instructions carefully.

Form "W" This form contains a list of statements. You are asked to give your opinion on these statements. Follow the instructions carefully.

Form "Z" This form contains a list of words and phrases. You are asked to rate how you feel about each. Follow the instructions carefully.

Form "Y" This form is similar to Form "X". You are asked to rate how you would like to spend your leisure time. Follow instructions carefully.

Now I would like to find out about some of the activities you engage in during your leisure time. Circle appropriate numbers in each column as they apply to you.

ACTIVITIES	ACTIVITIES I HAVE DONE OVER THE PAST SIX MONTHS	ACTIVITIES I ENGAGE IN FREQUENTLY	ACTIVITIES I WOULD LIKE TO DO
1. Watching television	1	1	1
2. Listening to Radio	2	2	2
3. Listening to Records	3	3	3
4. Talking on telephone (pleasure calls not necessary calls)	4	4	4
5. Reading newspapers, magazines	5	5	5
6. Reading books (fiction, non-fiction)	6	6	6
7. Get-togethers for bull sessions	7	7	7
8. Going to movies, theatre, concerts	8	8	8
9. Going to meetings or organizational activities	9	9	9
10. Going to discussions or debates	10	10	10
11. Attending guest lectures	11	11	11
12. Going to libraries, museums, art centres	12	12	12
13. Going out to dinner	13	13	13
14. Frequenting nightclubs, bars	14	14	14
15. Singing and dancing	15	15	15
16. Playing musical instruments	16	16	16
17. Dating - Going to Parties	17	17	17
18. Pleasure driving	18	18	18
19. Visiting friends or relatives	19	19	19
20. Working in the garden	20	20	20
21. Sewing, Knitting, Weaving	21	21	21
22. Woodwork, metalwork	22	22	22
23. Painting, Drawing, Sculpturing	23	23	23
24. Shopping for pleasure	24	24	24
25. Spending time at hangouts	25	25	25
26. Special Hobbies	26	26	26
27. Sight-seeing, hiking, walking	27	27	27
28. Going to Parks	28	28	28
29. Playing games	29	29	29
30. Attending sports	30	30	30
31. Participating in sports	31	31	31
32. Keeping pets	32	32	32
33. Travelling	33	33	33
34. Meditation	34	34	34
35. Others (specify)			

HOW I SPEND MY LEISURE TIME

Please read each pair of statements.

Circle the number which best indicates how you spend your leisure time. For example:

If you spend most of your leisure time at home - Circle ①If you spend more of your leisure time at home than away from home - Circle ②If your answer is neither or both equally - Circle ③If you spend more of your leisure time away from home than at home - Circle ④If you spend most of your leisure time away from home - Circle ⑤

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
Taking pleasure day trips	1	2	3	4	5	Taking overnight pleasure trips
Alone with my husband/ wife (or girl friend/ boy friend)	1	2	3	4	5	With my husband/wife (or girl friend/boy friend) and <u>family or relatives</u>
Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada
Roughing it outdoors	1	2	3	4	5	Having as much comfort and convenience as possible
Alone with my husband/ wife (or girl friend/ boy friend)	1	2	3	4	5	With my husband/wife (or girl friend/boy friend) and <u>friends</u>
Taking overnight pleasure trips	1	2	3	4	5	Taking pleasure trips of 3 or more nights duration

(Continuation of Form "X")

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking, swimming, boating, skating, fishing etc.
With friends	1	2	3	4	5	With my immediate family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
With friends	1	2	3	4	5	With my family and relatives
At a place where we can easily meet people from different walks of life	1	2	3	4	5	Where we can easily meet people like ourselves
With old friends	1	2	3	4	5	With friends I've just met
All alone	1	2	3	4	5	With my husband/wife (or girl friend/boy friend)

Please read the following statements one by one.
 If you disagree with the statement - Circle 1
 If you agree with the statement - Circle 2
 If you have no opinion - Circle 3

	DISAGREE	AGREE	NO OPINION
Travelling to your destination offers half the enjoyment of the trip	1	2	3
I don't get enough exercise	1	2	3
I get enough relaxation and rest	1	2	3
I get enough fresh air	1	2	3
We seem to pay more attention to television in my family than to each other	1	2	3
In my family we have a lot in common; we tend to like to do the same things	1	2	3
I wish there were more things which everyone in my family would really enjoy doing together	1	2	3
(IF MARRIED) NEXT FIVE STATEMENTS			
A husband should get away from home alone once in a while for a few days	1	2	3
A wife should get away from home alone once in a while for a few days	1	2	3
A husband and wife should get away from home together once in a while between vacation periods	1	2	3
A very good place for a husband and wife to go to get away from home together once in a while, is a resort with a variety of indoor and outdoor sports, night entertainment, and prepared meals	1	2	3
A very good place for a husband and wife to go to get away from home together once in a while, is a quiet simple place in the country *****	1	2	3
I have enough friends now	1	2	3
I should get some different friends	1	2	3
I like meeting new people in the same circumstances and with the same interests as myself	1	2	3
I like to meet people in different walks of life once in a while	1	2	3
A good place to meet new friends like myself is at university	1	2	3

(Continuation of Form "W")

	DISAGREE	AGREE	NO OPINION
In general, I would like to spend less time with people than I do now	1	2	3
I like to be absolutely alone once in a while	1	2	3
I sometimes daydream about taking an extended, even foreign, trip	1	2	3
To best use leisure time go somewhere where you cannot be disturbed from doing what you want	1	2	3
To best use leisure time go somewhere where it is quiet	1	2	3
To best use leisure time do something opposite to your work and home life	1	2	3
Generally speaking I don't get along well with people	1	2	3
If I had more leisure time I would tend to use it for relaxation (non-active pursuit)	1	2	3
If I had more leisure time I would tend to use it for recreation (active pursuit) so long as there were no aspects of compulsion (like being at a game on time)	1	2	3
If I had more leisure time I would tend to use it for recreation (active pursuit) even though some definite demands were made of me	1	2	3
I have all the leisure time now that I need or can use	1	2	3
If I had more leisure time my health would probably be or stay better	1	2	3
If I put my mind to it I could probably have more leisure time and still accomplish as much as I do now	1	2	3
If I put my mind to it I could put the leisure time I do have to better use	1	2	3
I am willing to spend some of my leisure time doing things I dislike if it means being able to spend the balance in undisturbed real relaxation or recreation	1	2	3

Form "Z"

HOW I FEEL ABOUT.....

Circle the number which best indicates how you feel about the word or phrase.

	STRONGLY LIKE	LIKE SOMEWHAT	NEUTRAL	DISLIKE SOMEWHAT	STRONGLY DISLIKE
COMPETING IN SPORTS	1	2	3	4	5
MY OLD FRIENDS	1	2	3	4	5
MEETING PEOPLE	1	2	3	4	5
MEETING DIFFERENT PEOPLE	1	2	3	4	5
NEIGHBOURS	1	2	3	4	5
TRAFFIC	1	2	3	4	5
OCEANS	1	2	3	4	5
MOUNTAINS	1	2	3	4	5
DANCING	1	2	3	4	5
PICNICS	1	2	3	4	5
ANIMALS	1	2	3	4	5
FORESTS	1	2	3	4	5
OUTDOOR PARTIES	1	2	3	4	5
TRAVEL	1	2	3	4	5
HIPPIES	1	2	3	4	5
SUNSHINE	1	2	3	4	5
NOISE	1	2	3	4	5
SCENERY	1	2	3	4	5
DIRT	1	2	3	4	5
CROWDS	1	2	3	4	5
OUTDOOR RECREATION	1	2	3	4	5
SHOPPING	1	2	3	4	5
TV	1	2	3	4	5
READING	1	2	3	4	5
TEENAGERS	1	2	3	4	5
CAR TRAVEL	1	2	3	4	5
PARKS	1	2	3	4	5
CITY LIVING	1	2	3	4	5
TRIPS TO THE CITY	1	2	3	4	5
TRIPS TO THE COUNTRY	1	2	3	4	5
EXCITEMENT	1	2	3	4	5
PLAYING SPORTS	1	2	3	4	5
WATCHING SPORTS	1	2	3	4	5

(Continuation of From "Y")

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking, swimming, boating, skating, fishing etc.
With friends	1	2	3	4	5	With my immediate family
Travelling in other countries	1	2	3	4	5	Travelling in Canada
With friends	1	2	3	4	5	With my family and relatives
At a place where we can easily meet people from different walks of life	1	2	3	4	5	Where we can easily meet people like ourselves
With old friends	1	2	3	4	5	With friends I've just met
All alone	1	2	3	4	5	With my husband/wife (or girl friend/boy friend)

HOW I WOULD LIKE TO SPEND MY LEISURE TIME

Please read each pair of statements.

Circle the number which best indicates how you would like to spend your leisure time. For example:

If you would like to spend most of your leisure time at home - Circle ①

If you would like to spend more of your leisure time at home than away from home - Circle ②

If your answer is neither or both equally - Circle ③

If you would like to spend more of your leisure time away from home than at home - Circle ④

If you would like to spend most of your leisure time away from home - Circle ⑤

	MOST ←	MORE ←	NEITHER OR BOTH EQUALLY	MORE →	MOST →	
At home	1	2	3	4	5	Away from home
Without children	1	2	3	4	5	With children
Playing sports	1	2	3	4	5	Watching sports
Where it is noisy	1	2	3	4	5	Where it is quiet
Outside	1	2	3	4	5	Indoors
Taking a drive	1	2	3	4	5	Relaxing at home
With my immediate family	1	2	3	4	5	By myself
With relatives	1	2	3	4	5	With my immediate family
In the country	1	2	3	4	5	In the city
With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
Taking pleasure day trips	1	2	3	4	5	Taking overnight pleasure trips
Alone with my husband/ wife (or girl friend/ boy friend)	1	2	3	4	5	With my husband/wife (or girl friend/boy friend) and family or relatives
Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada
Roughing it outdoors	1	2	3	4	5	Having as much comfort and convenience as possible
Alone with my husband/ wife (or girl friend/ boy friend)	1	2	3	4	5	With my husband/wife (or girl friend/boy friend) and friends
Taking overnight pleasure trips	1	2	3	4	5	Taking pleasure trips of 3 or more nights duration

APPENDIX B

STUDENT QUESTIONNAIRE ON LEISURE
CODING SYSTEM OF RAW DATA

Card 1
Columns

Punches

- 1-5 Case number-Deck number-Card number
- 6 Your age is:
- | | |
|----------------|----------------|
| 1. 15-20 years | 4. 31-35 years |
| 2. 21-25 years | 5. 35- |
| 3. 26-30 years | |
- 7 Your sex is:
- | | |
|---------|-----------|
| 1. male | 2. female |
|---------|-----------|
- 8 Your year in University is:
- | | |
|-----------|----------|
| 1. first | 5. fifth |
| 2. second | 6. sixth |
| 3. third | 7. other |
| 4. fourth | |
- 9-10 Your major area of study is:
- | | |
|----------------|---------------------|
| 01. undecided | 06. pure science |
| 02. psychology | 07. applied science |
| 03. commerce | 08. applied arts |
| 04. history | 09. medical science |
| 05. languages | 10. education |
- 11-12 Your faculty is:
- | | |
|-----------------|------------------------|
| 01. Arts | 06. Education |
| 02. Science | 07. Physical Education |
| 03. Engineering | 08. Commerce |
| 04. Nursing | 09. Social Work |
| 05. Medicine | 10. Other |
- 13 Your present citizenship is:
- | | |
|-------------|------------|
| 1. Canadian | 3. British |
| 2. American | 4. Other |
- 14 The language you normally use is:
- | | |
|------------|--------------|
| 1. English | 3. Bilingual |
| 2. French | 4. Other |

15

Your Religious Denomination is:

- | | |
|--------------------------|-------------------|
| 1. No church affiliation | 5. Salvation Army |
| 2. Roman Catholic | 6. Christian |
| 3. Protestant | 7. Agnostic |
| 4. Jewish | 8. Atheist |

16

Your present marital status is:

- | | |
|-------------|--------------|
| 1. married | 4. separated |
| 2. single | 5. other |
| 3. divorced | |

17

The number of people in your family (Of origin) are:

- | | |
|-----------------|--------------------|
| 1. 2-5 persons | 3. 11-15 persons |
| 2. 6-10 persons | 4. greater than 15 |

18

The number of people in your family (if married) are:
code as in 17

19

Your family's income (of origin) per annum is:

- | | |
|----------------------|--------------------------|
| 1. unknown or varies | 6. \$9,000-10,000 |
| 2. = \$2,000 | 7. \$11,000-15,000 |
| 3. \$3,000-4,000 | 8. \$16,000-20,000 |
| 4. \$5,000-6,000 | 9. greater than \$20,000 |
| 5. \$7,000-8,000 | |

20

(if married) Your income per annum is: Code as in 19

21

(if married) Does your wife/husband work?

- | | | |
|--------|-------|-----------------|
| 1. yes | 2. no | 3. both working |
|--------|-------|-----------------|

22

Your present living accommodations are:

- | | |
|------------------------|-------------------|
| 1. at home/with family | 4. with relatives |
| 2. rent or own house | 5. residence |
| 3. apartment | 6. boarding house |

23

The type of community in which you grew up is:

- | | |
|----------------|----------------|
| 1. island | 4. large urban |
| 2. small rural | 5. large-rural |
| 3. small urban | |

24

The geographical region of the community is:

- | | |
|--------------|-------------------------------|
| 1. northeast | 5. east |
| 2. northwest | 6. west |
| 3. southeast | 7. outside of province (NFLD) |
| 4. southwest | 8. central |

25 The approximate number of people in your community:

- | | |
|------------------|-----------------------|
| 1. less than 100 | 5. 2500-5000 |
| 2. 100-500 | 6. 5000-10000 |
| 3. 500-1000 | 7. 10000-25000 |
| 4. 1000-2500 | 8. greater than 25000 |

26-27 What facilities for leisure were available in the community in which you grew up:

01. Fixed Sports facilities
02. Outdoor Recreation facilities
03. Social Activities centres
04. Auxilliary Leisure facilities
05. Youth Organizations
06. Outdoor Activities
07. Indoor Activities
08. No facilities available
09. Facilities from all first seven categories
10. Combination of categories 1,2,3,
11. Combination of categories 1,2,3,4
12. Combination of categories 3,4
13. Combination of categories 1,3,4,5
14. Combination of categories 1,3,4
15. Combination of categories 1,3
16. Combination of categories 1,5,6
17. Combination of categories 1,2
18. Combination of categories 2,3,5
19. Combination of categories 1,4
20. Combination of categories 6,7
21. Combination of categories 2,3,4
22. Combination of categories 1,5,7
23. Combination of categories 2,3,6
24. Combination of categories 1,3,5,6
25. Combination of categories 1,2,3,5
26. Combination of categories 1,2,4,5
27. Combination of categories 4,5
28. Combination of categories 1,3,7

(Interpretation of categories on next page)

28 Were there any clubs, organizations or associations in the community in which you grew up?

1. yes 2. no

29 (if yes). Were you a member?

1. yes 2. no

INTERPRETATION OF CATEGORIES FOR LEISURE FACILITIES

FIXED SPORTS FACILITIES

Recreation centre
 Stadium or arena
 Swimming pool
 Bowling alleys
 Public gymnasium
 Tennis courts
 Golf courses
 Sports fields
 Handball or Squash courts
 Ski Slopes

OUTDOOR RECREATION FACILITIES

Parks
 Open fields
 Zoos
 Playgrounds
 Forests
 Oceans or ponds
 Other natural resources

SOCIAL ACTIVITIES CENTRES

Amusement centres
 Exhibitions
 Movie theatres
 Night clubs
 Dances
 Socials
 Picnics
 Bars

YOUTH ORGANIZATIONS

Sports clubs
 Church groups
 Community clubs
 Girl guides/boyscouts
 Cadets (armed forces)

AUXILIARY LEISURE FACILITIES

Plazas
 Restaurants
 Department stores
 Snack bars
 Neighbourhood
 Community halls
 Lodges
 Bookstores
 Schools
 Churches
 Libraries
 Museums
 Arts and Culture centres

OUTDOOR ACTIVITIES

Hunting
 Fishing
 Swimming
 Boating
 Hiking
 Camping
 Skating
 Horseback riding
 Skiing
 Tobogganing

INDOOR ACTIVITIES

GAMES
 Crafts
 Books
 Radio
 Television
 Stereo and recordings

30 (if yes) Were you an officer?

1. yes, 2. no

31 Do you belong to any clubs, organizations, or associations on the University campus?

1. yes 2. no

32 (if yes) Which ones?

- | | | |
|-------------------|-----------------------------|-----------|
| 1. Sports Clubs | 5. Religious Clubs | 9. Social |
| 2. Academic Clubs | 6. Ethnic Clubs | |
| 3. Publications | 7. Residence Clubs | |
| 4. Free Arts | 8. Combination of 2 or more | |

33 Are you: an active member 1
 an occasional member 2
 an officer 3

34 Do you belong to a sorority/fraternity?

1. yes 2. no

35 Blank

36 Did you have a full-time job before coming to University?

1. yes 2. no 3. still have it

37 (if yes) What type of job?

1. Professional, technical, and kindred workers
2. Managers, officials, and proprietors
3. Craftsmen, foremen, and kindred workers
4. Operatives and kindred workers
5. Sales workers
6. Clerical and kindred workers
7. Laborers
8. Service workers

38 How long did you have this job?

- | | |
|-----------------------|--------------------------|
| 1. Still have it | 5. 6-8 years |
| 2. less than one year | 6. 9-10 years |
| 3. 1-2 years | 7. greater than 10 years |
| 4. 3-5 years | |

39

Your job wage scale (per annum) was:

- | | |
|------------------|--------------------------|
| 1. = \$2,000 | 5. \$9,000-10,000 |
| 2. \$3,000-4,000 | 6. \$11,000-15,000 |
| 3. \$5,000-6,000 | 7. \$16,000-20,000 |
| 4. \$7,000-8,000 | 8. greater than \$20,000 |

40

Do you have a part time job while attending University?

1. yes 2. no 3. full-time

41

Could you give an estimate of how much money you spend per week on leisure goods and services?

- | | |
|-----------------------|----------------------|
| 1. unknown or varies. | 6. \$16-20 |
| 2. = \$2 | 7. \$21-25 |
| 3. \$3-5 | 8. \$26-50 |
| 4. \$5-10 | 9. greater than \$50 |
| 5. \$11-15 | |

42

What do you like MOST about University?

1. undecided
2. nothing
3. everything
4. social reasons (contact with people)
5. personal reasons (freedom, goals, etc.)
6. structural reasons (facilities, curriculum, etc.)
7. atmosphere
8. entertainment and sports facilities
9. combination of reasons

43

What do you like LEAST about University?

1. undecided
2. everything
3. dissatisfaction with courses and professors
4. pressure brought on by work load
5. impersonal atmosphere
6. overcrowding and stress
7. emphasis, attitude and organization of University
8. misuse of and dissatisfaction with facilities
9. personal problems (finance, loneliness, etc.)

44

Do you feel the demands of University are unreasonable?

1. yes 2. no 3. sometimes

45

(if yes) In what way?

1. too much emphasis on "academic"
2. pressure of work load
3. inconsiderate professors
4. bad organization of courses and system
5. too much regimentation
6. time consumption on assignments and study
7. irrelevancy of it all
8. combination of two or more

46-48

What do you think the word "leisure" means?
(Definition of Leisure)

1. Enjoyment or satisfaction either of a mental, physical, or social nature (attitude function)
2. Activity or inactivity either a form of recreation or relaxation. (Dynamic function)
3. Free time as in time not allotted to duty, obligations, or work. Time to be utilized in anyway for, for whatever purpose. (Time function)
4. Freedom of choice and expression being allowed to do what you want to do without compulsion or pressure from external forces. Whether perceived or actual. (Diversity function)

Note:

In coding, this open-ended question it was found subjects defined leisure with respect to one or more of the above categories. Three columns were allotted for the answer which was registered by predominance of the dimensions as they occurred.

49

Do you think that you have more leisure now than before you came to University?

1. yes
2. no

50

Do you use the facilities at the University during your leisure?

1. yes
2. no

51

Do you use the facilities in St. John's during your leisure?

1. yes
2. no

52-53

(if yes) Which ones?

code as in 26-27

54

Do you attend events sponsored by the University?

1. frequently 2. sometimes 3. never

55

What would you like to see available that is not now available at the University?

1. more space	5. better organization
2. better facilities	6. combination of 2 or more
3. greater variety	7. nothing in particular
4. more participation	

56

Do you have a car?

1. yes 2. no

57

Do you have access to a car?

1. yes 2. no

58

Approximately how many hours do you spend attending classes per weekday (including labs)?

1. = 1 hour	5. 5 hours
2. 2 hours	6. 6 hours
3. 3 hours	7. 7 hours
4. 4 hours	8. varies

59

Approximately how many hours do you spend studying, writing papers, or doing research per weekday?

1. = 1 hour	6. 6 hours
2. 2 hours	7. 7 hours
3. 3 hours	8. 7-12 hours
4. 4 hours	9. varies
5. 5 hours	

60

Where do you study most of the time?

1. at home	5. boarding house
2. at University	6. office
3. residence	7. combination of 2 or more
4. at work	

- 61 Approximately how many hours per weekday do you have free (excluding eating, sleeping, personal care, study, etc.).
- | | |
|--------------|--------------------------|
| 1. = 1 hour | 5. 8-9 hours |
| 2. 2-3 hours | 6. 10-11 hours |
| 3. 4-5 hours | 7. greater than 11 hours |
| 4. 6-7 hours | 8. varies |

62 Do you usually come to University at night?

1. yes 2. no

63 Do you usually come to University on Saturdays?

1. yes 2. no

64 Do you usually come to University on Sundays?

1. yes 2. no

65 Approximately how many hours do you spend on Saturdays studying?

- | | |
|--------------|--------------------------|
| 1. no time | 6. 8-9 hours |
| 2. = 1 hour | 7. 10-11 hours |
| 3. 2-3 hours | 8. greater than 11 hours |
| 4. 4-5 hours | 9. varies |
| 5. 6-7 hours | |

66 Approximately how many hours do you spend on Sundays studying?

code as in 65

67 Approximately how many hours on the weekend do you spend on family and home obligations?

- | | |
|--------------------|----------------|
| 1. no time | 5. 4-6 hours |
| 2. most of my time | 6. 7-9 hours |
| 3. varies | 7. 10-15 hours |
| 4. 1-3 hours | 8. 16-20 hours |

68 Approximately how many hours do you have free on the weekends?

1. very little or no time (less than 5 hours)
2. all or nearly all of the weekend (38-44 hours)
3. half of the weekend (19-22)
4. three-quarters of the weekend (28-33)
5. varies as required
6. one quarter of the weekend (9-11)
7. one-third of the weekend (12-15)

Do you use libraries, art centres, museums and the like during your leisure?

1. yes
2. no

70 (if yes) How often?

1. frequently
2. sometimes
3. once or twice a year

71 (Answer with reference to your two closest friends)

Do they go to University?

1. yes
2. no
3. one does/one doesn't

72 Do they live close to you?

1. yes
2. no
3. one does/one doesn't

73-74 How long have you known them?

- | | |
|--------------|--------------------|
| 1. not given | 5. 6-7 years |
| 2. recently | 6. 8-10 years |
| 3. 2-3 years | 7. 11-13 years |
| 4. 4-5 years | 8. since childhood |

75 How often do you get together (in person, telephone, or by mail)?

1. everyday
2. frequently
3. sometimes

76 What leisure activities (if any) do you engage in with your family?

1. none-not living with family
2. none-living with family
3. some-not living with family
4. some-living with family
5. alot-not living with family
6. alot-living with family

77

How often? (from preceding question)

1. frequently-living with family
2. frequently-not living with family
3. sometimes-living with family
4. sometimes-not living with family
5. not too often-living with family
6. not too often-not living with family
7. hardly ever or never-living with family
8. hardly ever or never-not living with family

78

What is it that you like about these family activities?

1. nothing in particular
2. everything (love for family)
3. a feeling of belonging and closeness (togetherness)
4. a relaxing and enjoyable atmosphere
5. a change from my other activities
6. a chance to talk over problems and get to know each other better
7. a combination of two or more

79-80

Blanks

Card 2
ColumnsPunches

1-5

Case number-Deck number-Card number

6

What type of music do you like BEST?

- | | |
|-----------------------------|-----------------------------|
| 1. religious | 6. Grand opera |
| 2. light opera or classical | 7. country or western |
| 3. popular or jazz | 8. all of the above |
| 4. symphony | 9. combination of 2 or more |
| 5. folk music | |

7

What type of conversation do you like BEST?

- | | |
|-------------------------|-----------------------------------|
| 1. Personal chit-chat | 4. Politics/International Affairs |
| 2. Educational problems | 5. Entertainment |
| 3. Cultural subjects | 6. combination of 2 or more |
| 7. all of the above | |

8

Do you have a hobby?

1. yes
2. no

- 9 (if yes) With whom do you engage in this hobby?
1. alone
 2. with family
 3. with friend
 4. with a group
 5. combination of 2 or more
- 10 Approximately how many hours per week do you spend at your hobby?
1. very little or no time for it now (1 hour)
 2. most of my free time (20+ hours)
 3. varies with circumstances
 4. 2-4 hours
 5. 5-7 hours
 6. 8-11 hours
 7. 12-15 hours
 8. 16-20 hours
- 11 How long have you had this hobby?
1. not given
 2. recently
 3. 2-3 years
 4. 4-5 years
 5. 6-7 years
 6. 8-10 years
 7. 11-13 years
 8. since childhood
- 12 Where on campus do you spend most of your time between classes:
1. no response
 2. I don't stay on campus between classes
 3. no particular place (lobbies, lounges, classrooms)
 4. the Thompson Student Centre
 5. library or laboratory
 6. offices of various societies or organizations (MUSE, MUNR, Academic study rooms etc.)
 7. Cafeterias
 8. Residence
 9. combination of 2 or more
- 13 How many hours per day usually? (from previous question)
1. = 1 hour
 2. 2-3 hours
 3. 4-5 hours
 4. 6-7 hours
 5. 8-9 hours
 6. varies
 7. most of my time when not in class
- 14 What do you do in this time? (continuation from 12-13)
1. nothing in particular
 2. talking
 3. studying/working
 4. eating
 5. relaxing
 6. club duties
 7. playing games/sports
 8. combination of 2 or more

15. Do you usually work during summer vacation?

1. yes 2. no

16. (if no) What do you do?

1. nothing in particular
2. go to summer school
3. help around the house
4. enjoy my vacation
5. get bored
6. combination of 2 or more
7. some particular kind of interest

17. Do you usually take a trip somewhere during the year?

1. yes 2. no

18. (if yes) How do you usually travel? (mode)

- | | |
|----------|-----------------------------|
| 1. plane | 6. boat |
| 2. train | 7. hitch hike |
| 3. car | 8. combination of 2 or more |
| 4. bus | 9. not specified |
| 5. cycle | |

19. With whom do you usually travel?

- | | |
|-----------|-----------------------------|
| 1. alone | 4. friend |
| 2. family | 5. combination of 2 or more |
| 3. group | |

20. Where have you travelled?

- | | |
|------------------------------|-----------------------------|
| 1. own province | 6. Asia |
| 2. other provinces of Canada | 7. Australia |
| 3. United States | 8. Europe |
| 4. South America | 9. combination of 2 or more |
| 5. Africa | |

21. Where would you like to travel? (code as in 20)

22-29

If you were able, time and money permitting, what would you most like to do in your leisure? Name four things in order of preference.

Note: Since there are 99 categories in this question separate sheets dealing with these categories are given on the following pages.

Coding Sheet for Colings 22-29

01. Already have satisfactory leisure pattern or varies with circumstances
02. Travel specified
03. Travel unspecified
04. Participation in sports
05. Spectation at professional sports
06. Relaxation
07. Physical fitness
08. Exploring out of the way places in Newfoundland
09. Shopping sprees
10. Pleasure drives
11. Involvement in community affairs
12. Meet different people
13. Visit and spend time with family/friends/someone special
14. Play or sing with a group
15. Camping and camping trips
16. Entertain
17. Take in more social activities
18. Devote some time to the spiritual part of my life
19. Build facilities and raise animals
20. Enjoy the outdoors
21. Take up a hobby
22. Spend more time on my hobby
23. Attend concerts and educational performances
24. Live somewhere different for a while
25. Continue and expand interest in music etc.
26. Further my education
27. Study a particular topic of interest
28. Work at something I like
29. Reading
30. Painting
31. Photography
32. Playing a musical instrument
33. Writing
34. Making jewelry
35. Stamp collecting
36. Electronics
37. Interior decorating
38. Drama
39. Horticulture
40. Book collecting
41. Build something for myself
42. Build something for others
43. Visit and work with aged and lonely
44. Work in a hospital
45. Work at children's home
46. Work with social service groups
47. Work with retarded and crippled
48. Work in prisons

HOBBIES CATEGORY

Manually Productive
CATEGORYVOLUNTEER SERVICE
CATEGORY

49. Work with Church organizations
50. Organize activities for teenagers
51. Operate a day-centre for young children
52. Help students
53. Teach or counsel wayward youth
54. Learn a sport
55. Learn electronics
56. Learn to type
57. Learn to play a musical instrument
58. Learn to cook
59. Learn to sew
60. Learn to fly a plane
61. Learn to sail a boat
62. Learn to fix cars/bikes
63. Learn to race automobiles
64. Learn to ride a motor bike
65. Buy a car/vehicle
66. Buy a house
67. Own a good record collection
68. Buy clothes
69. Buy books
70. Own an island
71. Swimming
72. Skin and scuba diving
73. Hunting and fishing
74. Boating and sailing
75. Skating
76. Skiing
77. Tobogganning
78. Sky diving
79. Golfing
80. Cycling
81. Sight-seeing
82. Walking and hiking
83. Mountaineering
84. Horseback riding
85. Drinking
86. Eating out with friends
87. Dating
88. Listening to music
89. Talking with friends
90. Smoking
91. Drugs
92. Going to parties
93. Going to dances
94. Going to movies
95. Going to night clubs
96. Playing games
97. Sleeping
98. Watching television
99. Achieving some personal goal

SELF-IMPROVEMENT CATEGORY

OWNERSHIP CATEGORY

Physically ACTIVE CATEGORY

SOCIAL ACTIVITIES CATEGORY

- 30 Do you feel that drugs/stimulants increase the pleasure of your leisure use?
1. yes 2. no 3. no opinion
- 31 (if legalized) Would you use them?
1. yes 2. no 3. no opinion
- 32 Do you think that alcohol serves the same purpose for the majority of people?
1. yes 2. no 3. no opinion
- 33 Do you yourself drink alcohol?
1. frequently 2. sometimes 3. never
- 34 Do you smoke cigarettes (not marijuana, hashish, etc.)
1. frequently 2. sometimes 3. never
- 35 Do you think that drugs are leisure items?
1. yes 2. no 3. no opinion
- 36 Do you think that alcohol is a leisure item?
1. yes 2. no 3. no opinion
- 37 Do you think that cigarettes are leisure items?
1. yes 2. no 3. no opinion
- 38 If a couple love each other, then it is not wrong to have sexual relations before marriage.
1. agree 2. disagree 3. no opinion
- 39 Do you think that (sex) is a leisure activity?
1. yes 2. no 3. no opinion
- 40 Under the Right Circumstances would you engage in such an activity?
1. yes 2. no 3. no opinion

FORM "Q"
 ACTIVITIES SERIES

ACTIVITIES	Card 2		ACTIVITIES I HAVE	ACTIVITIES I ENGAGE IN	ACTIVITIES I WOULD
	Columns ()		DONE OVER THE PAST SIX MONTHS	FREQUENTLY	LIKE TO DO
1. Watching Television			1 (41)	1 (42)	1 (43)
2. Listening to the Radio			2 (44)	2 (45)	2 (46)
3. Listening to Records			3 (47)	3 (48)	3 (49)
4. Talking on the Telephone (pleasure calls)			4 (50)	4 (51)	4 (52)
5. Reading newspapers, magazines, etc.			5 (53)	5 (54)	5 (55)
6. Reading books (fiction or non-fiction)			6 (56)	6 (57)	6 (58)
7. Get togethers for bull sessions			7 (59)	7 (60)	7 (61)
8. Going to movies, theatres, concerts, etc.			8 (62)	8 (63)	8 (64)
9. Going to meetings or organizational meetings			9 (65)	9 (66)	9 (67)
10. Going to discussions or debates			10 (68)	10 (69)	10 (70)
11. Attending guest lectures			11 (71)	11 (72)	11 (73)
12. Going to libraries, museums, art centres			12 (74)	12 (75)	12 (76)
13. Going out to dinner			13 (77)	13 (78)	13 (79)
14. Frequenting night clubs, bars		Card 3	14 (06)	14 (07)	14 (08)
15. Singing and dancing			15 (09)	15 (10)	15 (11)
16. Playing musical instruments			16 (12)	16 (13)	16 (14)
17. Dating, going to parties etc.			17 (15)	17 (16)	17 (17)
18. Pleasure driving			18 (18)	18 (19)	18 (20)
19. Visiting friends or relatives			19 (21)	19 (22)	19 (23)
20. Working in the garden			20 (24)	20 (25)	20 (26)
21. Sewing, knitting, weaving, etc.			21 (27)	21 (28)	21 (29)
22. Woodwork, metalwork, etc.			22 (30)	22 (31)	22 (32)
23. Fainting, drawing, sculpturing etc.			23 (33)	23 (34)	23 (35)
24. Shopping for pleasure			24 (36)	24 (37)	24 (38)
25. Spending time at hangouts			25 (39)	25 (40)	25 (41)
26. Special Hobbies			26 (42)	26 (43)	26 (44)
27. Sight-seeing, hiking, walking			27 (45)	27 (46)	27 (47)
28. Going to parks			28 (48)	28 (49)	28 (50)
29. Playing games			29 (51)	29 (52)	29 (53)
30. Attending sports			30 (54)	30 (55)	30 (56)
31. Participating in sports			31 (57)	31 (58)	31 (59)
32. Keeping pets			32 (60)	32 (61)	32 (62)
33. Travelling			33 (63)	33 (64)	33 (65)
34. Meditation			34 (66)	34 (67)	34 (68)
35. Others (specify)					

NOTE:

With regard to the coding of the various columns on the FORM "Q".

1. if the number in any of the columns was circled
2. if the number in any of the columns was not circled

In the final coding, the "others" category, when specified were not essentially different from the above mentioned categories and were consequently subsumed under the appropriate categories of FORM "Q".

Card 3- Columns 69-80 Blanks

FORM "X"

HOW I SPEND MY LEISURE TIMECard 4
Columns

			MOST	MORE	NEITHER OR BOTH EQUALLY	MORE	MOST	
(TG)	06	At home	1	2	3	4	5	Away from home
(FR)	07	Without children	1	2	3	4	5	With children
(RR)	08	Playing sports	1	2	3	4	5	Watching sports
(LG)	09	Where it is noisy	1	2	3	4	5	Where it is quiet
(TG)	10	Outside	1	2	3	4	5	Indoors
(TG)	11	Taking a drive	1	2	3	4	5	Relaxing at home
(FR)	12	With my immediate family	1	2	3	4	5	By myself
(FR)	13	With relatives	1	2	3	4	5	With my immediate family
(RU)	14	In the country	1	2	3	4	5	In the city
(SRwPG)	15	With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
(DT)	16	Taking pleasure day trips	1	2	3	4	5	Taking overnight pleasure trips
(FR)	17	Alone with my husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With my husband/wife (girl friend/boyfriend) and family
(LT)	18	Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada

(continuation of FORM "X")

			MOST	MORE	NEITHER OR BOTH EQUALLY	MORE	MOST	
(RR)	19	Roughing it outdoors	1	2	3	4	5	Having as much comfort and convenience as possible
(FR)	20	Alone with my husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With husband/wife (girlfriend/boyfriend) and friends
(DT)	21	Taking overnight pleasure trips	1	2	3	4	5	Taking pleasure trips of 3 or more nights duration
(SRWPG)	22	At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
(REC)	23	Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking, swimming, fishing etc.
(FR)	24	With friends	1	2	3	4	5	With my immediate family
(LT)	25	Travelling in other countries	1	2	3	4	5	Travelling in Canada
	26	Blank						
(FR)	27	With friends	1	2	3	4	5	With family and relatives
(ERBPG)	28	At a place where we can meet people from different walks of life	1	2	3	4	5	Where we can easily meet people like ourselves
(SRBPG)	29	With old friends	1	2	3	4	5	With friends I've just met
(FR)	30	All alone	1	2	3	4	5	With my husband/wife (girlfriend/boyfriend)

HOW I WOULD LIKE TO SPEND MY LEISURE TIMECard 5
Columns

			MOST	MORE	NEITHER OR BOTH EQUALLY	MORE	MOST	
(TG)	40	At home	1	2	3	4	5	Away from home
(FR)	41	Without children	1	2	3	4	5	With children
(RR)	42	Playing sports	1	2	3	4	5	Watching sports
(LG)	43	Where it is noisy	1	2	3	4	5	Where it is quiet
(TG)	44	Outside	1	2	3	4	5	Indoors
(TG)	45	Taking a drive	1	2	3	4	5	Relaxing at home
(FR)	46	With my immediate family	1	2	3	4	5	By myself
(FR)	47	With relatives	1	2	3	4	5	With my immediate family
(RU)	48	In the country	1	2	3	4	5	In the city
(SRWPG)	49	With a few close friends	1	2	3	4	5	With a group of friends (6 or more)
(DT)	50	Taking pleasure day trips	1	2	3	4	5	Taking overnight pleasure trips
(FR)	51	Alone with my husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With my husband/wife (girl friend/boyfriend) and family
(LT)	52	Travelling in this province	1	2	3	4	5	Travelling in other provinces of Canada

(continuation of FORM "Y")

			MOST	MORE	NEITHER OR BOTH EQUALLY	MORE	MOST	
(RR)	53	Roughing it outdoors	1	2	3	4	5	Having as much comfort and convenience as possible
(FR)	54	Alone with my husband/wife (girlfriend/boyfriend)	1	2	3	4	5	With husband/wife (girlfriend/boyfriend) and friends
(DT)	55	Taking overnight pleasure trips	1	2	3	4	5	Taking pleasure trips of 3 or more nights duration
(SRWPG)	56	At a place where you can make friends easily	1	2	3	4	5	Where people are quiet but stick to themselves
(REC)	57	Playing sports in competition with others	1	2	3	4	5	Without trying to beat anyone walking, swimming, fishing
(FR)	58	With friends	1	2	3	4	5	With my immediate family
(LT)	59	Travelling in other countries	1	2	3	4	5	Travelling in Canada
(FR)	60	With friends	1	2	3	4	5	With family and relatives
(SRBPG)	61	At a place where we can meet people from different walks of life	1	2	3	4	5	Where we can easily meet people like ourselves
(SRBPG)	62	With old friends	1	2	3	4	5	With friends I've just met
(FR)	63	All alone	1	2	3	4	5	With my husband/wife (girlfriend/boyfriend)

How I Spend my Leisure Time vs How I Would like to Spend my Leisure Time

INTERPRETATION OF FORMS "X" AND "Y" (as given on preceding pages)

- Item 1. Reflects an aspect of travel in general and also an aspect of family relations (at home-away from home). If FORM "Y" differs significantly from FORM "X" it is taken as indicative of an unfulfilled need. It is assumed that at present there are conditions which hinder the enjoyment of a desired situation. As a consequence, the type of social participation expressed in leisure behavior would also differ.
(TG)
- Item 2. Reflects an aspect of family relationships (without children-with children). If FORM "Y" differs...
(FR)
- Item 3. Reflects an aspect of the dynamic function of leisure. A comparison between recreation and relaxation (playing sports-watching sports). If FORM "Y" differs...
(RR)
- Item 4. Reflects an aspect of leisure in general; namely, the external situation as it affects the type of leisure behavior exhibited (where it is noisy-quiet). If FORM "Y" differs...
(LG)
- Item 5. Reflects an aspect of travel in general and also a preference for environment type (outside-indoors). If FORM "Y" differs...
(TG)
- Item 6. Reflects aspects of item 5 as well as recreation vs relaxation (taking a drive-relaxing at home). If FORM "Y" differs...
(TG)
- Item 7. Reflects an aspect of family relationships. Primary social vs solitary (with immediate family-by myself). If FORM "Y" differs...
(FR)
- Item 8. Reflects an aspect of family relationships. Extended family vs nuclear family (with relatives-with immediate family). If FORM "Y" differs...
(FR)
- Item 9. Reflects a comparison between rural and urban settings for leisure (in the country-in the city). If FORM "Y" differs...
(RU)
- Item 10. Reflects an aspect of social relations within peer groups. Primary vs secondary peer group association (close friends-group of friends). If FORM "Y" differs...
(SRWPG)
- Item 11. Reflects the duration aspect of travel (day trips-overnight trips). If FORM "Y" differs...
(DT)
- Item 12. Reflects an aspect of family relationships. Immediate vs extended family (alone with husband/wife-with husband/wife and family or relatives). If FORM "Y" differs...
(FR)

(FORMS "Y" AND "X" interpretation continued)

- Item 13. Reflects the destination aspect of travel and preference of area (travelling in this province-other provinces of Canada). If FORM "Y" differs...
- (LT)
- Item 14. Reflects a comparison between rural and urban settings and also an aspect of recreation vs relaxation (roughing it outdoors-having as much comfort and convenience as possible). If FORM "Y" differs...
- (RR)
- Item 15. Reflects an aspect of family relationships. Individual intimate vs social group (alone with husband/wife-with husband/wife and friends). If FORM "Y" differs...
- (FR)
- Item 16. Reflects duration aspect of travel (overnight trips-trips of 3 or more nights duration). If FORM "Y" differs...
- (DT)
- Item 17. Reflects an aspect of social relations within peer groups and also an aspect of social situation (at a place where you can make friends easily-where people are quiet but stick to themselves). If FORM "Y" differs....
- (SRWPG)
- Item 18. Reflects an aspect of recreation. Competitive vs non-competitive sports. If FORM "Y" differs...
- (REC)
- Item 19. Reflects an aspect of family relationships. Peer group vs family (with friends-with immediate family). If FORM "Y" differs....
- Item 20. Reflects the destination aspect of leisure travel and preference of other countries to Canada (travelling in other countries-travelling in Canada). If FORM "Y" differs...
- (LT)
- Item 21. Reflects an aspect of family relationships. Peer group vs Extended family (with friends-with family and relatives). If FORM "Y" differs...
- (FR)
- Item 22. Reflects an aspect of social relations between peer groups also an aspect of social situation (where we can meet people from different walks of life-where we can meet people like ourselves). If FORM "Y" differs...
- (SRBPG)
- Item 23. Reflects an aspect of social relations within peer groups (with old friends-with friends I've just met). If FORM "Y" differs...
- (SRBPG)
- Item 24. Reflects an aspect of family relationships. Solitary vs intimate social (all alone-with husband/wife, girlfriend/boyfriend). If FORM "Y" differs...
- (FR)

STRUCTURED-OPINION SCALE

Card 4 Columns		DISAGREE	AGREE	NO OPINION
(TG)	32 Travelling to your destination offers half the enjoyment of the trip	1	2	3
(REC)	33 I don't get enough exercise	1	2	3
(REL)	34 I get enough relaxation and rest	1	2	3
(REC)	35 I get enough fresh air	1	2	3
(FR)	36 We seem to pay more attention to television in my family than to each other	1	2	3
(FR)	37 In my family we have a lot in common: we tend to like to do the same things	1	2	3
(FR)	38 I wish there were more things which everyone in my family would really enjoy doing together	1	2	3
(IF MARRIED) NEXT FIVE STATEMENTS				
(FR)	39 A husband should get away from home alone once in a while for a few days	1	2	3
(FR)	40 A wife should get away from home alone once in a while for a few days	1	2	3
(FR)	41 A husband and wife should get away from home together once in a while between vacation periods	1	2	3
(FR)	42 A very good place for a husband and wife to go to get away from home together once in a while, is a resort with a variety of indoor and outdoor sports, night entertainment, and prepared meals	1	2	3

(continuation of FORM "W")

		DISAGREE	AGREE	NO OPINION
(FR)	43 A very good place for a husband and wife to go to get away from home together, once in a while, is a quiet place in the country	1	2	3
(SRWPG)	44 I have enough friends now	1	2	3
(SRWPG)	45 I should get some different friends	1	2	3
(SRWPG)	46 I like meeting new people in the same circumstances with the same interests as myself	1	2	3
(SRBPG)	47 I like to meet people in different walks of life, once in a while	1	2	3
(SRWPG)	48 A good place to meet new friends like myself is at University	1	2	3
(ASB)	49 In general, I would like to spend less time with people than I do now	1	2	3
(ASS)	50 I like to be absolutely alone once in a while	1	2	3
(TG)	51 I sometimes dream about taking an extended, even foreign, trip	1	2	3
(LG)	52 To best use leisure time go somewhere where you cannot be disturbed from doing what you want	1	2	3
(LG)	53 To best use leisure time go somewhere where it is quiet	1	2	3
(LG)	54 To best use leisure time do something opposite to your work and home life	1	2	3
(ASB)	55 Generally speaking I don't get along well with people	1	2	3

(Continuation of Form 991)

DISAGREE AGREE OPINION

NO

- (REL) 56 If I had more leisure time I would tend to use it for relaxation (non-active pursuit) 1 2 3
- (REC) 57 If I had more leisure time I would tend to use it for recreation (active pursuit) as long as there were no aspects of compulsion (like being at a game on time) 1 2 3
- (REC) 58 If I had more leisure time I would tend to use it for recreation (active pursuit) even though some definite demands were made of me 1 2 3
- (LS) 59 I make all the leisure time now that I need or can use 1 2 3
- (LQ) 60 If I had more leisure time my health would probably be or stay better 1 2 3
- (LQ) 61 If I put my mind to it I could probably have more leisure time and still accomplish as much as I do now 1 2 3
- (LS) 62 If I put my mind to it I could put the leisure time I do have to better use 1 2 3
- (LQ) 63 I am willing to spend some of my leisure time doing things I dislike if it means being able to spend the balance in undisturbed real relaxation or recreation 1 2 3

Card 4 Column 61-80 Blanks

INTERPRETATION OF FORM "U" (as given on preceding pages)

- Item 1. Reflects an aspect of travel in general (TG)
- Item 2. Reflects a personal response on health condition and also an aspect of recreation (REC)
- Item 3. Reflects a personal response on health condition and also an aspect of relaxation (REL)
- Item 4. Reflects a personal response on health condition and also an aspect of recreation (REC)
- Item 5. Reflects an aspect of family relationships: indifference to one another (FR)
- Item 6. Reflects an aspect of family relationships: closeness to one another (FR)
- Item 7. Reflects an aspect of family relationships: desire for closeness (FR)
- Item 8. Reflects an aspect of family relationships: husband should have a rest from family obligations for a few days (FR)
- Item 9. Reflects an aspect of family relationships: wife should have a rest from family obligations for a few days (FR)
- Item 10. Reflects an aspect of family relationships: husband and wife having the opportunity to spend some undisturbed time with each other (FR)
- Item 11. Reflects an aspect of family relationships: also an aspect of urban setting for leisure use with goods and services provided (FR)
- Item 12. Reflects an aspect of family relations: also an aspect of rural setting for leisure use (FR)
- Item 13. Reflects an aspect of social relations within peer groups: satisfaction with present association (SRWPG)
- Item 14. Reflects an aspect of social relations within peer groups: dissatisfaction with present association (SRWPG)
- Item 15. Reflects an aspect of social relations within peer groups: preference for similarity of characteristics (SRWPG)
- Item 16. Reflects an aspect of social relations between peer groups: preference for dissimilarity (SRBPG)

(interpretation of FORM "W" continued)

- Item 17. Reflects an aspect of social relations within peer groups: situation factor (SRWPG)
- Item 18. Reflects an aspect of anti-social behavior (ASB)
- Item 19. Reflects an aspect of anti-social behavior (ASB)
- Item 20. Reflects time and distance factors of travel as well as a desire for different places (TG)
- Item 21. Reflects an aspect of leisure in general: situation factor and freedom of expression (LG)
- Item 22. Reflects an aspect of leisure in general: situation factor; solitude (LG)
- Item 23. Reflects an aspect of leisure in general: diversity of activity (LG)
- Item 24. Reflects an aspect of anti-social behavior (ASB)
- Item 25. Reflects an aspect of leisure in general: relaxation (REL)
- Item 26. Reflects an aspect of leisure in general: recreation (REC)
- Item 27. Reflects an aspect of leisure in general: recreation forms in which demands are made of one (REC)
- Item 28. Reflects an aspect of leisure in general: satisfaction with present leisure (LG)
- Item 29. Reflects an aspect of leisure in general: leisure and its affect on one's health (LG)
- Item 30. Reflects an aspect of leisure in general: ability to organize work situation to allow for more leisure (LG)
- Item 31. Reflects an aspect of leisure in general: maximization of present leisure (LG)
- Item 32. Reflects an aspect of leisure in general: a willingness to make some sacrifices in order to enjoy leisure (LG)

FORM "Z"

DIRECTIONAL ATTITUDE SCALECard 5
Columns

			STRONGLY LIKE	LIKE SOMEWHAT	NEUTRAL	DISLIKE SOMEWHAT	STRONGLY DISLIKE
(REC)	06	COMPETING IN SPORTS	1	2	3	4	5
(SRWPG)	07	MY OLD FRIENDS	1	2	3	4	5
(SRWPG)	08	MEETING PEOPLE	1	2	3	4	5
(SRBFG)	09	MEETING DIFFERENT PEOPLE	1	2	3	4	5
(SC)	10	NEIGHBOURS	1	2	3	4	5
(SC)	11	TRAFFIC	1	2	3	4	5
(RE)	12	OCEANS	1	2	3	4	5
(RE)	13	MOUNTAINS	1	2	3	4	5
(SS)	14	DANCING	1	2	3	4	5
(SS)	15	PICNICS	1	2	3	4	5
(RE)	16	ANIMALS	1	2	3	4	5
(RE)	17	FORESTS	1	2	3	4	5
(SS)	18	OUTDOOR PARTIES	1	2	3	4	5
(TG)	19	TRAVEL	1	2	3	4	5

(continuation of FORM "2")

		STRONGLY LIKE	LIKE SOMEWHAT	NEUTRAL	DISLIKE SOMEWHAT	STRONGLY DISLIKE
(SC)	20 HIPPIES	1	2	3	4	5
(RE)	21 SUNSHINE	1	2	3	4	5
(LG)	22 NOISE	1	2	3	4	5
(RE)	23 SCENERY	1	2	3	4	5
(UE)	24 DIRT	1	2	3	4	5
(SC)	25 CROWDS	1	2	3	4	5
(REC)	26 OUTDOOR RECREATION	1	2	3	4	5
(UE)	27 SHOPPING	1	2	3	4	5
(UE)	28 TELEVISION	1	2	3	4	5
(REL)	29 READING	1	2	3	4	5
(SC)	30 TEENAGERS	1	2	3	4	5
(TG)	31 CAR TRAVEL	1	2	3	4	5
(RE)	32 PARKS	1	2	3	4	5
(UE)	33 CITY LIVING	1	2	3	4	5
(UE)	34 TRIPS TO THE CITY	1	2	3	4	5
(RE)	35 TRIPS TO THE COUNTRY	1	2	3	4	5
(LG)	36 EXCITEMENT	1	2	3	4	5
(REC)	37 PLAYING SPORTS	1	2	3	4	5
(REL)	38 WATCHING SPORTS	1	2	3	4	5

INTERPRETATION OF FORM "Z" (as given on preceding pages)

- Item 1. Reflects an aspect of recreation (competing in sports) (RE)
- Item 2. Reflects an aspect of social relations within peer groups (my old friends) (SRWPG)
- Item 3. Reflects an aspect of social relations within peer groups (meeting people) (SRWPG)
- Item 4. Reflects an aspect of social relations between peer groups (meeting different people) (SRBPG)
- Item 5. Reflects an aspect of social contact without personal relationship (neighbours) (SC)
- Item 6. Reflects an aspect of social contact without personal relationship (traffic) (SC)
- Item 7. Reflects an aspect of rural environment (oceans) (RE)
- Item 8. Reflects an aspect of rural environment (mountains) (RE)
- Item 9. Reflects an aspect of the social circumstances of social relations; the social situation (dancing) (SS)
- Item 10. Reflects an aspect of the social circumstances of social relations; the social situation (picnics) (SS)
- Item 11. Reflects an aspect of rural environment (animals) (RE)
- Item 12. Reflects an aspect of rural environment (forests) (RE)
- Item 13. Reflects an aspect of the social circumstances of social relations; the social situation (outdoor parties) (SS)
- Item 14. Reflects an aspect of travel in general (travel) (TG)
- Item 15. Reflects an aspect of social contact without personal relationship (hippies) (BC)
- Item 16. Reflects an aspect of rural environment (sunshine) (RE)
- Item 17. Reflects an aspect of leisure in general (noise) (LG)
- Item 18. Reflects an aspect of rural environment (scenery) (RE)
- Item 19. Reflects an aspect of urban and sometimes rural environment (dirt) (UE)

(interpretation of FORM "Z" continued)

- Item 20. Reflects an aspect of social contact without personal relationship (crowds) (SC)
- Item 21. Reflects an aspect of recreation (outdoor recreation) (REC)
- Item 22. Reflects an aspect of the urban environment (shopping) (UE)
- Item 23. Reflects an aspect of the urban environment (TV) (UE)
- Item 24. Reflects an aspect of relaxation (reading) (REL)
- Item 25. Reflects an aspect of social contact without personal relationship (teenagers) (SC)
- Item 26. Reflects an aspect of travel: mode of travel (car travel) (TG)
- Item 27. Reflects an aspect of rural environment (parks) (RE)
- Item 28. Reflects an aspect of urban environment (city living) (UE)
- Item 29. Reflects an aspect of travel and urban environment (trips to the city) (UE)
- Item 30. Reflects an aspect of travel and rural environment (trips to the country) (RE)
- Item 31. Reflects an aspect of leisure in general (excitement) (LG)
- Item 32. Reflects an aspect of recreation (playing sports) (REC)
- Item 33. Reflects an aspect of relaxation (watching sports) (REL)

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Card 5 Column 65 Your present student status is:
 1. full time 2. part time

Card 5 Columns 66-80 Blank

END OF CODE

APPENDIX C

TABLE 1:1

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
AGE	1	44	31	12	6	20	18	5	8	13	22	179
	2	10	14	8	5	7	11	7	3	5	15	85
	3	6	2	2	1	0	1	3	0	1	1	17
	4	1	0	0	0	0	1	0	2	2	0	6
	5	1	0	1	0	0	0	0	0	1	0	3
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
SEX	1	33	26	8	6	20	16	13	5	7	32	166
	2	29	21	15	6	7	15	2	8	15	6	124
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
YEAR	1	24	14	5	5	10	12	4	5	11	10	100
	2	15	10	5	3	7	11	1	3	2	11	68
	3	14	12	5	1	4	4	3	2	2	5	52
	4	3	3	2	0	5	2	3	2	2	6	28
	5	2	6	3	1	1	0	1	0	4	6	24
	6	3	2	2	2	0	0	3	1	0	0	13
	7	1	0	1	0	0	2	0	0	1	0	5
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
MAJOR	01	11	3	2	2	1	4	2	2	4	1	32
	02	11	7	2	2	4	3	2	1	3	6	41
	03	2	3	0	0	2	1	0	1	0	6	15
	04	1	5	1	1	3	3	0	1	1	2	18
	05	12	10	6	3	4	5	0	1	5	1	47
	06	8	8	3	2	4	7	3	2	5	5	47
	07	9	3	4	1	5	2	5	2	0	8	39
	08	4	4	2	0	1	3	1	2	2	1	20
	09	3	1	2	1	0	2	0	0	2	1	12
	10	1	3	1	0	3	1	2	1	0	7	19
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:2

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FACULTY	1	12	10	6	5	5	5	2	0	0	6	51
	2	7	7	2	2	1	3	5	3	4	4	38
	3	8	1	1	0	2	0	1	0	1	3	17
	4	3	1	0	1	0	2	0	0	2	0	9
	9	1	1	2	0	0	0	0	0	1	2	7
	6	26	19	10	4	14	16	5	6	12	13	125
	7	0	1	0	0	3	1	1	1	0	6	13
	8	2	5	0	0	2	2	0	1	0	4	16
	9	3	2	2	0	0	2	1	2	2	0	14
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
CITIZENSHIP	1	60	45	23	11	26	31	13	12	22	38	281
	2	0	0	0	1	0	0	1	1	0	0	3
	3	2	2	0	0	1	0	1	0	0	0	6
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
LANGUAGE	1	62	47	23	12	27	31	15	13	22	38	290
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
RELIGION	1	1	2	2	0	0	0	0	0	0	0	5
	2	24	21	3	3	8	15	5	4	8	15	106
	3	32	23	16	7	14	13	9	8	13	20	155
	4	1	0	0	0	0	0	0	0	0	0	1
	5	1	0	0	0	1	0	0	0	0	0	2
	6	1	0	1	1	2	3	1	0	0	1	10
	7	2	1	1	0	0	0	0	0	0	1	5
	8	0	0	0	1	2	0	0	1	1	1	6
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
MARITAL STATUS	1	11	3	2	1	1	6	3	2	3	5	37
	2	51	44	21	11	26	25	12	11	19	33	253
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:3

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION											TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10		
FAMILY SIZE (origin)	1	27	21	11	5	9	8	8	8	12	17	126	
	2	31	21	11	5	15	20	6	4	9	13	135	
	3	4	5	1	2	3	3	1	1	1	8	29	
	TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FAMILY SIZE (married)	1	11	3	2	1	1	4	3	2	2	5	34	
	2	0	0	0	0	0	2	0	0	1	0	3	
	TOTAL	11	3	2	1	1	6	3	2	3	5	37	
FAMILY INCOME (origin)	1	15	4	2	2	2	8	3	3	9	8	56	
	2	3	1	2	0	3	1	1	1	0	2	14	
	3	13	4	5	2	5	5	3	2	4	7	50	
	4	7	11	4	5	3	4	4	4	3	13	58	
	5	10	6	2	1	6	8	1	1	1	3	39	
	6	6	13	4	2	3	2	2	2	2	3	39	
	7	4	3	4	0	1	1	1	0	2	1	17	
	8	2	4	0	0	4	1	0	0	0	1	12	
	9	2	1	0	0	0	1	0	0	1	0	5	
TOTAL	62	47	23	12	27	31	15	13	22	38	290		
FAMILY INCOME (married)	1	4	1	0	0	0	3	0	0	1	3	12	
	2	0	0	0	0	0	0	0	1	0	0	1	
	3	2	0	0	0	1	0	0	1	0	0	4	
	4	1	0	0	0	0	3	0	0	0	0	4	
	5	2	0	0	1	0	0	2	0	0	2	7	
	6	2	2	2	0	0	0	1	0	2	0	9	
TOTAL	11	3	2	1	1	6	3	2	3	5	37		
WORKING MEMBERS (married)	1	9	1	0	1	1	3	3	1	3	1	23	
	2	2	2	2	0	0	3	0	1	0	4	14	
	TOTAL	11	3	2	1	1	6	3	2	3	5	37	

TABLE 1:4
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
PRESENT LIVING ACCOMMODATION	1	27	26	9	6	9	10	5	3	9	19	123
	2	0	1	0	1	0	0	2	0	0	1	5
	3	9	7	5	1	3	7	2	1	1	3	39
	4	0	1	0	1	0	0	0	0	0	0	2
	5	13	8	7	0	10	7	1	4	7	8	65
	6	13	4	2	3	5	7	5	5	5	7	56
TOTAL		62	47	23	12	27	31	15	13	22	38	290
TYPE OF COMMUNITY	1	4	5	1	0	2	1	0	1	0	5	19
	2	17	12	6	3	10	10	4	4	7	10	83
	3	6	3	2	2	2	2	0	2	1	1	21
	4	27	22	10	5	10	9	9	3	11	15	121
	5	8	5	4	2	3	9	2	3	3	7	46
TOTAL		62	47	23	12	27	31	15	13	22	38	290
GEOGRAPHICAL REGION	1	1	2	0	2	4	0	0	1	0	1	11
	2	3	1	2	2	4	1	0	1	0	1	15
	3	10	7	2	0	2	5	2	2	1	3	34
	4	0	2	0	0	0	0	0	0	0	0	2
	5	31	27	12	4	11	18	7	5	18	23	156
	6	9	2	2	1	3	4	2	1	2	6	32
	7	1	3	1	2	1	1	4	1	0	1	15
	8	7	3	4	1	2	2	0	2	1	3	25
TOTAL		62	47	23	12	27	31	15	13	22	38	290
SIZE OF COMMUNITY	1	1	0	1	0	0	1	0	0	0	1	4
	2	2	4	4	2	7	4	2	1	1	2	29
	3	10	8	1	0	2	3	2	1	4	5	36
	4	6	3	1	1	2	3	0	4	3	4	27
	5	8	5	4	3	0	8	2	1	1	5	37
	6	6	4	2	1	6	3	0	2	2	6	32
	7	2	1	0	0	0	0	0	0	0	1	4
	8	27	22	10	5	10	9	9	4	11	14	121
TOTAL		62	47	23	12	27	31	15	13	22	38	290

TABLE 1:5

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
	01	2	4	0	1	5	2	2	2	3	6	27
	02	2	2	2	0	0	0	0	0	1	1	8
	03	3	1	2	0	2	0	0	0	0	0	8
	04	0	1	0	0	2	0	0	0	0	2	5
	05	2	0	0	0	0	0	0	0	1	0	3
	06	0	2	0	0	0	2	1	1	0	1	7
	08	9	8	3	2	3	2	4	1	3	5	40
	09	5	7	2	1	5	3	4	3	2	0	32
	10	6	2	3	0	1	1	0	2	3	2	20
LEISURE	11	5	6	2	0	0	2	0	0	2	3	20
FACILITIES	12	3	1	1	0	0	1	0	0	0	0	6
IN	13	2	0	0	3	1	3	0	0	0	3	12
COMMUNITY	14	6	3	0	0	1	2	0	0	2	1	15
	15	7	4	4	1	1	4	2	0	2	3	28
	16	0	0	0	1	0	1	1	0	2	1	6
	17	3	3	1	0	3	1	0	0	0	1	12
	19	0	0	0	1	1	1	0	0	0	4	7
	20	1	0	0	0	1	0	0	1	0	0	3
	21	1	0	0	1	0	2	1	0	0	1	6
	23	2	1	0	0	0	0	0	0	0	2	5
	24	1	1	2	0	0	3	0	2	0	1	10
	25	0	1	0	1	0	1	0	1	0	1	5
	27	1	0	0	0	0	0	0	1	0	2	
	28	1	0	1	0	1	0	0	0	0	3	
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
CLUBS	1	55	36	19	10	23	28	13	13	21	34	252
ORGANIZATION	2	7	11	4	2	4	3	2	0	1	4	38
ASSOCIATIONS	TOTAL	62	47	23	12	27	31	15	13	22	38	290
IN COMMUNITY												
MEMBER	1	27	29	17	10	18	25	10	10	11	23	180
OF	2	28	7	2	0	5	3	3	3	10	11	72
SAME	TOTAL	55	36	19	10	23	28	13	13	21	34	252
OFFICER	1	10	10	7	6	6	9	7	5	7	7	74
OF	2	45	26	12	4	17	19	6	8	14	27	178
SAME	TOTAL	55	36	19	10	23	28	13	13	21	34	252

TABLE 1:6

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
CLUBS	1	10	19	9	5	6	7	8	2	3	11	80
ORGANIZATION	2	52	28	14	7	21	24	7	11	19	27	210
ASSOCIATIONS ON CAMPUS	TOTAL	62	47	23	12	27	31	15	13	22	38	290
TYPE OF	1	3	3	1	4	0	0	1	0	0	4	13
	2	1	4	3	2	4	4	2	1	0	3	24
CLUB	4	2	5	0	0	0	2	0	0	0	0	9
	5	0	0	2	1	0	0	1	0	0	2	6
ORGANIZATION	6	0	0	0	1	0	0	0	0	0	0	1
	7	2	3	0	0	0	1	4	0	2	2	14
ASSOCIATION	8	0	0	1	0	2	0	0	1	1	0	5
	9	2	4	2	0	0	0	0	0	0	0	8
	TOTAL	10	19	9	5	6	7	8	2	3	11	80
STATUS IN C/O/A	1	2	10	4	2	3	5	3	0	1	3	33
	2	7	8	1	2	2	2	2	1	0	7	32
	3	1	1	4	1	1	0	3	1	2	1	15
	TOTAL	10	19	9	5	6	7	8	2	3	11	80
FRATERNITY SORORITY (member)	1	2	8	1	1	1	0	2	0	1	2	18
	2	60	39	22	11	26	31	13	13	21	36	272
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
EMPLOYMENT STATUS BEFORE UNIVERSITY	1	15	11	5	6	9	10	4	3	4	6	73
	2	47	36	18	6	18	21	11	10	18	32	217
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
TYPE OF JOB	1	7	4	4	3	3	5	1	2	1	3	33
	2	0	0	0	0	3	0	2	0	2	0	7
	3	1	0	0	0	0	0	0	1	0	2	6
	4	4	2	0	0	0	2	0	0	0	1	9
	5	0	3	0	1	0	1	0	0	0	0	5
	6	2	0	1	2	2	2	0	0	0	1	10
	7	1	0	0	0	0	0	1	1	0	1	4
	8	0	2	0	0	1	0	0	0	0	0	3
	TOTAL	15	11	5	6	9	10	4	3	4	6	73

TABLE 1:7
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
DURATION OF JOB	1	1	1	0	0	0	1	0	0	0	0	3
	2	4	3	0	2	3	3	1	1	0	4	21
	3	6	7	1	3	5	2	1	1	2	1	29
	4	1	0	2	1	4	2	0	0	1	0	12
	5	2	0	1	0	0	0	0	0	0	1	4
	6	1	0	1	0	0	0	0	0	0	0	2
	7	0	0	0	0	0	0	0	1	1	0	2
	TOTAL	15	11	5	6	9	10	4	3	4	6	73
WAGE SCALE	1	6	6	1	2	2	3	1	2	0	1	24
	2	4	3	2	3	4	3	1	1	2	2	29
	3	3	1	0	1	1	4	0	0	0	3	13
	4	1	0	2	0	1	0	2	0	0	0	6
	5	1	1	0	0	1	0	0	0	2	0	5
	TOTAL	15	11	5	6	9	10	4	3	4	6	73
PRESENT EMPLOYMENT STATUS	1	8	5	2	2	0	3	5	2	4	6	37
	2	52	41	20	10	27	26	10	11	16	32	245
	3	2	1	1	0	0	2	0	0	2	0	8
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
LEISURE EXPENDITURE	1	14	7	4	3	4	7	2	1	3	5	50
	2	4	2	3	2	1	0	0	1	1	2	16
	3	11	11	8	3	4	6	3	6	7	5	64
	4	19	9	4	2	4	7	2	3	6	15	71
	5	7	7	2	0	5	2	2	2	1	4	32
	6	5	4	2	2	3	5	3	0	2	3	29
	7	2	4	0	0	4	2	1	0	1	1	15
	8	0	3	0	0	2	1	2	0	1	2	11
	9	0	0	0	0	0	1	0	0	0	1	2
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:8

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

		FREQUENCY DISTRIBUTION										
VARIABLES	SYMBOLS	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
LIKE MOST ABOUT UNIVERSITY	1	3	0	2	1	1	4	1	1	2	2	17
	2	7	2	2	1	1	1	2	0	2	1	19
	3	0	1	0	0	0	0	0	0	0	0	1
	4	24	18	7	1	10	9	4	6	6	12	97
	5	15	9	3	3	3	4	1	2	5	6	51
	6	5	4	6	1	2	6	2	3	4	5	38
	7	5	3	1	1	2	0	1	0	0	3	16
	8	0	3	0	1	6	2	2	1	1	6	22
	9	3	7	2	3	2	5	2	0	2	3	29
		TOTAL	62	47	23	12	27	31	15	13	22	38
LIKE LEAST ABOUT UNIVERSITY	1	8	3	3	2	3	4	1	1	4	3	32
	2	2	0	0	0	0	1	2	0	0	0	5
	3	14	9	2	2	4	11	5	1	4	13	65
	4	15	12	10	1	8	6	6	6	8	14	86
	5	4	2	4	1	1	2	0	0	1	1	16
	6	2	4	1	2	0	3	0	2	2	2	18
	7	10	7	1	3	1	2	1	1	1	2	29
	8	2	7	1	0	7	0	0	1	0	2	20
	9	5	3	1	1	3	2	0	1	2	1	19
		TOTAL	62	47	23	12	27	31	15	13	22	38
ARE DEMANDS UNREASONABLE	1	11	7	2	2	4	6	1	6	1	9	49
	2	51	40	21	10	23	25	14	7	21	29	241
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
DEMANDS UNREASONABLE IN WHAT WAY	1	1	1	0	0	1	1	0	1	1	1	7
	2	3	2	0	0	2	0	0	0	0	1	8
	3	0	0	0	0	0	1	0	1	0	1	3
	4	3	0	0	0	0	2	0	0	0	0	5
	5	0	0	1	0	0	0	0	0	0	2	3
	6	4	2	1	1	1	1	1	3	0	4	18
	7	0	0	0	1	0	1	0	0	0	0	2
	8	0	2	0	0	0	0	0	1	0	0	3
		TOTAL	11	7	2	2	4	6	1	6	1	9

TABLE 1:9

FREQUENCY-DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
	001	1	3	0	0	3	1	0	0	1	1	10
	002	3	4	2	0	3	4	2	1	1	3	23
	003	14	4	0	2	1	2	3	1	4	8	39
	004	7	2	5	2	1	3	2	2	0	4	28
	021	4	4	0	0	2	2	1	1	2	2	18
	024	2	2	1	0	0	1	0	0	0	2	8
	031	2	4	0	1	0	0	1	0	1	1	10
	032	8	6	3	1	6	8	3	0	0	5	40
	034	10	7	5	3	7	5	1	5	5	4	52
DEFINITION OF LEISURE	041	1	2	0	0	0	0	0	0	8	0	3
	123	0	0	2	0	0	0	0	1	0	1	4
	213	0	1	1	0	0	0	0	1	1	1	4
	214	1	2	0	0	0	1	1	0	0	1	6
	243	0	3	0	1	0	1	0	0	1	0	6
	312	2	0	1	0	1	0	0	0	0	0	4
	314	1	1	1	0	1	1	1	1	1	0	8
	321	3	1	1	1	1	2	0	0	4	3	16
	324	3	1	1	1	1	0	0	1	1	2	11
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
MORE OR LESS LEISURE	1	20	18	6	5	10	7	7	4	5	16	98
	2	42	29	17	7	17	24	8	9	17	22	192
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
UNIVERSITY FACILITIES	1	33	32	16	10	23	17	12	8	13	29	193
	2	29	15	7	2	4	14	3	5	9	9	97
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
CITY FACILITIES	1	36	30	18	7	18	21	13	11	11	23	188
	2	26	17	5	5	9	10	2	2	11	15	102
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:10
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL	
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10		
TYPE OF FACILITIES	01	4	3	0	0	7	1	3	2	0	6	26	
	02	0	0	0	1	0	0	0	0	0	1	2	
	03	7	10	4	0	2	2	1	0	3	3	32	
	04	0	1	1	1	0	3	0	0	0	0	6	
	05	2	0	0	0	0	0	1	0	0	1	4	
	08	27	16	6	5	8	12	3	2	11	15	105	
	10	3	2	0	0	2	1	2	0	1	2	17	
	11	2	0	4	0	0	5	0	0	0	1	12	
	12	3	3	2	2	1	0	1	0	1	0	13	
	13	0	2	1	0	0	0	0	1	1	1	6	
	14	2	2	0	2	1	1	0	0	2	2	12	
	15	11	7	3	1	6	6	4	8	3	6	55	
	TOTAL		62	47	23	12	27	31	15	13	22	38	290
	UNIVERSITY SPONSORED EVENTS	1	6	9	4	4	6	5	6	1	2	9	52
		2	48	35	18	8	20	22	8	9	18	27	213
3		8	3	1	0	1	4	1	3	2	2	25	
TOTAL		62	47	23	12	27	31	15	13	22	38	290	
FACILITIES NOT NEW AVAILABLE	1	2	3	0	0	0	1	0	0	0	1	7	
	2	11	4	1	0	9	5	4	0	2	11	47	
	3	11	11	7	3	4	6	3	3	4	10	62	
	4	3	2	1	0	2	1	2	0	1	1	13	
	5	3	2	2	4	1	1	0	2	3	3	21	
	6	2	9	2	1	1	2	3	2	0	5	27	
	7	30	16	10	4	10	15	3	6	12	7	113	
TOTAL		62	47	23	12	27	31	15	13	22	38	290	
OWN A CAR	1	14	9	5	3	6	8	9	1	6	6	67	
	2	48	38	18	9	21	23	6	12	16	32	223	
TOTAL		62	47	23	12	27	31	15	13	22	38	290	
HAVE ACCESS TO A CAR	1	31	28	11	8	12	20	11	4	12	18	155	
	2	31	19	12	4	15	11	4	9	10	20	135	
TOTAL		62	47	23	12	27	31	15	13	22	38	290	

TABLE 1:11

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

		FREQUENCY DISTRIBUTION										
VARIABLES	SYMBOLS	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
ESTIMATED HOURS IN CLASS PER DAY	1	4	4	2	1	0	5	2	1	3	2	24
	2	1	0	1	1	1	1	1	1	0	0	7
	3	12	12	4	6	7	6	2	0	1	10	60
	4	27	20	11	2	10	12	5	5	10	13	115
	5	17	9	4	2	7	5	4	4	3	8	63
	6	1	2	1	0	1	2	1	1	4	5	18
	7	0	0	0	0	1	0	0	1	1	0	3
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
ESTIMATED HOURS ON ASSIGNMENTS OR STUDY PER DAY	1	3	3	2	1	2	4	2	1	3	5	26
	2	14	11	7	1	9	8	3	3	9	6	71
	3	17	13	0	1	6	4	3	1	5	7	57
	4	11	8	6	4	7	8	2	3	2	12	63
	5	8	4	5	1	2	1	0	2	1	2	26
	6	4	3	0	2	1	2	0	1	2	5	20
	7	1	1	1	0	0	0	2	0	0	1	6
	8	2	4	2	2	0	2	3	1	0	0	16
	9	2	0	0	0	0	2	0	1	0	0	5
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
USUAL STUDY LOCATION	1	33	15	13	4	11	12	4	11	17	17	137
	2	22	28	9	6	16	12	6	0	4	16	119
	3	4	2	1	0	0	4	1	2	1	3	18
	5	1	0	0	0	0	0	2	0	0	0	3
	6	0	0	0	1	0	0	2	0	0	0	3
	7	2	2	0	1	0	3	0	0	0	2	10
		TOTAL	62	47	23	12	27	31	15	13	22	38
ESTIMATED (perceived) LEISURE PER WEEKDAY	1	5	0	0	1	1	1	1	1	3	2	15
	2	23	22	14	4	8	10	5	6	10	14	116
	3	16	15	5	5	11	7	3	4	3	12	81
	4	10	6	1	1	5	9	3	1	5	5	46
	5	5	2	0	1	0	1	2	0	0	2	13
	6	0	1	0	0	2	1	0	0	0	1	5
	7	1	0	2	0	0	0	0	0	1	0	4
	8	2	1	1	0	0	2	1	1	0	2	10
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:12

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
UNIVERSITY NIGHTLY	1	25	23	7	7	13	14	8	3	7	16	123
	2	37	24	16	5	14	17	7	10	15	22	167
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
UNIVERSITY SATURDAYS	1	18	18	5	4	10	6	6	1	3	15	86
	2	44	29	18	8	17	25	9	12	19	23	204
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
UNIVERSITY SUNDAYS	1	11	10	5	4	5	5	4	1	2	6	53
	2	51	37	18	8	22	26	11	12	20	32	237
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
ESTIMATED HOURS OF STUDY ON SATURDAYS	1	22	20	7	5	12	11	8	5	11	12	113
	2	3	3	1	0	1	3	0	0	0	5	16
	3	27	17	8	4	9	11	4	4	7	13	104
	4	6	4	4	2	5	1	0	3	4	7	36
	6	0	1	0	0	0	0	0	1	0	0	2
	5	2	2	1	1	0	2	2	0	0	0	10
	7	0	0	1	0	0	0	1	0	0	1	3
	9	2	0	1	0	0	3	0	0	0	0	6
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
ESTIMATED HOURS OF STUDY ON SUNDAYS	1	12	11	5	0	5	5	5	1	6	4	54
	2	5	0	0	2	0	3	0	1	0	4	15
	3	23	25	10	3	13	10	6	6	11	15	122
	4	13	7	6	5	8	9	2	3	5	10	68
	5	8	2	0	1	0	1	1	1	0	5	19
	6	0	1	0	1	0	0	1	1	0	0	4
	7	0	1	1	0	1	0	0	0	0	0	3
	9	1	0	1	0	0	3	0	0	0	0	5
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:13

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
ESTIMATED HOURS ON FAMILY AND HOME OBLIGATIONS	1	21	14	4	3	10	11	5	4	6	13	91
	2	2	1	1	0	0	3	0	2	2	1	12
	3	4	3	2	0	2	1	0	0	0	0	12
	4	11	9	2	4	6	5	4	1	5	9	56
	5	11	9	9	2	2	5	5	5	6	7	61
	6	2	4	1	0	1	2	0	0	2	3	15
	7	8	6	4	3	5	2	0	1	1	4	34
	8	3	1	0	0	1	2	1	0	0	1	9
TOTAL		62	47	23	12	27	31	15	13	22	38	290
ESTIMATED (perceived) LEISURE PER WEEKEND	1	4	3	6	2	0	1	0	4	4	0	24
	2	13	12	3	1	9	7	5	2	4	7	63
	3	10	15	3	3	4	7	5	2	2	8	59
	4	10	2	2	0	3	1	1	1	2	5	27
	5	2	1	2	1	0	3	1	0	0	3	13
	6	11	9	5	3	5	4	2	3	8	5	55
	7	12	5	2	2	6	8	1	1	2	10	49
TOTAL		62	47	23	12	27	31	15	13	22	38	290
CULTURAL PARTICIPATION	1	40	33	17	9	15	24	11	10	14	25	198
	2	22	14	6	3	12	7	4	3	8	13	92
TOTAL		62	47	23	12	27	31	15	13	22	38	290
FREQUENCY OF CULTURAL PARTICIPATION	1	5	4	6	2	3	3	5	3	0	4	35
	2	27	26	10	7	9	20	5	7	11	16	138
	3	8	3	1	0	3	1	1	0	3	5	25
TOTAL		40	33	17	9	15	24	11	10	14	25	198
FRIENDSHIP STATUS OF PEER	1	43	28	17	8	20	18	8	9	11	26	188
	2	13	16	3	4	6	11	4	3	10	11	81
	3	2	2	1	0	1	2	2	1	1	1	13
TOTAL		58	46	21	12	27	31	14	13	22	38	282
FRIENDSHIP PROXIMITY	1	35	25	9	6	21	23	6	8	9	23	165
	2	20	20	11	5	6	7	6	4	9	12	100
	3	3	1	1	1	0	1	2	1	4	3	17
TOTAL		58	46	21	12	27	31	14	13	22	38	282

TABLE 1:14

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
LENGTH OF FRIENDSHIP	1	4	0	2	2	2	2	1	0	2	4	19
	2	7	4	2	3	1	2	2	0	1	2	24
	3	12	10	5	2	3	4	3	4	3	11	57
	4	10	12	4	3	4	4	4	2	5	4	52
	5	4	3	3	0	3	2	1	0	1	1	18
	6	5	5	0	0	3	4	1	3	3	3	27
	7	5	1	0	0	1	2	0	0	1	3	13
	8	11	11	5	2	10	11	2	4	6	10	72
	TOTAL	58	46	21	12	27	31	14	13	22	38	282
LENGTH OF FRIENDSHIP	1	4	0	2	2	2	2	1	0	2	4	19
	2	8	5	3	2	1	4	2	1	2	1	29
	3	9	11	5	2	3	5	2	4	3	9	53
	4	13	14	3	4	3	5	3	1	6	6	58
	5	4	3	1	0	3	1	2	0	1	1	16
	6	5	3	1	0	4	4	1	2	2	4	26
	7	6	0	1	0	1	2	0	0	3	2	15
	8	9	10	5	2	10	8	3	5	3	11	66
	TOTAL	58	46	21	12	27	31	14	13	22	38	282
FREQUENCY OF CONTACT	1	26	21	10	4	17	15	3	4	6	11	117
	2	19	19	7	6	5	13	11	6	12	19	117
	3	13	6	4	2	5	3	0	3	4	8	48
	TOTAL	58	46	21	12	27	31	14	13	22	38	282
LEISURE ACTIVITIES WITH FAMILY	1	14	10	11	1	10	8	1	1	3	8	67
	2	7	10	3	3	4	2	1	2	7	2	41
	3	16	9	1	2	4	10	5	6	7	7	67
	4	16	11	4	3	5	4	3	1	1	17	65
	5	3	2	1	2	4	1	2	3	0	1	19
	6	6	5	3	1	0	6	3	0	4	3	31
TOTAL	62	47	23	12	27	31	15	13	22	38	290	

TABLE 1:15

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FREQUENCY OF LEISURE ACTIVITIES WITH FAMILY	1	14	7	4	3	4	7	4	1	2	16	62
	2	3	3	1	2	4	5	4	5	1	3	31
	3	5	8	2	1	1	1	2	0	3	1	24
	4	5	3	0	0	2	3	2	1	2	4	22
	5	3	2	1	0	1	1	0	1	0	3	12
	6	9	4	1	1	3	3	1	3	4	2	31
	7	7	10	3	3	3	3	1	1	7	2	40
	8	16	10	11	2	9	8	1	1	3	7	68
TOTAL		62	47	23	12	27	31	15	13	22	38	290
ORIENTATION TO FAMILY LEISURE ACTIVITIES	1	30	26	15	4	16	13	2	4	10	16	136
	2	1	0	1	0	0	1	3	0	0	0	6
	3	16	11	5	4	5	8	2	5	10	7	73
	4	11	7	0	2	4	3	4	1	1	8	41
	5	3	1	0	1	1	1	2	2	0	2	13
	6	0	2	2	1	1	4	1	0	1	5	17
	7	1	0	0	0	0	1	1	1	0	0	4
TOTAL		62	47	23	12	27	31	15	13	22	38	290
MUSIC PREFERENCE	1	0	1	1	1	0	0	0	0	0	0	3
	2	1	0	2	1	1	0	1	0	0	0	6
	3	27	23	6	3	12	12	4	5	7	18	117
	4	2	1	0	0	0	0	0	0	1	0	4
	5	5	6	4	2	3	7	1	2	6	2	38
	6	0	0	0	0	0	0	0	1	0	0	1
	7	10	5	1	2	5	2	2	1	1	8	37
	8	7	9	8	1	2	8	4	3	4	5	51
	9	10	2	1	2	4	2	3	1	3	5	33
TOTAL		62	47	23	12	27	31	15	13	22	38	290
CONVERSATION PREFERENCE	1	21	15	5	1	8	6	3	3	8	10	80
	2	2	1	0	0	0	0	0	1	0	1	5
	3	2	2	2	3	1	2	1	0	0	1	14
	4	1	2	0	0	0	1	1	0	0	1	6
	5	6	2	1	1	5	3	0	1	2	1	22
	6	4	2	0	0	2	2	1	1	1	0	13
	7	26	23	15	7	11	17	9	7	11	24	150
TOTAL		62	47	23	12	27	31	15	13	22	38	290

TABLE 1:16

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
DO YOU HAVE A HOBBY	1	30	25	16	9	13	23	13	12	17	19	177
	2	32	22	7	3	14	8	2	1	5	19	113
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
SOCIAL STRUCTURE OF HOBBY	1	26	16	15	5	5	14	4	7	11	11	114
	2	2	0	0	1	0	0	2	1	1	1	8
	3	2	5	1	3	3	4	2	2	4	1	27
	4	0	4	0	0	4	4	3	0	1	4	20
	5	0	0	0	0	1	1	2	2	0	2	8
TOTAL	30	25	16	9	13	23	13	12	17	19	177	
ESTIMATED TIME PER WEEK ON HOBBY	1	5	2	1	1	0	3	3	0	1	1	17
	2	0	1	1	1	0	2	2	0	1	1	9
	3	3	3	3	3	1	5	2	2	1	3	26
	4	8	9	8	3	6	5	2	7	8	9	65
	5	8	7	3	1	3	4	4	2	4	2	38
	6	3	1	0	0	1	2	0	1	1	1	10
	7	2	1	0	0	2	1	0	0	1	2	9
	8	1	1	0	0	0	1	0	0	0	0	3
TOTAL	30	25	16	9	13	23	13	12	17	19	177	
LENGTH OF TIME YOU HAVE HAD HOBBY	1	2	0	1	1	0	1	0	0	0	2	7
	2	6	1	0	1	2	2	2	1	3	2	20
	3	7	7	3	2	2	2	1	2	3	5	34
	4	3	11	6	4	3	7	1	1	3	2	41
	5	1	1	1	0	2	5	2	1	3	1	17
	6	4	5	4	1	2	5	4	5	4	1	35
	7	2	0	0	0	1	0	1	0	0	3	7
	8	5	0	1	0	1	1	2	2	1	3	18
TOTAL	30	25	16	9	13	23	13	12	17	19	177	

TABLE 1:17

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
TIME BETWEEN CLASSES (location)	2	4	1	2	1	1	6	2	3	3	1	24
	3	3	1	1	1	0	2	0	1	0	1	10
	4	14	12	2	3	10	7	2	2	4	14	70
	5	14	7	8	5	5	8	3	2	5	11	68
	6	6	6	3	1	2	3	3	1	0	2	27
	7	6	11	1	1	2	2	3	1	7	1	35
	8	10	3	4	0	3	3	1	2	3	5	34
	9	5	6	2	0	4	0	1	1	0	3	22
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
TIME BETWEEN CLASSES (duration)	1	10	6	0	0	3	3	0	1	3	2	28
	2	25	22	5	5	15	11	8	6	11	18	126
	3	12	12	7	4	4	6	3	0	2	7	57
	4	5	2	1	1	0	2	0	0	2	4	17
	5	0	1	0	0	0	0	0	1	0	1	3
	6	6	3	7	2	4	3	2	3	3	3	36
	7	4	1	3	0	1	6	2	2	1	3	23
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
TIME BETWEEN CLASSES (activity)	1	12	3	0	1	2	3	2	3	8	6	40
	2	15	19	4	3	4	7	3	2	3	5	65
	3	20	13	12	5	7	10	7	3	5	15	97
	4	1	2	0	0	0	1	0	0	3	0	7
	5	1	1	1	0	1	2	0	0	1	0	7
	6	0	0	0	0	0	0	0	0	0	2	2
	7	2	0	0	0	5	1	1	1	1	2	13
	8	11	9	6	3	8	7	2	4	1	8	59
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
WORK SUMMERS	1	39	31	16	9	18	20	10	7	15	26	189
	2	23	16	7	3	11	11	5	6	7	12	101
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:18

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
(if not) WHAT DO YOU DO	1	9	1	2	0	4	1	1	1	1	2	22
	2	6	3	1	1	2	2	0	1	2	7	25
	3	2	2	1	0	0	2	0	2	3	1	13
	4	5	5	2	2	5	6	3	2	1	1	32
	5	1	0	0	0	0	0	0	0	0	0	1
	6	0	4	1	0	0	0	1	0	0	1	7
	7	0	1	0	0	0	0	0	0	0	0	1
TOTAL		23	16	7	3	11	11	5	6	7	12	101
TRIP ANNUALLY	1	35	31	19	8	18	24	11	7	14	16	183
	2	27	16	4	4	9	7	4	6	8	22	107
TOTAL		62	47	23	12	27	31	15	13	22	38	290
HOW DO YOU TRAVEL	1	9	6	4	3	4	4	5	0	3	5	43
	3	18	13	10	3	11	18	4	4	9	7	97
	4	0	2	0	0	0	0	0	0	0	0	2
	6	1	0	0	1	0	0	0	0	0	1	3
	7	4	6	1	0	0	1	1	1	1	2	17
8	3	6	4	1	5	2	1	2	1	2	27	
TOTAL		35	33	19	8	20	25	11	7	14	17	189
WITH WHOM DO YOU TRAVEL	1	7	6	4	1	6	4	1	1	0	6	36
	2	16	10	7	3	3	9	2	5	7	6	68
	3	2	4	1	1	2	2	1	0	0	2	15
	4	8	14	6	3	8	9	4	1	6	4	63
	5	3	2	1	0	1	1	3	0	1	0	12
TOTAL		36	36	19	8	20	25	11	7	14	18	194
WHERE HAVE YOU TRAVELLED	1	13	13	4	3	8	12	1	5	8	10	77
	2	7	2	1	1	1	3	1	0	0	4	20
	9	32	27	16	8	15	13	11	5	12	12	151
TOTAL		52	42	21	12	24	28	13	10	20	26	248

TABLE 1:19

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
WHERE WOULD YOU LIKE TO TRAVEL	1	1	0	0	0	0	0	0	0	1	0	2
	2	4	2	2	0	4	2	1	2	3	5	25
	3	1	3	2	2	2	3	1	0	2	0	16
	4	1	0	0	0	0	0	0	0	0	0	1
	6	1	0	0	1	1	0	0	1	0	0	4
	7	0	1	0	0	0	0	0	0	2	0	3
	8	1	1	0	0	0	0	0	0	0	0	2
	9	49	40	19	9	18	25	13	10	14	33	230
	TOTAL	58	47	23	12	25	30	15	13	22	38	283
GIVEN TIME AND MONEY: FIRST CHOICE ACTIVITY DURING LEISURE	1	3	1	1	1	0	2	1	1	0	0	10
	2	10	6	7	0	4	4	3	1	1	6	42
	3	25	24	6	5	10	11	3	6	10	11	111
	4	0	0	0	1	4	1	0	1	0	10	17
	5	0	0	0	0	2	1	1	0	0	1	5
	6	0	0	0	0	0	0	0	0	0	1	1
	7	0	0	1	0	0	0	0	0	0	0	1
	8	1	0	1	0	0	1	0	0	0	1	4
	9	0	1	1	0	0	1	1	0	1	0	5
	10	1	0	0	0	0	1	0	0	0	0	2
	13	1	1	0	0	1	1	0	1	0	1	6
	14	0	0	0	1	1	0	0	0	0	0	2
	15	4	0	0	2	0	1	1	0	3	2	13
	16	1	0	0	0	0	0	0	0	0	0	1
	19	0	1	0	0	0	0	0	0	0	0	1
	20	0	0	0	1	1	1	0	0	0	0	3
	21	0	0	0	0	0	0	0	0	0	1	1
	23	0	1	0	0	0	0	1	0	0	0	2
	25	0	0	0	0	0	0	1	0	0	1	2
	26	1	0	0	0	0	0	0	1	1	0	3
27	0	0	1	0	0	0	0	0	0	0	1	
28	1	0	0	0	0	0	0	0	0	0	1	
(29-40)	29	3	3	3	0	1	0	1	1	1	13	
(41-42)	30	0	1	0	0	1	1	1	0	0	4	
(43-53)	31	0	1	0	0	0	1	0	0	0	2	
(54-64)	32	4	0	0	0	0	0	0	2	2	8	
(65-70)	33	2	0	1	0	0	1	0	1	1	6	
(71-84)	34	2	3	0	0	1	2	0	0	2	10	
(85-99)	35	3	4	1	1	1	1	0	0	1	13	
TOTAL	62	47	23	12	27	31	15	13	22	38	290	

TABLE 1:20

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
	1	4	1	1	1	0	3	1	1	0	1	13
	2	3	4	1	1	0	1	2	1	1	6	20
	3	8	4	3	1	5	2	6	1	4	6	40
	4	5	3	1	0	4	5	0	1	1	1	21
	5	0	2	1	0	2	0	0	0	0	1	6
	6	2	1	0	0	0	0	0	0	0	0	3
	8	1	0	0	0	1	0	0	0	0	0	2
	9	3	0	1	0	0	1	0	0	1	1	7
	10	0	0	0	0	0	2	0	0	0	0	2
	11	0	0	0	1	0	0	0	0	0	0	1
GIVEN	12	2	1	1	0	0	1	0	1	1	0	7
TIME	13	2	1	1	0	0	0	0	0	0	0	4
AND	14	0	0	0	0	1	0	0	0	0	0	1
MONEY:	15	1	1	1	0	0	2	0	1	0	0	6
SECOND	16	0	0	0	0	0	0	0	0	0	1	1
CHOICE	17	0	0	0	0	1	0	0	0	0	1	2
ACTIVITY	19	1	0	0	0	0	0	0	0	0	0	1
DURING	20	0	1	0	0	0	0	0	0	0	1	2
LEISURE	23	0	2	2	0	0	0	0	0	0	0	4
	24	0	1	0	0	0	0	0	0	0	0	1
	25	0	1	1	0	0	2	0	0	0	0	4
	26	0	1	0	0	0	0	0	0	0	0	1
	27	1	0	0	0	0	1	1	0	1	0	4
(29-40)	29	7	2	3	3	0	0	0	3	4	1	23
(41-42)	30	1	1	0	0	1	1	0	0	1	0	5
(43-53)	31	1	2	0	1	1	1	0	1	0	0	7
(54-64)	32	5	2	2	1	2	1	0	1	3	3	20
(65-70)	33	2	0	2	0	1	0	0	2	2	2	11
(71-84)	34	7	6	2	2	2	5	2	0	2	8	36
(85-99)	35	6	10	0	1	6	3	2	0	1	5	34
TOTAL		62	47	23	12	27	31	15	13	22	38	290

TABLE 1:21
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
	1	8	3	2	1	1	4	1	2	0	4	26
	2	7	2	1	0	0	4	1	0	0	0	15
	3	2	5	0	0	2	2	1	1	0	0	13
	4	1	1	0	0	3	1	1	3	1	2	13
	5	0	0	1	0	0	0	0	0	0	1	2
	6	0	1	0	0	1	0	0	0	1	1	4
	8	0	1	0	0	0	0	0	1	1	2	5
	9	1	2	1	0	1	0	0	0	0	0	5
	10	1	1	0	0	0	0	0	0	1	0	3
	12	1	0	0	0	1	0	0	0	0	0	2
	13	2	1	0	0	1	1	0	0	1	2	8
GIVEN	15	1	0	2	0	0	1	1	0	0	1	6
TIME	16	1	0	1	0	2	0	0	0	0	2	6
AND	17	0	2	1	0	0	2	0	0	0	2	7
MONEY:	20	1	0	0	1	0	0	2	0	2	0	6
THIRD	21	1	0	0	0	0	0	0	0	0	1	2
CHOICE	22	0	2	0	0	0	0	1	8	1	1	5
ACTIVITY	23	1	0	0	0	0	0	0	0	0	0	1
DURING	24	0	2	0	0	0	0	0	0	1	0	3
LEISURE:	25	0	0	0	1	0	1	1	0	0	0	3
	26	1	1	3	1	0	1	1	0	0	0	8
	27	0	0	0	0	1	0	0	0	0	0	1
	28	0	1	0	0	1	0	0	0	1	0	3
(29-40)	29	5	2	4	0	0	4	1	1	3	4	24
(41-42)	30	1	1	0	1	0	0	0	0	0	0	3
(43-53)	31	5	1	1	2	2	1	0	0	1	1	14
(54-64)	32	2	1	1	0	1	2	1	1	3	3	15
(65-70)	33	4	3	1	0	2	1	1	2	0	3	17
(71-84)	34	7	5	3	2	3	2	0	1	3	0	26
(85-99)	35	9	9	1	3	5	4	2	1	2	8	44
TOTAL		62	47	23	12	27	31	15	18	22	38	290

TABLE 1:22

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
	1	9	5	3	1	2	4	1	2	3	5	35
	2	1	1	2	0	2	1	0	0	2	1	10
	3	1	0	0	0	1	1	0	0	0	1	4
	4	3	1	0	0	0	1	3	1	3	2	14
	5	1	1	1	0	0	1	1	0	1	0	6
	6	2	2	1	0	2	1	0	2	0	1	11
	7	1	0	0	0	0	0	0	0	0	0	1
	8	0	0	2	0	0	0	1	0	0	0	3
	9	4	0	0	0	0	0	0	1	1	0	6
	10	1	0	0	0	1	1	0	0	0	0	3
	11	0	0	1	1	0	0	0	0	0	1	3
	12	1	3	0	0	0	1	1	0	0	1	7
	13	3	0	1	0	0	0	1	0	0	3	8
GIVEN	15	1	1	0	0	0	0	1	0	0	0	3
TIME	16	1	0	0	0	0	1	0	0	0	1	3
AND	17	0	1	2	0	0	1	0	0	1	2	7
MONEY:	18	1	0	0	0	0	1	0	0	0	0	2
FOURTH	20	0	0	0	0	1	0	0	0	1	0	2
CHOICE	21	0	0	1	0	0	0	0	0	0	0	1
ACTIVITY	22	0	0	0	1	0	0	0	0	0	0	1
DURING	23	0	0	0	1	0	0	0	0	0	0	1
LEISURE.	24	1	1	0	0	0	1	0	0	0	0	3
	26	0	0	0	0	1	0	0	0	0	0	1
	27	0	0	0	0	1	2	1	0	0	2	6
	28	0	1	0	0	0	0	1	1	0	1	4
(29-40)	29	6	9	2	2	4	7	3	1	3	5	42
(41-42)	30	0	1	1	0	0	1	0	0	0	1	4
(43-53)	31	3	3	0	1	3	1	0	2	0	1	14
(54-64)	32	6	3	2	2	1	1	0	0	1	1	17
(65-70)	33	0	0	1	0	0	0	1	0	0	0	2
(71-84)	34	6	3	2	2	3	2	0	3	3	3	27
(85-99)	35	10	11	1	1	5	2	0	0	3	6	39
TOTAL		62	47	23	12	27	31	15	13	22	38	290

TABLE 1:23

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
DRUGS AND LEISURE	1	11	9	3	1	5	3	7	2	5	5	51
	2	35	35	16	6	20	21	7	8	13	25	186
	3	16	3	4	5	2	7	1	3	4	8	53
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
DRUG USAGE (if legal)	1	12	14	2	2	5	7	7	1	7	6	63
	2	42	28	17	8	20	22	6	10	13	27	193
	3	8	5	4	2	2	2	2	2	2	5	34
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
ALCOHOL AND LEISURE	1	34	23	17	8	18	17	10	4	12	20	163
	2	18	22	3	3	7	11	5	6	8	14	97
	3	10	2	3	1	2	3	0	3	2	4	30
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
PERSONAL USAGE OF ALCOHOL	1	3	8	2	1	4	4	3	1	2	1	29
	2	43	32	12	6	18	21	12	8	13	23	188
	3	16	7	9	5	5	6	0	4	7	14	73
	TOTAL	63	47	23	12	27	31	15	13	22	38	290
PERSONAL CIGARETTE USAGE	1	18	16	4	2	10	14	6	1	5	7	83
	2	8	13	3	1	6	3	2	3	5	5	49
	3	36	18	16	9	11	14	7	9	12	26	158
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
DRUGS AS LEISURE ITEMS	1	20	20	4	2	7	14	10	1	7	12	97
	2	35	25	15	9	17	14	5	11	13	21	165
	3	7	2	4	1	3	3	0	1	2	5	28
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:24
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
ALCOHOL AS LEISURE ITEM	1	39	28	9	2	16	19	11	6	12	27	169
	2	17	16	10	9	9	11	4	6	9	8	99
	3	6	3	4	1	2	1	0	1	1	3	22
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
PREMARITAL SEX	1	26	31	8	6	18	17	8	7	11	13	145
	2	14	9	7	4	3	5	4	1	3	9	59
	3	22	7	8	2	6	9	3	5	8	16	86
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
SEX AS LEISURE ACTIVITY	1	21	25	18	6	12	10	4	1	6	14	109
	2	30	20	10	5	11	15	10	7	13	20	141
	3	11	2	3	1	4	6	1	5	3	4	40
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
SEXUAL INVOLVEMENT	1	38	32	10	7	18	16	14	7	14	25	181
	2	10	9	9	1	4	7	1	3	3	8	55
	3	14	6	4	4	5	8	0	3	5	5	54
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (TG)	1	11	3	3	0	2	0	1	5	4	2	31
	2	9	5	6	4	3	3	1	2	2	3	38
	3	18	9	9	4	6	12	8	4	7	16	93
	4	15	15	3	1	7	9	2	1	3	10	66
	5	9	15	2	3	9	7	3	1	6	7	62
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	29	23	13	6	8	11	7	5	10	19	131
	2	12	7	5	4	6	3	3	1	3	9	53
	3	13	9	5	2	9	11	4	4	3	4	64
	4	3	3	0	0	4	4	0	2	3	6	25
	5	5	5	0	0	0	2	1	1	3	0	17
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:25

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM X (RR)	1	2	1	0	1	9	1	3	4	1	7	29
	2	7	5	1	1	3	6	2	3	2	4	34
	3	24	15	10	5	5	15	6	3	11	22	116
	4	17	13	6	3	5	5	4	1	5	2	61
	5	12	13	6	2	5	4	0	2	3	3	50
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (LG)	1	3	4	1	1	4	2	0	2	2	2	21
	2	8	9	3	3	6	5	3	0	6	10	53
	3	29	21	6	4	7	12	7	4	3	11	104
	4	14	7	9	2	7	10	3	2	9	10	73
	5	8	6	4	2	3	2	2	5	2	5	39
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (TG)	1	7	8	2	0	8	2	2	1	2	8	40
	2	6	7	4	2	7	11	2	2	3	7	51
	3	22	15	7	2	9	12	7	9	8	11	102
	4	13	15	7	5	2	6	4	0	5	8	65
	5	14	2	3	3	1	0	0	1	4	4	32
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (TG)	1	6	5	3	1	4	4	1	1	3	2	30
	2	7	16	3	2	6	7	4	0	3	7	55
	3	22	16	8	7	9	11	5	6	8	14	106
	4	14	6	7	2	5	7	3	4	6	13	67
	5	13	4	2	0	3	2	2	2	2	2	32
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	13	6	2	1	2	3	2	2	6	3	40
	2	6	9	3	1	5	8	3	1	4	5	45
	3	24	15	8	4	10	10	4	7	4	18	104
	4	10	15	8	2	7	6	4	1	6	7	66
	5	9	2	2	4	3	4	2	2	2	5	35
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:26

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM X (FR)	1	2	0	0	0	0	0	1	1	0	4	
	2	6	1	1	1	3	3	0	0	1	18	
	3	23	21	10	5	11	16	6	4	7	115	
	4	10	14	7	4	11	8	5	5	7	81	
	5	21	11	5	2	2	4	4	3	6	72	
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (RU)	1	5	7	3	1	4	6	5	2	3	7	43
	2	4	11	5	3	3	6	0	2	1	7	42
	3	15	8	4	1	8	5	6	3	5	3	58
	4	15	10	6	5	7	9	1	5	6	9	73
	5	23	11	5	2	5	5	3	1	7	12	74
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (SRWPG)	1	21	16	4	6	9	6	8	2	6	14	92
	2	21	14	9	4	7	12	3	5	6	13	94
	3	15	7	5	2	4	8	2	3	5	5	56
	4	4	5	2	0	5	4	1	1	4	2	28
	5	1	5	3	0	2	1	1	2	1	4	20
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (DT)	1	7	8	3	2	4	3	2	0	5	9	43
	2	14	20	9	4	7	7	4	5	3	9	82
	3	35	17	9	5	11	14	4	7	11	16	129
	4	4	2	2	1	1	4	4	1	3	2	24
	5	2	0	0	0	4	3	1	0	0	2	12
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	22	21	4	5	8	13	6	4	10	10	103
	2	14	7	9	2	4	7	5	3	4	6	61
	3	22	11	8	5	10	9	2	4	5	14	90
	4	2	6	2	0	2	1	1	1	2	6	23
	5	2	2	0	0	3	1	1	1	1	2	13
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:27

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM X (LT)	1	15	20	10	2	6	13	3	6	4	19	98
	2	10	10	3	4	11	2	3	3	8	3	57
	3	30	14	9	4	6	13	6	3	8	14	107
	4	6	1	0	1	1	1	2	0	1	1	14
	5	1	2	1	1	3	2	1	1	1	1	14
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (RR)	1	3	6	2	2	7	5	3	4	3	5	40
	2	7	9	4	3	9	7	5	5	6	6	61
	3	26	17	8	5	7	9	4	3	4	17	100
	4	16	9	6	1	2	7	2	0	3	5	51
	5	10	6	3	1	2	3	1	1	6	5	38
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	18	9	5	3	6	9	4	4	6	5	69
	2	10	9	4	2	4	7	4	2	3	8	53
	3	22	7	5	6	4	9	4	5	4	15	81
	4	8	16	7	0	10	5	1	2	7	7	63
	5	4	6	2	1	3	1	2	0	2	3	24
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM-X (OT)	1	6	6	5	1	3	5	3	2	2	6	39
	2	11	11	3	0	2	6	5	4	5	3	50
	3	40	27	11	11	15	15	5	6	11	25	166
	4	3	3	4	0	5	3	1	1	2	2	24
	5	2	0	0	0	2	2	1	0	2	2	11
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (SRWFG)	1	6	18	5	4	11	11	6	5	11	13	90
	2	17	21	6	3	14	6	4	5	8	14	98
	3	29	8	6	3	2	9	4	2	3	8	74
	4	4	0	6	1	0	3	1	1	0	2	18
	5	6	0	0	1	0	2	0	0	0	1	10
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:2B

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM X (REC)	1	3	3	1	1	7	5	1	1	2	6	30
	2	3	6	1	1	5	4	1	2	2	13	38
	3	24	11	4	3	7	8	8	4	5	10	84
	4	17	15	7	3	4	5	3	3	2	3	62
	5	15	12	10	4	4	9	2	3	11	6	76
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	11	22	4	2	13	8	7	3	7	11	88
	2	18	12	5	5	9	9	4	3	6	16	87
	3	18	10	8	3	3	9	1	4	5	6	67
	4	6	3	2	2	1	5	3	2	4	1	29
	5	9	0	4	0	1	0	0	1	0	4	19
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (LT)	1	1	1	1	1	1	1	2	0	0	1	9
	2	1	3	10	0	0	3	1	0	2	0	20
	3	35	18	5	6	9	16	5	4	8	23	129
	4	12	11	0	3	7	5	2	2	7	3	52
	5	13	14	7	2	10	6	5	7	5	11	80
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	9	14	7	3	6	3	4	2	6	8	62
	2	22	16	3	6	13	10	4	3	4	13	94
	3	16	12	7	2	6	15	5	6	10	13	92
	4	7	3	3	1	1	2	2	1	2	0	22
	5	8	2	3	0	1	1	0	1	0	4	20
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (SRBPG)	1	2	3	3	2	4	2	2	0	2	2	22
	2	6	12	3	1	7	8	1	2	2	3	45
	3	38	16	7	7	8	10	8	8	5	20	127
	4	9	12	6	2	4	7	2	1	7	8	58
	5	7	4	4	0	4	4	2	2	6	5	38
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:29

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM X (SRWPG)	1	8	7	7	0	4	6	4	3	4	6	49
	2	16	9	8	6	7	11	5	3	9	15	89
	3	31	27	6	4	14	13	6	6	8	13	128
	4	4	3	0	2	1	1	0	1	1	2	15
	5	3	1	2	0	1	0	0	0	0	2	9
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM X (FR)	1	6	2	0	0	1	1	1	1	0	2	14
	2	5	2	3	1	1	0	0	1	2	3	18
	3	15	6	8	6	8	7	2	4	4	14	74
	4	18	19	7	4	8	8	5	3	7	11	90
	5	18	18	5	1	9	15	7	4	9	8	94
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (TG)	1	8	8	3	2	4	5	3	1	8	8	46
	2	45	37	20	9	22	24	12	11	16	22	218
	3	9	2	0	1	1	2	0	1	2	8	26
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (REC)	1	12	15	3	4	11	6	5	7	6	16	85
	2	48	30	18	8	16	22	10	8	16	19	193
	3	2	2	2	0	0	3	0	0	0	3	12
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (REL)	1	26	20	6	5	8	15	4	4	4	11	103
	2	34	27	15	7	19	14	11	9	18	25	179
	3	2	0	2	0	0	2	0	0	0	2	8
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (REC)	1	35	22	17	6	4	18	2	5	14	15	138
	2	25	23	6	5	22	11	12	7	8	22	142
	3	1	2	0	1	1	2	1	1	0	1	10
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:30

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM w (FR)	1	42	33	16	11	18	26	12	11	18	25	212
	2	7	10	5	0	4	2	0	2	4	6	40
	3	13	4	2	1	5	3	3	0	0	7	38
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM w (FR)	1	23	15	6	4	8	9	4	4	6	8	87
	2	23	21	14	5	13	15	5	9	14	21	140
	3	16	11	3	3	6	7	6	0	2	9	63
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM w (FR)	1	11	7	4	3	6	10	2	4	8	5	60
	2	36	18	11	6	17	15	6	6	9	16	140
	3	15	22	8	3	4	6	7	3	5	17	90
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM w (FR)	1	5	0	0	0	0	2	1	1	1	1	11
	2	4	3	2	1	2	3	2	0	2	3	22
	3	2	0	0	0	0	0	1	1	0	2	6
	TOTAL	11	3	2	1	2	5	4	2	3	6	39
FORM w (FR)	1	6	0	0	0	1	2	1	1	1	1	13
	2	3	3	2	1	1	3	2	0	2	3	20
	3	2	0	0	0	0	0	1	1	0	2	6
	TOTAL	11	3	2	1	2	5	4	2	3	6	39
FORM w (FR)	2	10	3	2	1	2	5	4	1	3	5	36
	3	1	0	0	0	0	0	0	1	0	1	3
	TOTAL	11	3	2	1	2	5	4	2	3	6	39
	FORM w (FR)	1	1	0	0	0	1	0	0	2	0	1
2		9	2	2	1	1	4	3	0	2	4	28
3		1	1	0	0	0	1	1	0	1	1	6
TOTAL		11	3	2	1	2	5	4	2	3	6	39

TABLE 1:31

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM W (FR)	1	1	0	0	0	1	0	1	0	1	1	5
	2	9	3	2	1	1	5	2	2	2	5	32
	3	1	0	0	0	0	0	1	0	0	0	2
	TOTAL	11	3	2	1	2	5	4	2	3	6	39
FORM W (SRWPG)	1	40	34	13	7	22	19	6	9	18	30	198
	2	12	11	5	4	2	8	6	2	3	4	57
	3	10	2	5	1	3	4	3	2	1	4	35
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (SRWPG)	1	18	20	6	4	4	9	5	4	7	10	87
	2	27	14	14	5	15	15	6	7	11	18	132
	3	17	13	3	3	8	7	4	2	4	10	71
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (SRWPG)	1	5	3	1	2	1	3	1	1	2	4	23
	2	49	44	19	7	26	23	12	11	19	28	238
	3	8	0	3	3	0	5	2	1	1	6	29
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (SRBPG)	1	0	1	0	0	0	0	1	0	0	1	3
	2	58	43	22	11	27	28	14	13	21	35	272
	3	4	3	1	1	0	3	0	0	1	2	15
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (SRWPG)	1	9	8	3	3	2	5	3	2	5	4	44
	2	44	33	17	5	22	20	9	10	17	28	205
	3	9	6	3	4	3	6	3	1	0	6	41
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (ABB)	1	53	41	18	11	25	28	13	12	18	34	253
	2	5	1	2	0	1	1	0	0	1	2	13
	3	4	5	3	1	1	2	2	1	3	2	24
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:32

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM W (ASB)	1	4	3	1	1	2	1	0	0	2	0	14
	2	55	43	21	11	23	26	15	13	20	37	264
	3	3	1	1	0	2	4	0	0	0	1	12
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (TG)	1	5	8	5	2	4	5	2	3	6	6	46
	2	52	33	17	10	20	23	12	9	16	29	221
	3	5	6	1	0	3	3	1	1	0	3	23
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	16	15	6	4	9	12	4	4	7	16	93
	2	39	24	12	5	15	12	4	8	12	17	148
	3	7	8	5	3	3	7	7	1	3	5	49
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	29	22	8	6	16	16	8	7	9	21	142
	2	25	13	9	4	4	9	1	5	6	7	83
	3	8	12	6	2	7	6	6	1	7	10	65
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	12	15	3	4	5	10	6	6	7	15	83
	2	41	21	14	6	13	12	4	6	9	17	143
	3	9	11	6	2	9	9	5	1	6	6	64
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (ASB)	1	50	42	17	10	23	25	13	11	17	31	239
	2	8	4	2	0	4	2	1	1	2	3	27
	3	4	1	4	2	0	4	1	1	3	4	24
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (REL)	1	36	32	14	6	17	22	13	11	13	25	189
	2	17	12	7	4	6	5	2	1	2	5	61
	3	9	3	2	2	4	4	0	1	7	8	40
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:33

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM W (REC)	1	8	12	3	6	7	8	3	3	5	10	65
	2	43	28	14	3	13	15	9	8	11	21	165
	3	11	7	6	3	7	8	3	2	6	7	60
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (REC)	1	26	15	6	5	6	6	2	6	9	5	86
	2	18	18	10	4	15	14	8	5	7	24	123
	3	18	14	7	3	6	11	5	2	6	9	81
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	40	33	14	8	18	17	8	9	16	28	191
	2	12	10	6	2	8	6	3	4	4	7	62
	3	10	4	3	2	1	8	4	0	2	3	37
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	24	14	5	6	11	10	9	1	12	14	106
	2	19	21	10	4	12	8	2	8	6	15	105
	3	19	12	8	2	4	13	4	4	4	9	79
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	15	18	6	6	4	4	3	2	5	14	77
	2	42	26	15	6	19	19	10	11	13	15	176
	3	5	3	2	0	4	8	2	0	4	9	37
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	8	8	1	3	4	1	4	2	3	8	42
	2	52	35	19	9	20	24	11	11	16	25	222
	3	2	4	3	0	3	6	0	0	3	5	26
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM W (LG)	1	12	6	4	3	8	7	0	2	4	9	55
	2	36	27	13	7	14	16	10	8	14	13	158
	3	14	14	6	2	5	8	5	3	4	16	77
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:34

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (REC)	1	12	10	4	2	17	11	8	3	3	25	95
	2	25	21	8	5	7	12	5	7	8	13	111
	3	16	8	6	3	2	5	2	3	6	0	51
	4	3	7	4	1	1	2	0	0	3	0	21
	5	6	1	1	1	0	1	0	0	2	0	12
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SRWPG)	1	31	12	6	18	20	9	9	17	26	180	
	2	19	13	9	4	9	8	6	2	1	8	79
	3	11	2	2	2	0	3	0	1	4	2	27
	4	1	0	0	0	0	0	0	0	0	1	2
	5	0	0	0	0	0	0	0	1	0	1	2
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SRWPG)	1	25	26	8	5	14	17	10	9	11	17	142
	2	26	18	9	7	11	12	3	2	7	19	114
	3	6	2	5	0	2	2	2	2	3	1	25
	4	5	1	1	0	0	0	0	0	1	1	9
		TOTAL	62	47	23	12	27	31	15	13	22	38
FORM Z (SRBPG)	1	28	25	9	6	14	16	10	7	6	18	139
	2	24	16	10	6	12	12	2	5	11	16	114
	3	8	5	3	0	1	2	3	1	5	4	30
	4	4	1	1	0	0	1	0	0	0	0	7
		TOTAL	62	47	23	12	27	31	15	13	22	38
FORM Z (SC)	1	9	5	2	4	9	8	3	4	4	7	55
	2	20	23	10	4	12	12	6	6	6	19	118
	3	23	17	10	2	6	10	6	3	8	12	97
	4	9	2	1	1	0	1	0	0	3	0	17
	5	1	0	0	1	0	0	0	0	1	0	3
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 11.5

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (SC)	1	0	1	0	0	0	1	0	0	0	0	2
	2	1	2	2	0	1	1	1	0	1	1	10
	3	12	12	5	4	8	7	4	5	7	10	74
	4	32	18	10	5	12	9	7	4	8	9	114
	5	17	14	6	3	6	13	3	4	6	18	90
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	1	23	26	14	6	14	17	7	9	8	12	136
	2	26	10	5	4	8	8	5	2	6	14	88
	3	8	7	1	1	5	1	2	1	5	8	39
	4	3	3	3	0	0	4	1	1	3	2	20
	5	2	1	0	1	0	1	0	0	0	2	7
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	1	24	29	14	7	14	20	7	9	5	13	142
	2	29	8	6	4	7	7	5	3	12	15	96
	3	8	8	0	1	6	3	3	1	4	10	44
	4	1	2	3	0	0	1	0	0	1	0	8
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SS)	1	29	29	9	5	18	22	8	4	13	17	154
	2	20	14	6	3	9	7	5	6	5	11	86
	3	6	2	5	2	0	2	1	3	4	6	31
	4	6	2	2	0	0	0	1	0	0	3	14
	5	1	0	1	2	0	0	0	0	0	1	5
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SS)	1	30	26	11	10	17	17	8	7	11	12	149
	2	26	16	9	1	6	7	4	2	9	20	100
	3	5	4	3	1	4	6	3	4	1	6	37
	4	1	1	0	0	0	1	0	0	1	0	4
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:36

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (RE)	1	28	24	11	9	11	13	8	10	12	18	144
	2	29	15	6	2	6	11	5	3	5	15	97
	3	4	6	5	1	8	5	2	0	4	4	39
	4	1	2	1	0	2	2	0	0	1	1	10
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	1	29	30	12	8	16	19	11	8	12	15	160
	2	28	12	8	4	9	8	2	4	10	17	102
	3	5	4	2	0	2	2	2	1	0	6	24
	4	0	1	1	0	0	2	0	0	0	0	4
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SS)	1	34	31	10	8	21	18	7	8	12	18	167
	2	21	13	9	3	6	11	6	2	8	15	94
	3	5	3	4	1	0	2	2	3	2	5	27
	5	2	0	0	0	0	0	0	0	0	0	2
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (TG)	1	51	40	15	9	23	23	13	10	16	28	228
	2	6	6	7	3	4	7	1	1	5	6	46
	3	5	1	1	0	0	1	1	1	1	4	16
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
	FORM Z (SC)	1	4	8	0	2	1	1	1	0	1	1
2		8	10	4	3	5	4	7	3	6	9	57
3		36	23	11	6	16	21	4	8	11	21	157
4		9	2	4	1	1	1	3	2	3	6	32
5		5	4	4	0	4	4	0	0	1	3	25
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Z (RE)	1	56	42	21	10	23	27	13	13	19	34	258
	2	4	5	2	2	3	4	1	0	3	4	28
	3	2	0	0	0	1	0	1	0	0	0	4
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:37

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (LG)	1	0	3	2	1	2	2	0	0	1	1	10
	2	14	12	2	1	6	2	1	3	6	5	52
	3	21	13	5	2	8	6	9	7	2	10	83
	4	19	8	13	6	10	14	4	1	8	14	97
	5	8	11	3	2	1	7	1	2	5	8	48
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	1	46	36	18	9	16	21	10	9	17	26	208
	2	10	11	5	3	11	8	1	1	4	10	64
	3	4	0	0	0	0	2	4	2	1	2	15
	4	2	0	0	0	0	0	0	1	0	0	3
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	2	1	3	0	0	1	0	0	1	3	1	10
	3	16	3	4	3	5	6	5	3	4	3	52
	4	12	9	3	3	5	5	5	4	5	7	58
	5	33	32	16	6	16	20	5	5	10	27	170
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (SC)	1	2	3	0	1	1	1	0	0	0	1	9
	2	13	9	4	1	8	4	2	4	6	6	57
	3	12	12	6	4	8	12	6	4	6	9	79
	4	26	17	8	3	8	6	7	4	3	12	94
	5	9	6	5	3	2	8	0	1	7	10	51
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (REC)	1	34	29	13	6	22	20	12	10	12	31	189
	2	24	14	7	6	5	9	2	3	9	7	86
	3	4	4	3	0	0	2	1	0	1	0	15
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (UE)	1	15	9	6	2	4	10	1	3	9	5	64
	2	23	14	9	1	9	12	10	6	7	10	101
	3	17	17	0	6	8	2	2	3	2	13	70
	4	4	3	4	3	4	5	1	0	2	5	31
	5	3	4	4	0	2	2	1	1	2	5	24
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:38

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (UE)	1	14	5	5	1	6	6	4	2	6	12	61
	2	35	30	11	3	17	18	5	7	7	19	152
	3	9	10	4	6	4	5	5	3	4	6	56
	4	4	2	3	2	0	2	1	1	5	1	21
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (REL)	1	21	17	12	3	8	12	6	7	6	14	106
	2	29	21	8	6	9	13	7	3	12	14	122
	3	9	7	2	2	10	4	0	3	1	5	43
	4	3	1	1	0	0	1	0	0	2	4	12
	5	0	1	0	1	0	1	2	0	1	1	7
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Z (SC)	1	25	23	6	4	12	14	7	8	8	15	122
	2	23	17	11	5	11	10	4	3	11	17	112
	3	13	6	6	3	4	7	4	2	3	6	54
	4	1	1	0	0	0	0	0	0	0	0	2
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Z (TG)	1	27	24	8	1	13	11	3	5	8	17	117
	2	25	18	11	5	11	20	10	5	12	15	132
	3	9	2	3	4	2	0	2	2	2	3	29
	4	1	3	1	2	1	0	0	1	0	3	12
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Z (RE)	1	38	23	15	3	17	17	5	4	11	24	157
	2	22	21	8	8	9	11	6	8	8	12	113
	3	2	2	0	1	1	3	3	1	1	2	16
	4	0	1	0	0	0	0	1	0	2	0	4
TOTAL	62	47	23	12	27	31	15	13	22	38	290	

TABLE 1:39
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		R1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (UE)	1	6	4	4	1	1	3	0	2	4	5	30
	2	26	17	7	4	8	7	6	5	7	14	101
	3	14	10	5	4	9	8	5	3	3	4	65
	4	11	9	4	2	8	7	3	2	5	10	61
	5	5	7	3	1	1	6	1	1	3	5	33
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (UE)	1	10	5	4	1	4	2	1	2	3	5	37
	2	18	18	11	6	6	7	6	5	5	8	90
	3	28	17	6	4	13	14	6	6	10	15	119
	4	3	4	1	1	3	5	2	0	2	7	28
	5	3	3	1	0	1	3	0	0	2	3	16
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (RE)	1	47	35	14	8	18	21	9	11	17	23	203
	2	11	11	7	4	8	10	5	2	4	12	74
	3	3	1	2	0	1	0	1	0	1	2	11
	5	1	0	0	0	0	0	0	0	0	1	2
		TOTAL	62	47	23	12	27	31	15	13	22	38
FORM Z (LG)	1	32	34	11	5	17	16	9	11	14	25	174
	2	24	12	5	5	7	13	2	2	4	12	86
	3	5	1	5	2	3	2	4	0	3	0	25
	4	0	0	1	0	0	0	0	0	1	0	2
	5	1	0	1	0	0	0	0	0	0	1	3
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Z (REC)	1	19	18	2	3	21	15	10	7	6	32	133
	2	24	14	11	3	5	13	2	5	6	4	87
	3	12	12	6	4	1	3	3	1	7	1	50
	4	4	3	3	2	0	0	0	0	2	0	14
	5	3	0	1	0	0	0	0	0	1	1	6
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:40

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Z (REL)	1	22	19	6	3	15	16	6	7	5	23	122
	2	20	18	10	2	10	11	7	5	8	12	103
	3	10	6	3	6	0	3	2	1	5	2	38
	4	6	3	4	0	2	0	0	0	1	0	16
	5	4	1	0	1	0	1	0	0	3	1	11
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (TG)	1	8	5	2	1	2	1	1	4	3	3	30
	2	9	6	5	2	3	7	1	1	2	6	42
	3	24	11	8	3	12	12	10	4	9	16	109
	4	13	11	4	4	6	8	2	3	4	8	63
	5	8	14	4	2	4	3	1	1	4	5	46
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	12	10	8	3	1	4	3	3	3	10	57
	2	13	16	4	2	8	9	4	1	8	10	75
	3	22	15	5	4	9	10	6	1	5	12	89
	4	10	5	6	2	6	7	2	4	3	5	50
	5	5	1	0	1	3	1	0	4	3	1	19
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (RR)	1	5	7	2	1	12	8	4	6	1	18	64
	2	18	11	3	2	8	8	7	2	8	10	77
	3	26	18	9	7	3	11	3	3	8	8	96
	4	8	8	6	2	4	4	1	1	3	2	39
	5	5	3	3	0	0	0	0	1	2	0	14
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (LG)	1	0	1	1	1	2	1	0	0	2	0	8
	2	7	6	1	2	4	3	1	2	2	6	34
	3	28	19	2	3	14	17	11	6	9	14	123
	4	19	14	15	4	6	5	3	1	4	11	82
	5	8	7	4	2	1	5	0	4	5	7	43
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:41

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Y (TG)	1	14	14	3	1	18	9	3	8	6	16	92
	2	23	15	11	8	5	13	9	1	8	12	105
	3	16	15	8	1	4	7	3	2	6	6	66
	4	7	3	2	1	0	1	0	1	0	3	18
	5	2	0	1	1	0	1	0	1	2	1	9
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (TG)	1	8	9	7	2	9	5	1	5	2	5	53
	2	16	21	6	3	10	12	7	2	12	14	103
	3	30	13	8	5	6	12	5	3	3	12	97
	4	5	2	1	2	2	2	2	1	3	5	25
	5	3	2	1	0	0	0	0	2	2	2	12
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	8	6	1	1	2	5	0	4	4	5	36
	2	18	10	5	3	9	9	2	1	5	10	72
	3	26	19	12	6	14	11	10	6	5	16	125
	4	8	10	3	1	1	4	3	0	5	6	41
	5	2	2	2	1	1	2	0	2	3	1	16
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	4	0	0	0	1	0	0	1	0	1	4
	2	6	3	0	2	3	2	1	0	2	4	23
	3	28	15	8	4	13	14	7	5	11	12	117
	4	13	21	11	4	8	10	5	3	4	16	95
	5	14	8	4	2	2	5	2	4	5	5	51
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (RU)	1	17	22	8	3	9	16	6	6	13	15	115
	2	19	11	7	-6	11	10	6	1	3	11	85
	3	18	8	7	1	6	3	3	4	4	7	61
	4	6	2	1	0	1	1	0	2	1	1	15
	5	2	4	0	2	0	1	0	0	1	4	14
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:42

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Y (SRWPG)	1	16	13	2	4	5	9	4	3	7	8	71
	2	23	19	9	5	10	11	7	3	9	12	108
	3	19	10	7	2	6	8	3	3	3	13	74
	4	2	2	3	1	5	2	0	2	2	3	22
	5	2	3	2	0	1	1	1	2	1	2	15
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Y (DT)	1	5	7	3	2	4	6	3	1	2	2	35
	2	13	12	8	4	10	7	3	4	4	11	76
	3	25	12	3	4	7	8	4	7	7	16	93
	4	13	7	6	2	5	7	3	1	6	7	57
	5	6	9	3	0	1	3	2	0	3	2	29
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Y (FR)	1	25	20	9	4	6	12	8	5	8	17	114
	2	14	15	6	6	6	13	5	5	8	10	88
	3	19	5	5	1	10	4	2	2	2	9	59
	4	3	5	3	1	3	1	0	0	3	1	20
	5	1	2	0	0	2	1	0	1	1	1	9
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Y (DT)	1	6	6	2	1	4	3	1	3	5	34	
	2	6	8	2	1	5	4	1	0	1	4	32
	3	19	9	6	4	5	12	3	5	6	13	82
	4	19	12	6	4	5	6	7	0	4	8	71
	5	12	12	7	2	8	6	3	5	8	8	71
TOTAL	62	47	23	12	27	31	15	13	22	38	290	
FORM Y (RR)	1	9	7	5	2	8	9	3	7	6	11	67
	2	13	16	6	4	9	7	5	3	4	12	79
	3	23	11	9	3	7	9	5	1	4	9	81
	4	10	8	1	1	2	4	1	1	3	4	35
	5	7	5	2	2	1	2	1	1	5	2	28
TOTAL	62	47	23	12	27	31	15	13	22	38	290	

TABLE 1:43
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Y (FR)	1	17	13	4	4	5	11	4	5	4	8	75
	2	12	11	10	3	7	10	5	3	3	8	72
	3	17	7	3	4	7	6	4	3	6	13	70
	4	12	13	4	0	4	3	1	2	7	7	53
	5	4	3	2	1	4	1	1	0	2	2	20
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (DT)	1	4	0	1	0	2	3	3	1	1	3	18
	2	5	7	5	2	4	8	2	2	4	8	47
	3	26	15	7	5	10	8	3	6	6	17	103
	4	15	13	4	3	6	9	5	2	6	5	68
	5	12	12	6	2	5	3	2	2	5	5	54
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (SRWPG)	1	14	22	9	6	13	11	8	9	12	16	120
	2	25	21	5	2	12	12	4	2	9	17	109
	3	16	4	7	2	2	5	3	1	1	5	46
	4	4	0	2	2	0	1	0	1	0	0	10
	5	3	0	0	0	0	2	0	0	0	0	5
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (REC)	1	3	3	0	1	8	7	4	2	2	11	41
	2	2	8	2	3	6	4	3	1	2	12	43
	3	14	11	5	3	6	8	5	3	4	6	65
	4	29	15	8	4	4	7	3	4	4	2	83
	5	14	10	8	1	3	5	0	3	7	7	58
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	14	15	2	3	7	6	3	3	6	10	69
	2	12	19	5	5	6	7	5	3	7	15	84
	3	17	8	10	2	12	13	6	5	5	8	86
	4	14	4	5	1	2	3	1	1	3	2	36
	5	5	1	1	1	0	2	0	1	1	3	15
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:44
 FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION'										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
FORM Y (DT)	1	8	10	7	4	6	5	8	3	4	9	64
	2	13	12	5	2	5	11	3	0	6	63	
	3	25	17	7	4	8	8	3	6	7	102	
	4	9	7	3	1	4	3	1	1	0	4	33
	5	7	1	1	1	4	4	0	3	5	2	28
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	13	13	6	3	6	2	2	1	4	9	59
	2	16	23	2	5	8	13	5	4	9	13	98
	3	21	8	9	3	12	14	4	7	6	12	96
	4	7	2	5	1	2	1	1	0	2	3	24
	5	5	1	1	0	0	1	2	1	1	1	13
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (SRBPG)	1	9	5	2	5	6	4	2	2	2	6	43
	2	8	13	7	2	9	13	2	2	5	7	68
	3	29	16	11	3	6	9	7	6	5	18	110
	4	12	11	2	2	4	3	2	1	7	4	48
	5	4	2	1	0	2	2	2	2	3	3	21
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (SRWPG)	1	10	6	5	0	3	2	2	1	3	9	41
	2	17	19	5	6	6	14	6	2	9	9	93
	3	27	16	12	4	16	12	6	10	10	19	132
	4	4	6	0	2	1	2	1	0	0	0	16
	5	4	0	1	0	1	1	0	0	0	1	8
	TOTAL	62	47	23	12	27	31	15	13	22	38	290
FORM Y (FR)	1	4	0	0	1	0	1	0	1	0	0	7
	2	1	2	4	0	1	1	0	1	0	2	12
	3	16	7	3	3	4	4	4	1	5	11	58
	4	16	15	9	6	12	10	6	2	9	16	101
	5	25	23	7	2	10	15	5	8	8	9	112
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 1:45

FREQUENCY DISTRIBUTION OF ALL VARIABLES FOR ALL PATTERNS (P)

VARIABLES	SYMBOLS	FREQUENCY DISTRIBUTION										TOTAL
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
STUDENT	1	59	45	21	11	27	24	15	13	19	37	271
STATUS	2	3	2	2	1	0	7	0	0	3	1	19
	TOTAL	62	47	23	12	27	31	15	13	22	38	290

TABLE 2:1

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
AGE	\bar{X}	1.50	1.38	1.70	1.58	1.26	1.53	1.87	1.69	1.77	1.43	1.52
	SD	0.98	0.57	0.95	0.64	0.44	0.72	0.72	1.07	1.17	0.55	0.81
SEX	\bar{X}	1.47	1.45	1.65	1.50	1.26	1.48	1.13	1.62	1.68	1.16	1.43
	SD	0.50	0.50	0.48	0.50	0.44	0.50	0.34	0.49	0.47	0.36	0.49
YEAR IN UNIVERSITY	\bar{X}	2.31	2.64	3.13	2.58	2.26	2.23	3.33	2.38	2.59	2.66	2.55
	SD	1.48	1.50	1.78	1.89	1.24	1.64	1.81	1.50	1.97	1.42	1.61
FACULTY	\bar{X}	4.29	4.57	4.39	3.08	4.96	5.16	4.07	5.77	5.18	4.87	4.65
	SD	2.38	2.61	2.57	2.22	2.28	2.55	2.49	2.33	1.97	2.39	2.47
RELIGIOUS DENOMINATION	\bar{X}	2.81	2.55	3.00	3.42	3.37	2.81	2.87	3.08	2.86	2.92	2.89
	SD	1.08	0.87	1.25	1.71	1.68	1.15	0.96	1.49	1.22	1.31	1.25
MARITAL STATUS	\bar{X}	1.85	1.95	1.88	1.86	1.95	1.86	1.82	1.78	1.79	1.83	1.88
	SD	0.36	0.23	0.33	0.35	0.22	0.35	0.39	0.42	0.41	0.37	0.33
SIZE OF FAMILY (of origin)	\bar{X}	1.62	1.66	1.57	1.75	1.78	1.84	1.53	1.46	1.50	1.76	1.66
	SD	0.61	0.66	0.58	0.72	0.63	0.57	0.62	0.63	0.58	0.78	0.65
INCOME OF FAMILY (Of origin)	\bar{X}	3.90	4.91	4.32	3.60	4.74	3.55	3.64	3.70	2.94	3.38	4.02
	SD	2.29	1.99	1.94	1.62	2.15	1.99	1.87	1.68	2.44	1.69	2.11
INCOME OF FAMILY (if married)	\bar{X}	0.65	0.26	0.46	0.00	0.25	0.56	1.38	0.33	0.00	0.58	0.44
	SD	1.57	1.22	1.60	0.00	0.83	1.32	2.39	0.75	0.00	1.53	1.36
PRESENT LIVING ACCOMODATION	\bar{X}	3.18	2.49	3.09	2.75	3.63	3.48	3.33	4.31	3.50	2.95	3.17
	SD	2.11	1.86	1.89	2.09	2.02	2.00	2.15	1.98	2.17	2.13	2.08

TABLE 2:2

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
TYPE OF COMMUNITY	\bar{X}	3.29	3.20	3.43	3.50	3.07	3.48	3.60	3.23	3.45	3.24	3.31
	SD	1.18	1.31	1.17	1.04	1.21	1.29	1.02	1.31	1.08	1.37	1.24
GEOGRAPHICAL REGION OF COMMUNITY	\bar{X}	4.98	4.76	5.26	4.50	4.19	4.97	5.40	4.85	5.14	5.11	4.91
	SD	1.60	1.64	1.70	2.33	2.14	1.33	1.25	2.07	0.81	1.39	1.66
SIZE OF COMMUNITY	\bar{X}	5.89	5.87	5.57	5.75	5.33	5.16	6.13	5.38	5.95	5.68	5.67
	SD	2.16	2.36	2.48	2.20	2.48	2.20	2.42	2.02	2.23	2.15	2.29
LEISURE FACILITIES OF COMMUNITY	\bar{X}	11.44	9.89	10.23	13.42	10.26	13.26	9.71	12.77	10.45	10.89	11.22
	SD	6.24	5.87	6.67	6.22	6.97	6.62	5.60	8.22	5.66	7.82	6.74
CLUBS, ORGANIZATIONS OR ASSOCIATIONS IN COMMUNITY	\bar{X}	1.11	1.23	1.17	1.17	1.15	1.06	1.13	1.00	1.05	1.11	1.13
	SD	0.32	0.42	0.40	0.37	0.36	0.35	0.34	0.00	0.21	0.31	0.34
CLUBS, ORGANIZATIONS OR ASSOCIATIONS ON CAMPUS	\bar{X}	1.80	1.60	1.61	1.58	1.78	1.77	1.47	1.85	1.86	1.71	1.72
	SD	0.44	0.49	0.49	0.49	0.42	0.42	0.50	0.36	0.34	0.45	0.46
EMPLOYMENT STATUS BEFORE UNIVERSITY	\bar{X}	1.77	1.77	1.78	1.50	1.67	1.74	1.73	1.77	1.91	1.84	1.77
	SD	0.42	0.42	0.41	0.50	0.47	0.51	0.44	0.42	0.42	0.36	0.44
TYPE OF EMPLOYMENT	\bar{X}	0.62	1.19	0.62	2.11	1.17	0.84	0.30	0.33	0.15	0.33	0.65
	SD	1.44	2.33	1.60	2.56	2.19	1.72	0.64	0.47	0.53	1.28	1.58
DURATION OF EMPLOYMENT	\bar{X}	0.62	0.74	0.85	1.56	1.06	0.79	0.80	1.67	0.23	0.33	0.78
	SD	1.33	1.22	1.56	1.50	1.39	1.47	1.60	2.62	0.80	1.13	1.50
ANNUAL WAGE SCALE OF	\bar{X}	0.36	0.58	0.54	0.89	1.06	0.63	0.80	0.50	0.15	0.19	0.52
	SD	0.86	1.13	1.15	0.87	1.54	1.13	1.60	0.76	0.53	0.66	1.10

TABLE 2:3

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
PRESENT EMPLOYMENT STATUS	\bar{X}	1.90	1.91	1.96	1.83	2.00	1.97	1.67	1.85	1.91	1.84	1.90
	SD	0.39	0.35	0.36	0.37	0.00	0.40	0.47	0.36	0.51	0.36	0.38
ESTIMATED LEISURE (weekly) EXPENDITURE	\bar{X}	3.39	4.06	3.13	3.00	4.48	4.00	4.67	3.31	3.37	4.05	3.80
	SD	1.68	2.00	1.45	1.68	2.13	2.20	2.15	1.07	1.79	1.92	1.93
LIKE MOST ABOUT UNIVERSITY	\bar{X}	4.51	5.45	4.78	5.83	5.56	5.13	5.27	4.69	4.77	5.47	5.10
	SD	1.77	1.99	2.06	2.58	2.13	2.45	2.49	1.59	2.13	2.07	2.12
LIKE LEAST ABOUT UNIVERSITY	\bar{X}	4.47	5.19	4.30	4.92	5.26	3.97	3.73	4.92	4.09	4.05	4.51
	SD	2.34	2.25	1.92	2.43	2.62	2.07	1.53	2.09	2.21	1.81	2.23
DEFINITION OF LEISURE	\bar{X}	0.47	0.51	0.87	0.67	0.44	0.42	0.33	0.54	1.00	0.53	0.55
	SD	1.07	1.01	1.33	1.18	1.07	0.98	0.87	1.08	1.35	1.07	1.11
DEFINITION OF LEISURE	\bar{X}	1.47	1.81	1.70	2.00	1.89	1.71	1.33	1.92	1.86	1.39	1.67
	SD	1.34	1.44	1.27	1.53	1.40	1.42	1.40	1.49	1.39	1.29	1.39
DEFINITION OF LEISURE	\bar{X}	2.84	2.51	2.65	3.00	2.48	2.61	2.67	3.23	2.41	2.76	2.69
	SD	1.08	1.16	1.37	1.08	1.13	1.10	1.07	0.97	1.19	1.13	1.16
MORE OR LESS LEISURE THAN BEFORE UNIVERSITY	\bar{X}	1.77	1.62	1.83	1.58	1.67	1.81	1.53	1.69	1.77	1.58	1.70
	SD	0.68	0.49	0.64	0.49	0.54	0.47	0.50	0.46	0.42	0.49	0.55
USE FACILITIES AT UNIVERSITY	\bar{X}	1.47	1.32	1.30	1.17	1.15	1.45	1.20	1.38	1.41	1.24	1.33
	SD	0.50	0.47	0.46	0.37	0.36	0.50	0.40	0.49	0.49	0.43	0.47
USE FACILITIES IN ST. JOHN'S	\bar{X}	1.42	1.36	1.22	1.42	1.33	1.32	1.13	1.15	1.50	1.39	1.35
	SD	0.49	0.48	0.41	0.49	0.47	0.47	0.34	0.36	0.50	0.49	0.48

TABLE 2:4

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
TYPE OF FACILITIES USED	\bar{X}	5.72	5.95	7.47	3.75	5.00	7.42	8.69	10.33	6.94	4.81	6.67
	SD	7.21	6.24	6.73	5.52	7.31	7.87	7.18	7.39	7.45	6.83	7.17
ATTENDANCE AT UNIVERSITY SPONSORED EVENTS	\bar{X}	2.03	1.87	1.87	1.67	1.81	1.97	1.67	2.15	2.00	1.82	1.91
	SD	0.47	0.49	0.45	0.47	0.47	0.54	0.60	0.53	0.43	0.51	0.51
TYPE OF FACILITIES YOU WOULD LIKE AVAILABLE	\bar{X}	4.90	4.70	5.17	5.25	4.41	5.00	4.27	5.62	5.41	3.97	4.78
	SD	2.20	2.19	1.86	1.53	2.20	2.18	1.95	1.60	1.90	1.98	2.11
TRANSPORTATION ACCESSABILITY	\bar{X}	19.23	19.49	19.35	18.83	19.33	18.77	15.27	20.92	18.73	19.95	19.15
	SD	4.50	4.16	4.42	4.54	4.47	4.61	5.23	2.89	4.75	3.90	4.50
ESTIMATED HOURS SPENT IN CLASS PER DAY	\bar{X}	3.88	3.77	3.74	3.25	4.11	3.55	3.73	4.38	4.18	4.05	3.87
	SD	1.07	1.15	1.19	1.09	1.07	1.41	1.44	1.64	1.59	1.21	1.27
ESTIMATED HOURS SPENT ON ASSIGNMENTS/STUDY PER DAY	\bar{X}	3.73	3.68	3.83	4.58	3.04	3.71	4.20	4.23	2.77	3.50	3.64
	SD	1.84	1.89	1.99	2.06	1.23	2.27	2.56	2.29	1.41	1.60	1.93
USUAL STUDY LOCATION	\bar{X}	1.74	1.94	1.48	2.42	1.59	2.23	2.73	1.31	1.27	1.70	1.81
	SD	1.22	1.19	0.58	1.89	0.49	1.70	1.77	0.72	0.54	1.11	1.24
ESTIMATED (perceived) LEISURE PER WEEKDAY	\bar{X}	3.02	2.91	3.00	2.75	3.04	3.39	3.33	2.85	2.68	3.11	3.02
	SD	1.50	1.22	1.77	1.01	1.14	1.62	1.70	1.66	1.36	1.57	1.48
ESTIMATED HOURS SPENT ON FAMILY OBLIGATIONS/WEEKEND	\bar{X}	3.68	3.83	4.30	4.17	3.67	3.45	3.60	3.38	3.59	3.71	3.73
	SD	2.32	2.20	1.97	2.15	2.40	2.31	2.06	2.02	1.92	2.28	2.23
ESTIMATED (perceived) LEISURE PER WEEKEND	\bar{X}	4.19	3.70	3.61	4.17	4.22	4.35	3.53	3.31	4.00	4.55	4.04
	SD	2.00	1.89	2.14	2.15	2.04	2.06	1.63	2.16	2.17	1.90	2.03

TABLE 2:5

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FREQUENCY OF CULTURAL PARTICIPATION	\bar{X}	2.08	1.97	1.71	1.78	2.00	1.92	1.64	1.70	2.21	2.04	1.95
	SD	0.57	0.46	0.57	0.42	0.63	0.40	0.64	0.46	0.41	0.60	0.55
FRIENDSHIP - PEER STATUS	\bar{X}	1.29	1.43	1.24	1.33	1.30	1.48	1.57	1.38	1.55	1.34	1.38
	SD	0.53	0.58	0.53	0.47	0.53	0.62	0.73	0.62	0.58	0.53	0.57
FRIENDSHIP - PROPINQUITY	\bar{X}	1.45	1.48	1.62	1.58	1.22	1.29	1.71	1.46	1.72	1.47	1.48
	SD	0.59	0.54	0.58	0.64	0.42	0.52	0.70	0.63	0.73	0.64	0.61
FRIENDSHIP - LENGTH OF	\bar{X}	4.60	4.91	4.38	3.50	5.52	5.48	4.07	5.38	5.05	4.76	4.84
	SD	2.27	2.06	2.30	2.25	2.33	2.37	2.02	2.06	2.33	2.48	2.32
FRIENDSHIP - LENGTH OF	\bar{X}	4.56	4.61	4.43	3.67	5.60	4.90	4.50	5.38	4.59	4.95	4.75
	SD	2.22	2.03	2.44	2.21	2.31	2.39	2.23	2.34	2.19	2.44	2.31
FRIENDSHIP - FREQUENCY OF CONTACT	\bar{X}	1.78	1.67	1.71	1.83	1.59	1.61	1.79	1.92	1.91	1.89	1.75
	SD	0.78	0.69	0.76	0.69	0.87	0.66	0.41	0.73	0.67	0.69	0.73
FAMILY - LEISURE ACTIVITIES	\bar{X}	3.08	3.00	2.57	3.42	2.59	3.19	3.87	3.23	3.00	3.26	3.07
	SD	1.53	1.56	1.84	1.44	1.50	1.75	1.45	1.19	1.60	1.45	1.58
FAMILY - FREQUENCY OF LEISURE ACTIVITIES	\bar{X}	4.85	4.96	5.74	4.42	5.15	4.52	3.13	4.08	5.36	3.63	4.67
	SD	2.71	2.56	2.80	2.84	2.73	2.80	2.19	2.27	2.25	2.78	2.72
FAMILY - ORIENTATION TO LEISURE ACTIVITIES	\bar{X}	2.35	2.21	1.91	3.25	2.15	2.81	3.53	3.08	2.27	2.87	2.52
	SD	1.47	1.49	1.50	2.01	1.51	1.89	1.71	1.77	1.32	1.81	1.67
MUSIC PREFERENCE	\bar{X}	5.35	4.87	5.35	5.17	5.19	5.30	6.13	5.46	5.50	5.30	5.30
	SD	2.46	2.27	2.53	2.67	2.42	2.22	2.55	2.24	2.25	2.38	2.40

TABLE 2:6

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
CONVERSATION PREFERENCE	\bar{X}	4.37	4.55	5.26	5.33	4.63	5.23	5.27	5.00	4.59	5.05	4.81
	SD	2.68	2.70	2.52	2.13	2.54	2.37	2.43	2.57	2.77	2.67	2.62
HOBBY - DO YOU HAVE ONE	\bar{X}	1.52	1.47	1.30	1.25	1.52	1.26	1.13	1.08	1.23	1.50	1.39
	SD	0.50	0.50	0.46	0.43	0.50	0.44	0.34	0.27	0.42	0.50	0.49
HOBBY - SOCIAL STRUCTURE	\bar{X}	1.20	1.88	1.13	1.78	2.69	2.04	2.77	2.08	1.71	2.21	1.87
	SD	0.54	1.21	0.48	0.92	1.43	1.37	1.48	1.50	1.02	1.54	1.28
HOBBY - TIME SPENT ON IT PER WEEK	\bar{X}	4.20	4.20	3.69	3.22	4.77	3.87	3.15	4.16	4.18	4.11	4.01
	SD	1.83	1.55	1.04	1.13	1.19	1.83	1.56	0.80	1.34	1.45	1.54
HOBBY - HOW LONG YOU HAVE HAD IT	\bar{X}	4.33	4.08	4.44	3.44	4.54	4.43	5.23	5.25	4.35	4.47	4.44
	SD	2.31	1.13	1.62	1.34	1.78	1.56	1.93	1.83	1.68	2.37	1.87
TIME BETWEEN CLASSES - LOCATION	\bar{X}	5.55	5.94	5.65	4.58	5.67	4.58	5.53	5.00	5.45	5.32	5.42
	SD	2.03	1.83	1.97	1.26	2.00	1.81	1.93	2.35	1.92	1.79	1.96
TIME BETWEEN CLASSES - DURATION	\bar{X}	2.90	2.64	4.26	3.17	2.81	3.58	3.40	3.85	2.91	3.13	3.14
	SD	1.74	1.37	1.87	1.40	1.70	2.11	1.93	2.21	1.76	1.69	1.81
TIME BETWEEN CLASSES - ACTIVITY	\bar{X}	3.44	3.51	4.22	3.83	5.00	4.00	3.47	4.23	3.55	3.92	3.84
	SD	2.42	2.31	2.32	2.48	2.64	2.46	2.22	2.91	2.23	2.50	2.48
USUALLY WORK SUMMERS	\bar{X}	1.39	1.34	1.32	1.25	1.41	1.35	1.33	1.46	1.32	1.37	1.36
	SD	0.52	0.47	0.47	0.42	0.49	0.48	0.47	0.50	0.47	0.53	0.49
(if no) WHAT YOU DO	\bar{X}	2.26	4.00	3.00	3.33	2.70	3.18	3.80	2.83	2.57	2.42	2.92
	SD	1.29	1.73	1.69	0.94	1.35	1.03	1.60	1.07	0.90	1.32	1.49

TABLE 2:7

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
TRAVEL - ANNUALLY	\bar{X}	1.42	1.34	1.17	1.33	1.33	1.23	1.27	1.46	1.36	1.58	1.36
	SD	0.49	0.47	0.38	0.47	0.47	0.42	0.44	0.50	0.48	0.49	0.48
TRAVEL - MODE OF	\bar{X}	3.46	4.33	3.84	3.25	3.85	3.28	2.91	5.00	3.21	3.65	3.68
	SD	2.25	2.54	2.50	2.38	2.52	1.91	2.35	2.33	1.93	2.47	2.38
TRAVEL - WITH WHOM - SOCIAL STRUCTURE	\bar{X}	2.56	2.89	2.63	2.75	2.75	2.76	3.55	2.14	3.07	2.22	2.72
	SD	1.26	1.24	1.27	1.09	1.37	1.21	1.30	0.83	1.10	1.13	1.26
TRAVEL - PLACES VISITED	\bar{X}	6.06	6.19	7.14	6.42	6.04	4.82	7.85	4.40	5.80	4.85	5.93
	SD	3.73	3.77	3.33	3.66	3.82	3.90	2.71	3.80	3.92	3.86	3.81
TRAVEL - PLACES YOU WOULD LIKE TO VISIT	\bar{X}	8.12	8.26	7.87	7.75	7.28	7.93	8.13	7.69	6.95	8.08	7.89
	SD	2.22	1.98	2.47	2.28	2.85	2.39	2.22	2.55	3.01	2.37	2.42
FIRST CHOICE LEISURE PREFERENCE	\bar{X}	18.56	19.40	14.13	13.42	13.19	16.27	16.71	12.46	22.18	11.03	16.35
	SD	26.76	28.91	2.172	23.29	22.92	25.08	21.98	18.01	26.59	20.09	24.94
SECOND CHOICE LEISURE PREFERENCE	\bar{X}	32.53	40.74	28.17	32.08	38.81	31.42	26.67	28.54	35.00	39.79	34.62
	SD	31.80	35.56	26.13	31.23	36.61	32.45	34.50	23.44	27.54	36.51	33.06
THIRD CHOICE LEISURE PREFERENCE	\bar{X}	36.91	40.04	33.17	47.50	40.67	32.45	30.67	31.46	40.55	39.34	37.46
	SD	32.35	34.89	26.56	28.16	33.69	31.98	28.31	31.80	27.80	34.40	32.26
FOURTH CHOICE LEISURE PREFERENCE	\bar{X}	37.58	43.51	28.61	51.92	41.81	28.23	19.27	30.92	32.68	33.26	35.63
	SD	35.40	34.86	29.08	31.14	33.80	26.41	17.32	28.31	33.64	32.18	32.86
LEISURE USE OF DRUGS	\bar{X}	2.08	1.87	2.04	2.33	1.89	2.13	1.60	2.08	1.95	2.08	2.01
	SD	0.65	0.49	0.55	0.62	0.50	0.55	0.61	0.62	0.64	0.58	0.59

TABLE 2:8

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS-COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
DRUG USAGE (if legalized)	\bar{X}	1.94	1.81	2.09	2.00	1.89	1.84	1.67	2.08	1.77	1.97	1.90
	SD	0.56	0.61	0.50	0.58	0.50	0.51	0.70	0.47	0.60	0.54	0.57
LEISURE USE OF ALCOHOL	\bar{X}	1.61	1.55	1.39	1.42	1.41	1.55	1.33	1.92	1.55	1.58	1.54
	SD	0.75	0.58	0.71	0.64	0.62	0.66	0.47	0.73	0.66	0.67	0.67
PERSONAL ALCOHOL USAGE	\bar{X}	2.21	1.98	2.30	2.33	2.04	2.06	1.80	2.23	2.23	2.37	2.16
	SD	0.51	0.56	0.62	0.62	0.58	0.56	0.40	0.58	0.60	0.58	0.58
PERSONAL CIGARETTE USAGE	\bar{X}	2.29	2.04	2.52	2.58	2.04	2.00	2.07	2.62	2.32	2.50	2.26
	SD	0.89	0.85	0.77	0.76	0.88	0.95	0.93	0.62	0.82	0.79	0.87
ARE DRUGS LEISURE ITEMS	\bar{X}	1.79	1.62	2.00	1.92	1.85	1.65	1.33	2.00	1.77	1.82	1.76
	SD	0.63	0.57	0.59	0.49	0.59	0.65	0.47	0.39	0.60	0.64	0.61
IS ALCOHOL A LEISURE ITEM	\bar{X}	1.47	1.47	1.78	1.92	1.48	1.42	1.27	1.62	1.50	1.37	1.49
	SD	0.67	0.61	0.72	0.49	0.63	0.55	0.44	0.62	0.58	0.62	0.63
ARE CIGARETTES LEISURE ITEMS	\bar{X}	1.65	1.57	1.78	1.83	1.63	1.48	1.47	1.77	1.68	1.55	1.62
	SD	0.62	0.57	0.72	0.55	0.67	0.50	0.50	0.58	0.55	0.64	0.61
PREMARITAL SEX	\bar{X}	1.94	1.49	2.00	1.67	1.56	1.74	1.67	1.85	1.86	2.08	1.80
	SD	0.88	0.71	0.83	0.75	0.83	0.88	0.79	0.95	0.92	0.87	0.87
SEX AS A LEISURE ACTIVITY	\bar{X}	1.84	1.51	1.70	1.58	1.70	1.87	1.80	2.31	1.86	1.74	1.76
	SD	0.70	0.58	0.69	0.64	0.71	0.71	0.54	0.61	0.62	0.64	0.68
PERSONAL SEXUAL INVOLVEMENT	\bar{X}	1.61	1.45	1.74	1.75	1.52	1.74	1.13	1.69	1.59	1.47	1.57
	SD	0.83	0.71	0.74	0.92	0.79	0.84	0.50	0.82	0.83	0.72	0.79

TABLE 2:9

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "X"												
(TG) AT HOME...	\bar{X}	3.03	3.72	2.78	3.25	3.67	3.65	3.33	2.31	3.23	3.45	3.31
	SD	1.29	1.20	1.10	1.16	1.25	0.93	1.07	1.26	1.41	-1.04	1.24
(FR) WITHOUT CHILDREN...	\bar{X}	2.08	2.15	1.65	1.67	2.33	2.45	2.00	2.46	2.36	1.92	2.12
	SD	1.26	1.37	0.81	0.75	1.05	1.27	1.15	1.34	1.49	1.11	1.24
(RR) PLAYING SPORTS...	\bar{X}	3.48	3.68	3.74	3.33	2.78	3.16	2.73	2.54	3.32	2.74	3.24
	SD	1.03	1.05	0.90	1.11	1.52	0.99	1.06	1.39	0.97	1.07	1.17
(LG) WHERE IT IS NOISY	\bar{X}	3.26	3.04	3.52	3.08	2.96	3.16	2.27	3.62	3.14	3.16	3.19
	SD	1.00	1.09	1.06	1.19	1.23	0.99	0.93	1.39	1.18	1.11	1.11
(TG) OUTSIDE...	\bar{X}	3.34	2.91	3.22	3.75	2.30	2.71	2.87	2.85	3.27	2.82	2.99
	SD	1.24	1.15	1.14	1.01	1.08	0.85	0.96	0.86	1.17	1.27	1.18
(TG) TAKING A DRIVE...	\bar{X}	3.34	2.74	3.08	2.83	2.89	2.87	3.07	3.46	3.05	3.16	3.06
	SD	1.20	1.08	1.14	0.80	1.20	1.10	1.12	1.01	1.15	0.96	1.13
(FR) WITH IMMEDIATE FAMILY...	\bar{X}	2.94	2.96	3.22	3.58	3.15	3.00	3.07	3.00	2.73	3.16	3.04
	SD	1.29	1.09	1.06	1.26	1.08	1.16	1.24	1.18	1.35	1.06	1.19
(FR) WITH RELATIVES...	\bar{X}	3.68	3.74	3.70	3.58	3.44	3.42	3.87	3.69	3.73	3.95	3.69
	SD	1.13	0.84	0.86	0.86	0.79	0.83	0.81	1.07	1.05	0.94	0.96
(RU) IN THE COUNTRY...	\bar{X}	3.76	3.15	3.22	3.33	3.22	3.03	2.80	3.08	3.59	3.32	3.32
	SD	1.24	1.40	1.35	1.25	1.29	1.38	1.47	1.21	1.34	1.52	1.38
(SRWPG) WITH A FEW CLOSE FRIENDS...	\bar{X}	2.08	2.34	2.61	1.67	2.41	2.42	1.93	2.69	2.45	2.18	2.28
	SD	0.99	1.33	1.24	0.75	1.31	1.04	1.24	1.26	1.20	1.27	1.20

TABLE 2:10

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "X"												
(LT) TRAVELLING IN THIS PROVINCE...	\bar{X}	2.48	2.04	2.09	2.58	2.41	2.26	2.67	2.00	2.41	2.00	2.27
	SD	1.01	1.09	1.10	1.11	1.19	1.22	1.14	1.18	0.98	1.10	1.12
(RR) ROUGHING IT OUTDOORS ...	\bar{X}	3.37	3.00	3.17	2.67	2.37	2.87	2.53	2.15	3.14	2.99	2.95
	SD	1.04	1.19	1.13	1.11	1.18	1.21	1.15	1.10	1.42	1.16	1.21
(FR) WITH MY HUSBAND/WIFE...	\bar{X}	2.52	3.02	2.87	2.50	3.00	2.42	2.53	2.38	2.82	2.87	2.72
	SD	1.21	1.34	1.30	1.12	1.36	1.16	1.31	1.08	1.37	1.10	1.27
(SRWPG) WHERE WE CAN MAKE FRIENDS EASILY...	\bar{X}	2.79	1.79	2.57	2.33	1.67	2.32	2.00	1.92	1.64	2.05	2.17
	SD	1.03	0.71	1.10	1.25	0.61	1.23	0.97	0.92	0.71	1.00	1.05
(REC) PLAYING SPORTS (competition)...	\bar{X}	3.61	3.57	4.04	3.67	2.74	3.29	3.27	3.38	3.82	2.74	3.40
	SD	1.05	1.18	1.08	1.25	1.38	1.42	1.00	1.21	1.37	1.27	1.28
(FR) WITH FRIENDS...	\bar{X}	2.74	1.87	2.87	2.42	1.81	2.35	2.00	2.62	2.27	2.24	2.32
	SD	1.27	0.96	1.30	0.95	1.02	1.03	1.15	1.21	1.09	1.20	1.19
(LT) TRAVELLING IN OTHER COUNTRIES...	\bar{X}	3.56	3.72	3.74	3.42	3.92	3.39	3.47	4.23	3.68	3.61	3.65
	SD	0.89	1.03	1.03	1.04	1.02	1.01	1.36	0.89	0.92	0.99	1.02
(SRBPG) WHERE WE CAN MEET DIFFERENT PEOPLE...	\bar{X}	3.21	3.04	3.22	2.75	2.89	3.10	3.07	3.23	3.59	3.29	3.16
	SD	0.88	1.05	1.25	0.92	1.26	1.12	1.12	0.89	1.23	0.97	1.08
(SRWPG) WITH OLD FRIENDS...	\bar{X}	2.65	2.40	2.22	2.67	2.56	2.29	2.13	2.38	2.27	2.45	2.43
	SD	0.95	0.89	1.14	0.75	0.92	0.81	0.81	0.92	0.81	0.99	0.93
(FR) ALL ALONE...	\bar{X}	3.60	4.04	3.61	3.42	3.85	4.16	4.13	3.62	4.05	3.53	3.80
	SD	1.25	1.03	0.97	0.76	1.04	0.99	1.09	1.21	0.98	1.07	1.11

TABLE 2:11

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "Y" (TG) AT HOME...	\bar{X}	3.06	3.49	3.13	3.33	3.26	3.16	3.07	2.69	3.18	3.16	3.18
	SD	1.18	1.32	1.19	1.18	1.07	0.99	0.85	1.32	1.23	1.09	1.17
(FR) WITHOUT CHILDREN...	\bar{X}	2.73	2.38	2.39	2.67	3.07	2.74	2.47	3.38	2.77	2.39	2.65
	SD	1.18	1.00	1.21	1.25	1.05	1.05	0.96	1.55	1.24	1.09	1.16
(RR) PLAYING SPORTS...	\bar{X}	2.84	2.77	3.22	2.83	1.96	2.85	2.07	2.15	2.86	1.84	2.52
	SD	1.02	1.10	1.10	0.80	1.07	1.00	0.85	1.29	1.01	0.93	1.12
(LG) WHERE IT IS NOISY...	\bar{X}	3.45	3.43	3.87	3.33	3.00	3.32	3.13	3.54	3.36	3.50	3.40
	SD	0.86	0.96	0.90	1.18	0.90	0.96	0.50	1.08	1.19	0.97	0.97
(TG) OUTSIDE...	\bar{X}	2.35	2.15	2.43	2.42	1.48	2.10	2.00	1.92	2.27	1.97	2.13
	SD	1.05	0.92	0.97	1.04	0.74	0.96	0.63	1.32	1.14	1.06	1.03
(TG) TAKING A DRIVE...	\bar{X}	2.66	2.30	2.26	2.58	2.04	2.35	2.53	2.46	2.59	2.61	2.45
	SD	0.97	0.97	1.07	0.95	0.92	0.82	0.81	1.45	1.11	1.04	1.02
(FR) WITH MY IMMEDIATE FAMILY...	\bar{X}	2.65	2.83	3.00	2.83	2.63	2.65	3.07	2.62	2.91	2.68	2.76
	SD	0.97	1.04	0.93	0.99	0.82	1.09	0.57	1.33	1.31	0.98	1.02
(FR) WITH RELATIVES...	\bar{X}	3.53	3.73	3.83	3.50	3.26	3.58	3.53	3.69	3.55	3.53	3.57
	SD	1.00	0.82	0.70	0.96	0.89	0.83	0.81	1.14	0.94	0.94	0.92
(RU) IN THE COUNTRY...	\bar{X}	2.31	2.04	2.04	2.33	1.96	1.74	1.80	2.15	1.82	2.16	2.06
	SD	1.07	1.25	0.91	1.31	0.84	0.98	0.75	1.17	1.15	1.27	1.12
(SRWPG) WITH A FEW CLOSE FRIENDS...	\bar{X}	2.21	2.21	2.74	2.00	2.52	2.19	2.13	2.77	2.14	2.45	2.32
	SD	0.97	1.09	1.07	0.91	1.10	1.03	1.02	1.37	1.10	1.07	1.08

TABLE 2:12

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "Y"												
(LT) TRAVELLING IN THIS PROVINCE...	\bar{X}	3.40	3.34	3.61	3.42	3.30	3.26	3.67	3.31	3.59	3.26	3.39
	SD	1.18	1.36	1.24	1.11	1.44	1.19	1.07	1.54	1.37	1.27	1.29
(RR) ROUGHING IT OUTDOORS ...	\bar{X}	2.89	2.74	2.52	2.95	2.22	2.45	2.47	1.92	2.86	2.32	2.58
	SD	1.18	1.21	1.14	1.30	1.07	1.21	1.09	1.27	1.52	1.15	1.24
(FR) WITH MY HUSBAND/WIFE...	\bar{X}	2.58	2.61	2.57	2.25	2.81	2.13	2.33	2.15	3.00	2.66	2.56
	SD	1.25	1.31	1.21	1.16	1.31	1.10	1.14	1.10	1.24	1.15	1.24
(SRWPG) WHERE WE CAN MAKE FRIENDS EASILY...	\bar{X}	2.31	1.62	2.07	2.00	1.59	2.06	1.67	1.54	1.50	1.71	1.87
	SD	1.04	0.64	1.02	1.15	0.62	1.11	0.79	0.93	0.58	0.68	0.92
(REC) PLAYING SPORTS (competition)...	\bar{X}	3.79	3.45	3.96	3.08	2.56	2.97	2.47	3.38	3.68	2.53	3.23
	SD	0.99	1.18	0.95	1.11	1.34	1.38	1.09	1.33	1.26	1.43	1.32
(FR) WITH FRIENDS...	\bar{X}	2.74	2.09	2.91	2.33	2.33	2.61	2.33	2.54	2.36	2.29	2.46
	SD	1.26	1.01	0.97	1.18	0.94	1.10	0.87	1.15	1.15	1.14	1.13
(LT) TRAVELLING IN OTHER COUNTRIES...	\bar{X}	2.90	2.51	2.39	2.42	2.81	2.68	1.80	3.08	2.82	2.58	2.65
	SD	1.15	1.05	1.17	1.26	1.33	1.23	0.98	1.30	1.37	1.12	1.22
(SRBPG) WHERE WE CAN MEET DIFFERENT PEOPLE...	\bar{X}	2.90	2.83	2.70	2.17	2.52	2.59	3.00	2.92	3.18	2.76	2.78
	SD	1.07	1.04	0.91	1.14	1.20	1.04	1.15	1.21	1.19	1.09	1.11
(SRWPG) WITH OLD FRIENDS...	\bar{X}	2.60	2.47	2.43	2.67	2.67	2.55	2.40	2.69	2.32	2.34	2.51
	SD	1.04	0.87	0.97	0.75	0.86	0.84	0.80	0.61	0.70	0.93	0.90
(FR) ALL ALONE...	\bar{X}	3.92	4.26	3.83	3.67	4.15	4.19	4.06	4.15	4.14	3.84	4.03
	SD	1.14	0.86	1.05	1.03	0.80	1.00	0.77	1.29	0.76	0.84	0.98

TABLE 2:13

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "4"												
(FR) WE SEEM TO PAY... OTHER	\bar{X} SD	1.53 0.82	1.38 0.64	1.39 0.64	1.17 0.55	1.52 0.79	1.26 0.62	1.40 0.80	1.15 0.35	1.36 0.77	1.33 0.79	1.41 0.73
(FR) IN MY FAMILY... THINGS	\bar{X} SD	1.89 0.79	1.91 0.74	1.87 0.61	1.92 0.76	1.93 0.72	1.94 0.72	2.13 0.81	1.69 0.46	1.82 0.57	2.03 0.67	1.92 0.71
(FR) I WISH THERE... TOGETHER	\bar{X} SD	2.05 0.64	2.29 0.72	2.17 0.70	2.00 0.71	1.88 0.58	1.87 0.71	2.33 0.70	1.92 0.73	1.81 0.73	2.28 0.69	2.08 0.71
(FR) A HUSBAND SHOULD... DAYS	\bar{X} SD	1.73 0.75	2.00 0.00	2.00 0.00	2.00 0.00	2.00 0.00	1.60 0.49	2.00 0.71	2.00 1.00	1.67 0.47	2.17 0.69	1.87 0.65
(FR) A WIFE SHOULD... DAYS	\bar{X} SD	1.64 0.77	2.00 0.00	2.00 0.00	2.00 0.00	1.50 0.50	1.60 0.49	2.00 0.71	2.00 1.00	1.67 0.47	2.17 0.69	1.82 0.67
(FR) A HUSBAND AND WIFE SHOULD...PERIODS	\bar{X} SD	2.09 0.29	2.00 0.00	2.00 0.00	2.00 0.00	2.00 0.00	2.00 0.00	2.00 0.00	2.00 0.50	2.00 0.00	1.83 0.37	2.03 0.28
(FR) A VERY GOOD PLACE ...MEALS	\bar{X} SD	2.00 0.43	2.33 0.47	2.00 0.00	1.00 0.00	1.50 0.50	2.20 0.40	2.25 0.43	1.00 0.00	2.00 0.00	2.00 0.58	1.97 0.53
(FR) A VERY GOOD PLACE ...COUNTRY	\bar{X} SD	2.00 0.63	2.00 0.00	2.00 0.00	2.00 0.00	1.50 0.50	2.00 0.00	2.00 0.71	2.00 0.00	1.67 0.47	1.83 0.37	1.92 0.42
(SRWPG) I HAVE ENOUGH ...NOW	\bar{X} SD	1.52 0.76	1.32 0.55	1.65 0.81	1.50 0.65	1.30 0.66	1.52 0.71	1.60 0.75	1.46 0.75	1.23 0.52	1.32 0.65	1.44 0.70
(SRWPG) I SHOULD GET ...FRIENDS	\bar{X} SD	1.98 0.75	1.85 0.82	1.87 0.61	1.92 0.76	2.15 0.65	1.94 0.72	1.93 0.77	1.85 0.66	1.86 0.69	2.00 0.73	1.94 0.74

TABLE 2:14

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES			P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "W"													
(SRWPG)	I LIKE MEETING ...MYSELF	\bar{X}	2.05	1.94	2.09	2.08	1.96	2.06	2.07	2.00	1.95	2.05	2.02
		SD	0.46	0.24	0.41	0.64	0.19	0.50	0.44	0.39	0.37	0.51	0.42
(SRBPG)	I LIKE TO MEET ...WHILE	\bar{X}	2.06	2.04	2.04	2.08	2.00	2.10	1.93	2.00	2.05	2.03	2.04
		SD	0.25	0.29	0.20	0.28	0.00	0.30	0.25	0.00	0.21	0.28	0.25
(SRWPG)	A GOOD PLACE ...UNIVERSITY	\bar{X}	2.00	1.96	2.00	2.08	2.04	2.03	2.00	1.92	1.77	2.05	1.99
		SD	0.54	0.54	0.51	0.76	0.43	0.59	0.63	0.47	0.42	0.51	0.54
(LG)	TO BEST USE LEISURE ...WANT	\bar{X}	1.85	1.85	1.96	1.92	1.78	1.84	2.20	1.77	1.82	1.71	1.85
		SD	0.59	0.68	0.69	0.76	0.63	0.77	0.83	0.58	0.65	0.68	0.68
(LG)	TO BEST USE LEISURE ...QUIET	\bar{X}	1.66	1.79	1.91	1.67	1.67	1.68	1.87	1.54	1.91	1.71	1.73
		SD	0.69	0.82	0.78	0.76	0.86	0.78	0.96	0.63	0.85	0.86	0.80
(LG)	TO BEST USE LEISURE ...LIFE	\bar{X}	1.95	1.91	2.13	1.83	2.15	1.97	1.93	1.62	1.95	1.76	1.93
		SD	0.58	0.74	0.61	0.69	0.74	0.78	0.85	0.62	0.77	0.70	0.71
(REL)	IF I HAD MORE LEISURE ...RELAXATION	\bar{X}	1.56	1.38	1.48	1.67	1.52	1.42	1.13	1.23	1.73	1.55	1.49
		SD	0.73	0.60	0.65	0.75	0.74	0.71	0.34	0.58	0.91	0.82	0.73
(REC)	IF I HAD MORE LEISURE ...COMPULSION	\bar{X}	2.05	1.89	2.13	1.75	2.00	2.00	2.00	1.92	2.05	1.92	1.98
		SD	0.55	0.63	0.61	0.83	0.72	0.72	0.63	0.62	0.71	0.66	0.66
(REC)	IF I HAD MORE LEISURE ...OF ME	\bar{X}	1.87	1.98	2.04	1.83	2.00	2.16	2.20	1.69	1.86	2.11	1.98
		SD	0.83	0.79	0.75	0.80	0.67	0.72	0.65	0.72	0.81	0.60	0.76
(LG)	I HAVE ALL THE LEISURE...USE	\bar{X}	1.52	1.38	1.52	1.50	1.37	1.71	1.73	1.31	1.36	1.34	1.47
		SD	0.76	0.64	0.71	0.76	0.55	0.85	0.85	0.46	0.64	0.62	0.71

TABLE 2:15

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "W"												
(LG) IF I HAD MORE LEISURE ...BETTER	\bar{X}	1.92	1.96	2.13	1.67	1.74	2.10	1.67	2.23	1.64	1.87	1.91
	SD	0.83	0.74	0.74	0.75	0.70	0.86	0.87	0.58	0.77	0.77	0.79
(LG) IF I PUT MY MIND TO IT...NOW	\bar{X}	1.84	1.68	1.83	1.50	2.00	2.13	1.93	1.85	1.95	1.87	1.86
	SD	0.54	0.59	0.56	0.50	0.54	0.61	0.57	0.36	0.64	0.77	0.61
(LG) IF I PUT MY MIND TO IT...USE	\bar{X}	1.90	1.91	2.09	1.75	1.96	2.16	1.73	1.85	2.00	1.92	1.94
	SD	0.39	0.50	0.41	0.43	0.51	0.45	0.44	0.36	0.52	0.58	0.48
(LG) I AM WILLING... RECREATION	\bar{X}	2.03	2.17	2.09	1.92	1.87	2.00	2.33	2.00	2.00	2.16	2.07
	SD	0.65	0.63	0.65	0.64	0.68	0.68	0.47	0.58	0.60	0.79	0.67
FORM "Z"												
(SC) NEIGHBOURS	\bar{X}	2.56	2.34	2.43	2.25	1.87	2.13	2.20	1.92	2.59	2.13	2.29
	SD	0.96	0.72	0.71	1.23	0.74	0.83	0.75	0.73	1.07	0.69	0.88
(SC) TRAFFIC	\bar{X}	4.05	3.89	3.87	3.92	3.85	4.03	3.80	3.92	3.86	4.16	3.97
	SD	0.73	0.95	0.90	0.76	0.80	1.03	0.83	0.83	0.87	0.90	0.88
(SS) DANCING	\bar{X}	1.87	1.51	2.13	2.25	1.33	1.35	1.67	1.92	1.59	1.95	1.72
	SD	1.04	0.77	1.15	1.42	0.47	0.60	0.87	0.73	0.78	1.07	0.95
(SS) PICNICS	\bar{X}	1.65	1.57	1.65	1.25	1.52	1.71	1.67	1.77	1.64	1.84	1.64
	SD	0.76	0.74	0.70	0.60	0.74	0.89	0.79	0.89	0.77	0.67	0.77
(RE) ANIMALS	\bar{X}	1.65	1.70	1.87	1.33	2.04	1.87	1.60	1.23	1.73	1.68	1.71
	SD	0.67	0.85	1.03	0.62	1.00	0.91	0.71	0.42	0.91	0.76	0.84
(SS) OUTDOOR PARTIES	\bar{X}	1.63	1.43	1.74	1.42	1.22	1.48	1.67	1.62	1.55	1.66	1.54
	SD	0.88	0.68	0.73	0.64	0.42	0.62	0.70	0.84	0.66	0.70	0.73

TABLE 2:16

MEANS AND STANDARD DEVIATIONS OF CORRELATED VARIABLES FOR ALL PATTERNS (P) AND ALL PATTERNS COLLAPSED (PC)

VARIABLES		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	PC
FORM "Z"												
(TG) TRAVEL	\bar{X}	1.29	1.17	1.39	1.25	1.15	1.29	1.20	1.38	1.32	1.37	1.28
	SD	0.73	0.43	0.97	0.43	0.36	0.92	0.54	0.74	0.55	0.67	0.59
(RE) SUNSHINE	\bar{X}	1.16	1.11	1.09	1.17	1.19	1.13	1.20	1.00	1.14	1.11	1.13
	SD	0.60	0.31	0.28	0.37	0.47	0.34	0.54	0.00	0.34	0.31	0.42
(LG) NOISE	\bar{X}	3.34	3.26	3.74	3.58	3.07	3.71	3.33	3.15	3.45	3.61	3.42
	SD	0.97	1.25	0.79	1.11	1.02	1.08	0.70	0.95	1.23	1.04	1.07
(RE) SCENERY	\bar{X}	1.40	1.23	1.22	1.25	1.41	1.39	1.60	1.69	1.27	1.37	1.36
	SD	0.81	0.42	0.41	0.43	0.49	0.61	0.88	1.20	0.54	0.58	0.66
(SC) CROWDS	\bar{X}	3.44	3.30	3.61	3.50	3.07	3.52	3.26	3.15	3.50	3.63	3.41
	SD	1.07	1.11	1.01	1.19	1.02	1.10	0.77	0.95	1.20	1.11	1.09
(RE) OUTDOOR RECREATION	\bar{X}	1.53	1.47	1.57	1.50	1.19	1.42	1.27	1.23	1.50	1.18	1.40
	SD	0.67	0.65	0.71	0.50	0.39	0.61	0.57	0.42	0.58	0.39	0.60
(RE) PARKS	\bar{X}	1.42	1.62	1.35	1.83	1.41	1.55	2.07	1.77	1.73	1.42	1.55
	SD	0.55	0.76	0.48	0.55	0.56	0.66	1.06	0.58	0.91	0.59	0.69
(UE) CITY LIVING	\bar{X}	2.73	2.96	2.78	2.83	3.00	3.19	2.93	2.62	2.82	2.89	2.88
	SD	1.11	1.22	1.28	1.07	0.94	1.26	0.93	1.15	1.34	1.29	1.19
(RE) TRIPS TO THE COUNTRY	\bar{X}	1.34	1.28	1.48	1.33	1.37	1.32	1.47	1.15	1.27	1.53	1.36
	SD	0.72	0.49	0.65	0.47	0.55	0.47	0.62	0.36	0.54	0.82	0.62
(LG) EXCITEMENT	\bar{X}	1.61	1.30	1.96	1.75	1.48	1.55	1.67	1.15	1.59	1.42	1.53
	SD	0.77	0.50	1.12	0.72	0.69	0.61	0.87	0.36	0.89	0.75	0.77



