

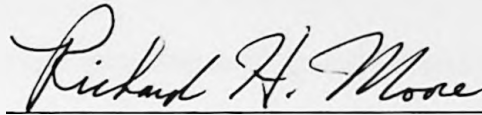
Leisure and Delinquency: A Comparative Study of
the Link Between Leisure Activities and Delinquency

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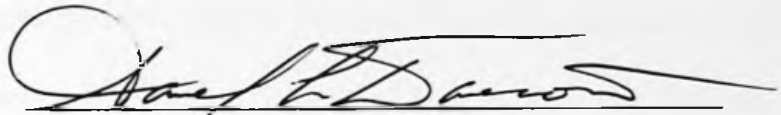
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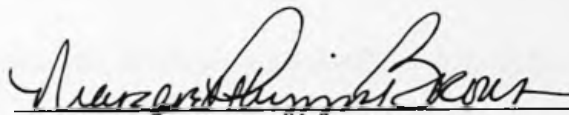
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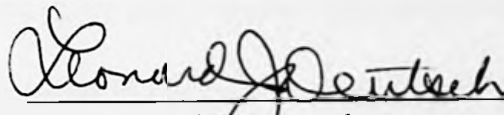
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Abstract

For decades policymakers, among others, have assumed that involving juveniles in leisure/recreation somehow prevents them from engaging in misbehavior and/or leisure/recreation has rehabilitative value for delinquents. The belief seems to be that involvement in leisure/recreation changes juveniles so they will be less likely to engage in delinquent behavior in the future. The purpose of the present study was to investigate the relationship between delinquency and leisure/recreation by comparing samples of high school students with juveniles who were on probation for delinquent behavior.

There were three statistical comparisons made. First, statistical analyses were used to determine whether there were gender differences. Second, comparisons were made to determine if there were meaningful differences between delinquents and non-delinquents. Finally, how self-reported delinquent behavior related to leisure/activities was studied. Most impressive was the similarity between delinquents and nondelinquents in engaging in productive activities. In some comparisons, delinquents actually were involved in more productive activities. Either delinquent and nondelinquents do about the same number and kinds of productive acts, or the delinquents tended to be slightly more productive. The major difference between the two groups is that delinquents tend to do many more nonproductive activities. The present study does suggest delinquents were generally more active than nondelinquents. They engaged in a similar number of productive activities, but also engaged in nonproductive activities, including delinquent behavior. One possible explanation for the results is that there may have been a bias created by the delinquent population being in residential treatment programs instead of living in the community.

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Chapter I

Introduction

Grave concern about the future of the Juvenile Justice System in the United States has been expressed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The OJJDP is the federal agency given responsibility for monitoring the effectiveness of policies, practices, programs, and services for children who are charged with committing crimes (delinquents), are unruly (status offenders), are neglected, are abused, or are living in poverty (Drowns & Hess, 1995, p. 338). In 1994, about 2,700,000 juveniles under the age of 18 were arrested (Snyder, Sickmund, & Poe-Yamagata, 1996, p. 10). The Department of Justice reported that of persons arrested for weapons offenses in 1993, 23 percent were under the age of 18 ("23% Arrested," 1994). The Department of Justice also reported juvenile arrests for violent crimes (murder, rape, robbery, and aggravated assault) increased from 83,400 in 1983 to 129,000 in 1992 ("Violent Juvenile Crime," 1995). Juveniles accounted for 53% of arrests for arson in 1994 ("Juveniles Account for Most Arson," 1996).

Whitaker & Bastian have reported "teenagers were much more likely than adults to be victims of crimes of violence (1991, p. 1)." The number of juveniles murdered increased by 82% between 1984 and 1994 (Snyder et al, 1996, p. 2). Widom has concluded "childhood victimization represents a widespread, serious social problem that increases the likelihood of delinquency, adult criminality, and violent criminal behavior (1992, p. 5)." Between 1980 and 1993, there was an increase of 155% in reports of alleged mistreatment of children (Snyder et al., 1996, p. 8). In 1993 there were over

2,000,000 reports of mistreatment of children.

Based on present perceived inadequacies, severe fiscal constraints, and likely future trends, the OJJDP recommended an unprecedented commitment of resources from both the private and public sectors aimed at facilitating fundamental changes in how the juvenile justice system operates, especially dealing with violence by juveniles, victimization of juveniles, and deterioration of families. Nearly \$500,000,000 in federal funds were requested. A major priority is to reassess existing policies, practices, programs and services in order to determine which should be continued, modified, or eliminated. OJJDP will continue its historic role of collecting statistical information, providing training for practitioners and professionals, funding research, and evaluating innovations in programs and services.

For decades policymakers, practitioners, professionals, and professors have endorsed the benefits of leisure/recreation for juveniles. Providing leisure/recreational opportunities for juveniles has been a primary way of dealing with delinquency (Beck & Beck, 1967; Kvaraceus, 1954; Lutzin & Orem, 1967; Neumeyer, 1955; Segrave, 1983). Politicians have allocated millions of dollars for programs and services that include leisure/recreational activities that are assumed to be useful in discouraging juvenile misbehavior, including juvenile delinquency. Although public policy has been influenced for a long time by the assumed link between leisure/recreation and delinquency, this approach is not supported by any recent empirical studies.

A careful review of the existing Criminological/Criminal Justice literature found only one article, Agnew & Peterson (1989), devoted solely to studying the relationship

between leisure/recreation and delinquency. The authors made three major criticisms of the existing literature. First, methodological weaknesses in many earlier studies were so serious that few meaningful conclusions could be drawn. Second, the literature was outdated. Many of the leisure activities previously studied rarely occurred in contemporary society, e.g. hopping trucks or hanging out in pool halls, and many leisure activities in which most contemporary adolescents engage were not studied. Third, while the methodological soundness of recent studies had improved, leisure/recreational activities typically have been ignored. Prior research had not studied the relationship between leisure/recreation and delinquency directly, but instead considered leisure/recreation only indirectly in the context of other variables. For example, a few leisure activities were included in studies of interscholastic sports (Segrave, 1983) or the mass media (Thornton & Voigt, 1984). Consequently, whether any findings from earlier research were then valid could not be determined. Agnew & Petersen (1989) recommended additional studies.

Changing social conditions also indicates the necessity of doing additional research. The importance of how juveniles spend their time cannot be underestimated. It is quite likely that leisure/recreation has come to occupy a major place in the lives of contemporary adolescents, even rivaling the family and/or school in influence (Adams & Gullota, 1983). Bartollas & Miller (1994) estimated juveniles spend about 25% of their time with parents and 18% each in school or leisure activities. The significance of leisure activities may also have increased with the declining influence of the family, in contemporary society. According to the Metropolitan Court Judges Committee (1985), "it

is often against tremendous odds that many families are able to fulfill their traditional and vital functions Never have adverse influences and values outside the home or through television been so great" (p. 41). Eitzen (1992, p. 588) reported widespread family instability in American society and that instability had increased dramatically in a single generation. The 1980s were described as a "terrible decade for children" (Spencer & Spolar, 1991, p. A-3) because the percentages of children in poverty, incarcerated juveniles, out-of-wedlock births, and violent deaths all increased.

Rugierro (1994) argued neither parents in families nor the schools have as much influence on juveniles as in earlier times because juveniles tend to spend more time than ever experiencing media-generated images that reflect contemporary culture. Further, much of the media-generated culture undermines conventional beliefs and values about morality, the work ethic, violence, how to behave, what to expect in the future, how to parent, and acceptable lifestyles.

Drowns & Hess (1995) have reported that many parents in the 1990s are so absorbed with their own desires or problems they often did not consider the needs of their children. For example, rather than guide and discipline, they tend to appease children at home and rely on community agencies to "baby-sit" (p. 311). The lack of parental guidance, whether by design or as a consequence of divorce or abandonment has constituted a major factor in the breakdown of family influence. Parenting properly belongs to parents in the family and should not be abdicated to outsiders, even teachers, coaches, or neighbors (Metropolitan Court Judges Committee Report, 1985, p. 41).

Eitzen (1992, p. 152) has reported many schools in the United States now have

serious problems with crime. Martin (1994, p. 36) has reported that over 3,000,000 crimes were committed on the nation's 85,000 public school campuses. In a national study, a substantial proportion of 6th through 12th graders reported high levels of violent crime, weapons, and gangs in their schools (Snyder et al., 1996, p. 5). About 35% of the students reported a gang presence whose members at times engaged in violence at their schools.

Although changes in contemporary society appear to have lessened the prosocial influence of two major institutions of social control, i.e., the family and the schools, factors believed to reduce the likelihood of juvenile misbehavior appear to be relatively constant. A recent study (Greenbaum, 1994), funded by OJJDP, identified juveniles who were exposed to risk factors associated with delinquency-proneness, but who did not engage in delinquent behavior. Six major preventive factors were: 1) commitment to school; 2) achievement at school; 3) not dropping out of school; 4) high levels of school supervision; 5) high levels of attachment to parents; and 6) association with peers approved by their parents and who tended to be conventional in behavior and attitudes.

Although the Criminological/Criminal Justice literature appears to be remarkably deficient, the study of leisure/recreation as a separate discipline, Leisure Studies has produced what appears to be a sound body of knowledge, including leisure theory, concepts and principles, methodologies, research, and philosophies, which can be applied to provide benefits of leisure, such as social development, fitness, and stress reduction (Leitner & Leitner, 1996, p. xv). Considerable progress also has been made during the past decade in studying the relationship between leisure/recreation and the family

(Freysinger, 1997). The definition of leisure most commonly used was "free or unobligated time during which one is not working or performing other life-sustaining functions" (Leitner & Leitner, 1996, p. 3). Recreation refers to activity usually motivated to produce enjoyment performed during leisure time. Recreation and leisure activities are often used interchangeably (Leitner & Leitner, 1996, p. 4).

Leisure activities, or lack of leisure activities, affect the growth and development of children and youths. Activities of a positive nature are those that provide children and youths with a sense of self-worth, promote good health and well-being, encourage learning, promote positive peer interactions, strengthen the family as a unit, provide arousal without drugs, and boost self-esteem. These activities may include: hiking, tennis, golf, canoeing, sailing, skiing, biking, walking, reading, art, crafts, creative writing, and photography. Activities of a negative nature are those which encourage unlawfulness, promote drug or alcohol use, encourage violence or aggression in a harmful manner, and have no educational or health value. These activities may include: hanging out, skipping school, cruising (driving around with no destination), use of alcohol and other drugs, fighting with others, vandalism, theft, and joyriding.

The types of activities to which a youth is exposed can aid in the development of his or her moral and ethical character. Early play behavior presumably forms the foundation for normal personality development by facilitating learning of social skills and forming attachments to others. Through play, children learn how to cooperate and interact with others while developing inner discipline (Bammel & Bammel, 1992). Childhood play is also linked to later creativity, problem solving, social judgment, emotional stability, and

effective peer interactions (Bammel & Bammel, 1992).

Super (1980, 1990) has pointed out that more time is spent in leisure activities during the lifespan of the typical person than in any other kind of activity. Some research indicated that leisure behavior was one of the most important determinants of psychological well-being and life satisfaction (Flanagan, 1978; Yankelovich, 1978). Other benefits claimed for leisure activities include facilitating normal personality development in later life by developing social skills and attachments to others, improving physical and mental fitness, therapeutic interventions associated with stress reduction and stress management, developing self-esteem and a sense of self-worth, and aiding the transition from childhood to adult work roles.

The author believes that juvenile misbehavior can often be traced to the amount of resources a youth has for engaging in productive activities when he or she becomes bored. If a youth is introduced to, and has the opportunity for, productive activities then he or she will turn to those activities when bored or thrill-seeking. Brightbill (1960) and Leitner & Leitner (1996) have reported the link between boredom and juvenile delinquency as well as a link to other social maladies, including alcohol or other drug abuse, compulsive gambling, and eating disorders. Frustration with present life circumstances also has been proposed as a significant source of juvenile misbehavior (Agnew, 1985). Juveniles who are frustrated may become angry and lash out or seek to relieve feelings of frustration through misbehavior. The author believes that introduction to and opportunity for participation in productive leisure activities tend to reduce the likelihood of juvenile misconduct by providing an immediate outlet for feelings of frustration or boredom and the opportunity

to acquire the many personal benefits associated with leisure. However, whether the author's belief is correct is an empirical questions which merits further research.

The purposes of the present research are to: 1) address some of the existing weaknesses in the Criminological/Criminal Justice literature about the nature of the relationship between leisure activities and the likelihood of juvenile misbehavior and delinquency by studying juveniles who are students in selected high schools and comparing their involvement in leisure activities with a sample of youths who are currently under governmental supervision because they engaged in misconduct; 2) contribute to the Leisure Studies literature by studying a sample of delinquency-prone youths; 3) assess the validity of the author's hypothesis about the relationship between the introduction to, and opportunity for, productive activities and juvenile misbehavior; and 4) contribute to improving existing programs and services which incorporate leisure activities in dealing with juveniles who misbehave.

Chapter II

Literature Review

Leisure

Because the Criminological/Criminal Justice literature is limited, it is proper to review relevant literature in Leisure Studies. The chapter begins with a review of literature in Leisure Studies, including major theories. Then, the major theories in Criminology/Criminal Justice are reviewed and, where appropriate, relevant research findings about leisure activities from both Leisure Studies and Criminology/Criminal Justice are integrated into the discussion to provide a suitable basis for identifying important relationships and testable hypotheses.

What is leisure? The definition of leisure is often debated. Neulinger (Maclean, Peterson, & Martin, 1985) conducted a study in which 77% of the sample defined leisure as discretionary or unobligated time. Leitner and Leitner (1996) define leisure as "free or unobligated time during which one is not working or performing other life-sustaining functions." In order to better understand this definition, as well as other definitions of leisure, some key terms must be further explained. Obligated time is defined as time spent working, as opposed to free time, which is related to leisure. Work involves commitment, whereas free time involves no obligations or commitments. Personal care time is time spent maintaining an individual's well-being. Leisure also aids in maintaining a person's well-being. However, personal care refers to the maintenance of the basic necessities of life. This is something which must be taken care of before an individual can experience work or leisure. The terms leisure and recreation are often used synonymously.

Recreation refers to the activity an individual engages for the purpose of enjoyment during leisure time.

Neulinger's Paradigm of Leisure

Neulinger's Paradigm of Leisure (1981) offered a classification of six types of activities. Three leisure and three nonleisure activities were identified and distinguished according to perceived freedom and constraint. The activities were then further divided on the basis of intrinsic versus extrinsic motivation. Intrinsic and extrinsic refers to the type of motivation a person has for performing an activity. Intrinsic refers to internal motivation, a desire to engage in the activity for internal rewards, such as a feeling of excitement or accomplishment. Extrinsic refers to external motivation, a desire to engage in the activity for external rewards, such as money. Neulinger (1981) also stated that activities are not necessarily either intrinsically or extrinsically motivated, but can be both. In other words, employment may be an extrinsically motivated, but if an individual perceives work with freedom, then it can be both intrinsically and extrinsically motivated.

Under the section describing perceived freedom as leisure, Neulinger (1981) listed the three categories of Pure Leisure, Leisure-Work, and Leisure-Job. Pure leisure is an activity in which an individual is intrinsically motivated to freely engage. An example of this type of activity is walking, if the only motivation for doing so is that the individual will receive some good feeling associated with the activity. Leisure-Work is an activity which an individual is both intrinsically and extrinsically motivated to engage in freely. For example, going for a walk may not only give individuals some good feeling, but they may also be motivated to do the activity for exercise. Leisure-Job is an activity which an

individual is extrinsically motivated to engage in freely, e.g., an individual who does not enjoy walking but is motivated to engage in the activity purely for exercise.

Under the section describing perceived constraint as nonleisure, Neulinger (1981) listed the three categories of Pure Work, Work Job, and Pure Job. Pure Work is an activity in which an individual engages due to constraint, but does so for intrinsic rewards, e.g., a professional athlete who is under contract to play baseball, plays because he enjoys playing, not because of the obligation. Work Job is an activity in which an individual engages due to constraint and does so for both intrinsic and extrinsic rewards, e.g., an athlete under contract to play baseball, plays because he enjoys playing and because of the financial rewards. Pure Job is an activity in which a person engages due to constraint and the only reward is the extrinsic reward, e.g., an individual who works in order to receive financial rewards only.

Other theories of leisure

Other theories of leisure include the classical or traditional view of leisure, the antiutilitarian view of leisure, the social instrument view of leisure, the leisure as a symbol of social class, the leisure as activity, and the holistic view of leisure. The classical or traditional view (Kraus, 1984) of leisure describes leisure as "a highly desired state of mind or state of being that is realized through participation in intrinsically motivated activities." According to this view the activity must be "highly valued" and involve a "positive state of being" in order to be leisure. According to the antiutilitarian theory, leisure is a "state of mind" (Neulinger, 1981) and does not need to serve any useful purpose. Under this view a chronic television watcher could state that spending several

hours a day watching television is acceptable because it is not causing any physical harm, and leisure does not need to serve a purpose. The social instrument theory of leisure (Neulinger, 1981) asserts that leisure should promote self-growth, help others, or serve some other useful purpose. Leisure has been regarded as a symbol of social class because, according to Veblen (as cited in Kraus, 1984), the possession and use of free time is a sign of wealth. This view is not as accurate in modern society as it was in the past because the recreation of modern society is very similar between the different social classes. For example, people of all classes engage in swimming. The difference is that the more wealthy people may own their own pool, whereas the less wealthy people may go to the public swimming pool. The holistic theory of leisure states that leisure and work "cannot be separated" (Murphy, 1975), i.e., aspects of leisure are associated with "work, education, and other social spheres." Finally, leisure has been regarded as free time in which recreation is the activity in which an individual engages during free time. This "leisure as activity" view makes leisure and recreation synonymous.

Since leisure and recreation are used synonymously within the view of "leisure as activity," the concept of recreation must be examined. According to Weiskopf (1982), recreation has some basic characteristics. They are as follows: (1) participation is voluntary, not obligatory; (2) the purposes of participation are enjoyment, fun, personal satisfaction, and revitalization; (3) recreation usually involves activity as opposed to total idleness or rest; (4) participation is usually motivated by internal goals or rewards; (5) attitude for participation must be positive; (6) recreation usually benefits a person physically, mentally, and/or socially; (7) recreation services provided as part of a

community service program should meet appropriate ethical standards and provide a healthy and constructive experience; and (8) recreation involves a wide range of activities.

Play Theories

The next term which must be defined is play. According to Kraus (1984), play is a "form of recreation commonly defined as enjoyable, consisting of spontaneous activities participated in for their own sake." There are many play theories that explain the needs and benefits of recreation.

The Surplus Energy Theory (Ellis, 1973) contends that the primary motivation for play is the release of surplus energy. An opposing position is provided by the Recreation Theory (Weiskopf, 1982), which views motivation for play as the need to restore energy. After time spent engaged in sedentary work, an individual becomes tired. Recreation Theorists maintain that engaging in a physical activity when fatigued will renew energy. The Relaxation Theory (Kraus, 1984) asserts that the primary motivation for engaging in play is relaxation. Under this theory, recreation can help to prevent the build-up of stress. The Compensation Theory (Weiskopf, 1982) describes recreation as a method of meeting needs that cannot be met through work or other activities, e.g., a person in an undemanding job may seek recreation which is highly competitive. The Generalization Theory (Ellis, 1973) posits that play is caused by transferring behaviors rewarded at work to leisure. According to this theory, someone who is in a demanding job might choose a demanding recreational activity. The Instinct-Practice Theory (Kraus, 1984) regards the motivation for play as the need to practice inherited traits needed for survival, e.g., a young girl playing with dolls would be practicing nurturing traits needed for raising a

family later in life. The Learning theory (Millar, 1968) contends that the motivation to play is the desire to learn. Under this analysis, play is used as a time to learn, e.g., playing a word game can teach verbal skills.

The Catharsis Theory (Ellis, 1973) views play as a safe outlet for negative emotions. According to this theory, if the emotions are not given a safe outlet, they will build up and be released in a harmful way. The cathartic effect of purging emotions is accomplished by engaging in a physical activity such as football or running. This theory can be applied to prevention of juvenile delinquency by providing recreational opportunities for teens. This effect can also be achieved through audience participation at concerts or sporting events. Smolev (1976) reported that participation in physical activity significantly decreased aggression among students at UCLA, especially for females.

The Optimal Arousal Theory maintains that leisure behavior is a quest to reach an optimal level of arousal (Iso-Ahola, 1980). Because people have different arousal levels, they seek different recreational activities in order to fulfill their needs. Individuals have different arousal levels at different times, therefore, they engage in different activities at different times.

The Competence-Effectance Theory (Kraus, 1984) contends that the motivation for play is the "desire to manipulate the environment and produce a desired effect." For example, the sight of a ball going over the fence is the desired outcome of a baseball player at bat. If this desired outcome is achieved every once in a while, then the individual is motivated to keep repeating the activity.

Erikson (as cited in Kraus, 1984) described play as a means of escaping from

social reality. For example, an individual who is under a great amount of stress may find some escape from reality during a game of racquetball. That is, he or she may forget about what is causing the stress for a little while.

According to Pieper (Godbey, 1981), a true recreational experience can be analogous to a religious experience. For example, an individual who sets out on a very long and strenuous hike, upon reaching the top of the mountain, may experience a spiritual high.

There has been comparatively little research conducted on the relationship between leisure and delinquency. Although most major theories can probably account for some aspects of the presumed relationship between leisure or recreation and delinquency, social structural and social process theories have been most influential. Social structural theories assume the social and cultural environment in which youth are raised or the sub-cultural groups with whom they choose to become affiliated are major factors, which may induce youth to become involved in delinquency. Social Process Theories describe the nature of interactions between individuals and features of their surroundings which influence them to engage in delinquent behaviors.

The most prominent of the social structural theories is probably Strain Theory (Merton, 1938; Cohen, 1956; Cloward & Ohlin, 1960) which suggested that youths become delinquent when they cannot get what they want through legitimate channels. According to Strain theorists, such youths become frustrated and may strike out in anger at others. Strain theory also presumes a generalized need for thrills or excitement (Schafer, 1969; Segrave, 1983). Assuming a juvenile is frustrated and seeking emotional fulfillment,

Strain theorists predict that involvement in leisure activities pleasurable to the juvenile would reduce the likelihood of delinquency. In his revised Strain Theory, Agnew (1985) asserted that many youth are in painful or aversive situations from which they are unable to escape using legitimate means. Leisure provides a socially acceptable outlet for the frustration generated by the non-leisure features of a person's life situation (Roberts, 1983). Nye (1958) and Anson (1976) argued that adolescents have a need for leisure. Sports appear to allow for relief of certain kinds of tension and frustration (Landers & Landers, 1978; Schafer, 1969; Segrave, 1983). The discipline of Leisure Studies provides two theories of play that are consistent with this belief. The Catharsis Theory of Play treats this type of leisure activity as a release of excess energy, which might otherwise be released in an anti-social manner (Ellis, 1973). According to the Stimulus-Arousal Theory of Play, people naturally seek different kinds of arousal in order to satisfy a need for excitement, risk, and emotional release (Kraus, 1990).

An interesting problem raised by Kvaraceus (1954) probed the consequences of youth being forced into leisure activities they disliked. Additional research has indicated delinquents often disliked the organized activities in which they were forced to participate (Arnold & Brungardt, 1983; Glueck & Glueck, 1950; Segrave, 1983). Recently, Agnew and Petersen (1989) attempted to replicate this finding, but were unable. However, there were some methodological problems associated with Agnew and Petersen's research that seriously weaken any conclusions concerning the role of organized leisure activities, whether the activities are disliked, and what influence, if any, there is on delinquency-proneness.

Sub-Cultural Deviance Theory (Cohen, 1956) often has been treated as a Strain Theory of delinquent subcultures or, more recently, used to explore some forms of middle-class delinquency. Certain kinds of leisure activities increase the likelihood that adolescents will be exposed to others who encourage or provide opportunities for delinquency and/or are likely to foster values associated with delinquency. Numerous researchers warn about the possible risk of hanging out in arcades, on street corners, in pool halls, and riding around in cars (Arnold & Brungardt, 1983; Glueck & Glueck, 1950; Kvaraceus, 1954). Contacts with media, e.g., certain comic books (Kvaraceus, 1954) and television programs (Ruggiero, 1994; Thornton & Volgt, 1984) may also promote values conducive to delinquency.

Probably the most widely accepted of the Social Process theories is Social Control (sometimes referred to as Social Bonding) Theory (Hirschi, 1969), which focuses on the quality of the social bonding an individual maintains with society. According to this theory, delinquent acts result when an individual's bond to society has been weakened or broken. Social Control theory has roots in both Durkheim's recognition of the importance of the social bond to society and the Hobbsian view that people are basically antisocial. According to Hirschi, (pp. 208-209) "we are all animals and thus all naturally capable of committing criminal acts." By assuming each individual is motivated toward becoming involved in crime and delinquency unless certain factors cause them to refrain, Hirschi did not directly address the fundamental question of why individuals commit delinquent acts, but instead proposed a theory about why individuals don't engage in delinquency.

Hirschi theorized that persons most tightly attached, or bonded, to such prosocial

groups as the family, school, and peers are less likely to commit delinquent acts.

Hirschi's Social Bond Theory consisted of four elements: attachment, commitment, involvement, and belief. Attachment referred to the person's attachment to conventional others. The interest in and acceptance of others was associated with the ability to internalize norms and to develop a conscience. Attachment to others also referred to the ties of affection and respect children develop toward significant adults, such as parents, teachers, and police. The stronger the attachment to others, the more likely the individual would consider others and their reaction to the delinquent acts before engaging in the deviant behavior. Attachment to the family is likely to be most important for isolating the child from delinquency (Hirschi, 1969). Although engaging in pleasurable leisure activities should hypothetically strengthen the attachment to parents, both theory and recent research do not support this prediction. Nye (1958) and Glueck & Glueck (1950) argued that juveniles already high in attachment were more likely to engage in pleasurable leisure activities with their parents. Attachment to institutions also may be strengthened by leisure activities, such as, participation in extracurricular activities and interscholastic sports (Schafer, 1969; Landers & Landers, 1978) and availability of good recreational activities and positive feelings toward neighborhood (Gold, 1963).

Commitment to conventional activities and values was a second aspect of Hirschi's Social Bond Theory. A person committed to the extent that he or she was willing to spend time and energy in conventional activities, such as achieving educational goals, maintaining a favorable reputation, and acquiring property, was much less likely to find idle time, be bored, or be attracted to deviancy. According to Hirschi, when the individual

was confronted with the possibility of delinquent activity, she or he would recall his or her investment in conventional activities and acquired gains, which would be at risk, if the delinquent acts are perpetrated. Over time, individuals acquired a stake in conformity, which helped them to avoid engaging in deviance (Hirschi, 1969). School-related leisure activities, such as student athletics, school clubs, and studying, should strengthen commitment, as well. Some studies have indicated that participation in athletics or extracurricular activities were associated with higher grades, placement in college preparatory courses, higher expectations, and higher levels of educational attainment (Landers & Landers, 1978; Loy, McPherson, & Kenyon, 1978; Segrave, 1980).

Involvement in conventional activities, the third element of Social Bond Theory requires time. To the extent the person was engaging in prosocial, conventional activities that person would have no time for delinquent behavior. Such individuals have deadlines, responsibilities in school and perhaps at work, family expectations, and planned activities. Consequently, the opportunities to engage in delinquency rarely occur (Hirschi, 1969). However, research has indicated few adolescents are so preoccupied with activities that they could not find time for delinquency. In addition, there is evidence that there is no relationship between time spent in leisure activities and delinquency. Instead, the kind of leisure activity must be considered when describing whether there is a relationship between involvement in certain leisure activities and reductions in delinquency (Agnew & Peterson, 1989). A reformulation of the nature of the relationship between leisure and delinquency is that involvement in certain selected leisure activities served as an attractive alternative to delinquency. Involvement then influences the motivation to commit

delinquency, by reducing the level of the desire.

Belief was the fourth element of Hirschi's Social Bond Theory. The absence of proper beliefs, such as respect for law and order as well as prosocial norms in society, increased the attractiveness of illegal or antisocial behavior. A causal chain was provided by Hirschi, in which positive ideas, such as attachment to parents, concern for approval of authority figures, and beliefs supportive of the rules of society serve to control the individual's behavior (Hirschi, 1969). Schafer (1969) expressed the view that leisure may foster conventional beliefs when youth are exposed to proper role models and increase their attachments to these role models. The kind of leisure activity itself also can be seen as fostering conventional beliefs. Landers & Landers (1978) argued such values as sportsmanship, persistence, good manners, cooperation, and the delay of gratification may be developed through competitive sports.

Hirschi's theory placed more emphasis on leisure activities than other theories. The assumption was that if a person was busily involved in conventional activities, then that person would have no time to become delinquent. Hirschi found that boys who smoke, drink, date, ride around in cars, and believed adolescence was boring were more likely to commit delinquent acts than boys who did not engage in these activities. While Hirschi's research included only white male adolescents in an urban California county, (Hirschi, 1969) and Hindelang (1973) also found that Hirschi's Social Bond Theory applied to rural males and females in upstate New York.

Hirschi included a limited number of leisure activities in his research. Some of the activities he examined were: time spent on homework, employment, smoking cigarettes,

drinking, dating, time spent riding around in an automobile, and time spent with nothing to do. Krohn and Massey (1980) asserted that it may be necessary to include more sources of activities in order to effectively test the effects of commitment in relation to delinquency.

Like Hirschi, Kraus (1977) also found a link between boredom and delinquency. After conducting a survey of 266 youths in Sydney, Australia, Kraus found that two of the main factors precipitating delinquency were thrill-seeking and boredom. Thrill-seeking was defined to include: wanting excitement, to let out energy, for kicks, for fun, for a stir, pleasure of doing it, for enjoyment, and for the thrill. Boredom was defined to include: to fill in time, they are bored, nothing to do, to pass the time, nothing better to do, and for something to do. As previously discussed, these findings were supported by the Arousal-Stimulus Theory of Play (Ellis, 1973).

The Optimal Arousal Theory of Play also stated that leisure behavior, positive or negative, was a quest to find an optimal level of arousal (Iso-Ahola, 1980). This helped explain why youth resorted to acts of crime when they were bored. According to Kraus (1990), delinquent behavior came from the search for excitement and risk-taking. According to Hamilton (1983), leisure activities of a positive nature were important in preventing delinquent behavior patterns. He stated that when youth become bored, they resorted to activities that had negative consequences.

Landers & Landers (1978) asserted that a more productive way to achieve relief from boredom was involvement in school activities. They (1978) found a lower incidence of delinquency for youth who participated in extracurricular activities, both athletic and

service-leadership activities. Schafer (1969) found that youth who were involved in school athletics were less delinquent than those students who were not involved in these activities.

Play is also an important part of the development of a child. Play has been found to aid in physical, cognitive, emotional, and social development (Barnett, 1987). Play aids children in the establishment of a unity with themselves, with others, and with the environment around them (Barnett & Kane, 1985). Play also aids in the transition from infant to child and child to adult (Barnett & Kane, 1985). Through play, children learn to take turns, recognize property rights, develop self-worth through associations with other children (Stone, 1971), establish social relationships, and solve the problems arising from these relationships (Shu-Fang Lo Chia, 1985).

A recent study, Frost and Jacobs (1995) report a link between play deprivation and violent crimes committed by children. Play deprivation occurs when children are not provided with the opportunity to learn how to play. They are not introduced or exposed to pleasurable recreational activities as a child.

An alternative Social Process Theory is Social Drift Theory (Matza, 1964), which maintained that most juveniles tend to be committed to conventional society, but tend to drift back and forth between convention and delinquency. However, the occasional surrendering to delinquency or non-conformity did not mean most juvenile perpetrators were hard-core, delinquency-prone individuals. Sykes & Matza (1957) described a systematic process in which a juvenile engaged in episodic acts of deviance as a means of experiencing recurrent release from the bind of conventional order. The temporary,

though recurrent, release from the bind of convention may be mistakenly interpreted as a compulsion or commitment to delinquency, but is actually the opposite. After having drifted into delinquency, it is likely that most individuals would drift back into conventionality (Sykes & Matza, 1957).

Sykes and Matza (1957) introduced a cognitive mechanism, Neutralization, by which juveniles justify misbehavior by making it as acceptable as possible. The five categories of neutralization were: denial of responsibility, denial of injury, denial of victim, condemnation of the condemners, and appeal to higher loyalties. While acknowledging the influence of peers, such as the delinquent subculture influence, Matza, like Hirschi, concluded that the breaking of the moral bond to law, which occurs from neutralization and leads to the state of drift, does not assure that a delinquent act will be committed. The missing element, which provided the thrust or impetus to produce the delinquent behavior, was the individual's own will to do so (Sykes & Matza, 1957).

Surprisingly, both of the Social Structure theories were deficient in explaining exactly what occurs in order for the Social Bonding or for Social Drift to occur. Hirschi (1969) mentioned that juveniles involved in school activities and leisure activities were less likely to engage in delinquency. However, he did not specify the kinds of leisure activities likely to lead to non-delinquency, the conditions that either enhanced or decreased the possibility of non-delinquency, or what factors motivated individuals to choose a delinquency-enhancing rather than a delinquency-reducing behavior involving leisure time. Social Drift Theory did address what appears to be an issue of considerable importance, the motivational factors associated with the actual commission of delinquent acts, or the

will to act. The focus on motivational factors was consistent with Social Strain Theory (Sykes & Matza, 1957).

The leisure theories of play put more emphasis on the need to achieve arousal through whatever means were necessary, positive or negative activities (Leitner & Leitner, 1996). Therefore, delinquent behavior results from the search for excitement and risk-taking (Kraus, 1990).

There have been very few studies of leisure as a primary link to delinquency. Agnew and Petersen (1989) conducted the first comprehensive study of the link between leisure and delinquency. Therefore, it must be regarded as the most important study in the empirical literature. Their study examined the relationship between delinquency and: 1) the type of leisure activity; 2) with whom the leisure activity is performed; and 3) the extent to which the activity was liked. In this study, a random sample of 600 youths was collected at 21 schools in a major metropolitan area. Agnew and Petersen found that delinquency was positively related to time spent in unsupervised social activities, leisure activities with peers, and least favored leisure activities with parents. Self-reported delinquency was negatively related to time spent in organized leisure activities, passive entertainment, e.g., watching television, and noncompetitive sports, e.g., fishing (Agnew & Petersen, 1989). One major limitation of the research was that subjects were drawn from relatively affluent neighborhoods in a major metropolitan area. Another limitation was the absence of the possible influence of variables normally considered by strain theories. Further, there was no attempt to determine whether differences in strain existed across individual subjects. Finally, the researchers may not have categorized responses in

ways that could determine whether activities were disliked or simply liked but less preferred. The activities studied were generated by student respondents themselves during structured interviews. Agnew and Petersen (1989) strongly recommended additional research be conducted.

The purpose of this research is to investigate the relationship between leisure and delinquency by asking youths to report about leisure activities. The research will seek information about activities in which youths regularly engage, activities to which youths have been introduced, activities in which youths have an opportunity to engage, who primarily participates in the activities with them, and whether they like or dislike the activities.

Chapter III

Methodology

A review of the literature found six approaches to developing classification systems for leisure activities. The most commonly used approach has been statistical analyses. Data about how often individuals participate in activities were analyzed using either factor or cluster analysis to yield empirically derived categories. Overs, Taylor, and Adkins (1977) used a rational approach to classify leisure activities into nine categories. The resulting taxonomy linked available community avocational resources to information about leisure activities. Although the classification is probably the most comprehensive published, Tinsley & Eldredge (1995) reported empirical tests have not supported its validity. A taxonomy of leisure activities based on Holland codes was presented by Holmberg, Rosen, & Holland (1990). The authors used counselors' judgments to determine the nature of the relationship between occupations and leisure activities. However, what dimensions were utilized in the judging process or how to replicate the classifications independently were not reported. Allen (1992) related self-reports of 212 undergraduates about their interest in 51 leisure activities to scores on a personality inventory. However, it was not clear whether the students' actually participated in the activities. Using a specific leisure activity and studying how other factors are linked also has been done. Pierce (1980) cluster analyzed measures of satisfaction respondents reported from work and leisure then examined the extent to which the satisfactions were available in six leisure activities.

Leisure experiences vary with the needs they satisfy (Tinsley & Johnson, 1984).

Tinsley and Tinsley (1986) theorized that it was the gratification of individuals' psychological needs that had a salutary effect on psychological development, physical and mental health, and life satisfaction. Both evidence from scholarly research (Driver, Brown & Peterson, 1991) and theory have suggested that needs satisfied by participating in leisure activities may be among the most important attributes of the activity. However, the usefulness of this information is limited because of the lack of an effective way to organize leisure activities according to the psychological needs satisfied (Tinsley & Eldredge, 1995). An important initial step would be to develop a reliable way to classify leisure activities into different categories that reflect different needs satisfaction. The next step could be to differentiate between the different categories according to judged worth, such as for benefiting the person. Quantifying the different categories and activities would then be feasible.

The need-based taxonomy of leisure activities presented by Tinsley and Eldredge (1995) was the first major research in which a representative sample of leisure activities ($n=82$) and a large sample ($n=3,771$) were studied. The taxonomy produced 11 clusters of leisure activities and one residual category. Because of the importance of this study, a brief description of the 11 leisure categories follows. The category, Agency, appeared to reflect vigorous striving to obtain a difficult goal but reduced attention to either aesthetic or intellectual stimulation. Novelty appeared to indicate satisfaction of physical needs and to experience pleasures and enjoyments absent in everyday life. Belongingness was described as needs to receive attention and feel important coordinating others in a vigorous activity. Service appeared to reflect helping and directing others but also

conscientiousness. Sensual enjoyment reflected easy and immediately pleasurable experiences in persons who also valued participating with others in intellectually or aesthetically stimulating ways. The sixth category, Cognitive Stimulation, emphasized little physical exertion, solitary activities, and intellectual and sensual activities. Self-expression included activities with self-improvement benefits and solitary, restful, and relaxing activities. The eighth category, Creativity, reflected a sense of challenge and intellectual and aesthetic stimulation as a means of self-expression. Competition involved overcoming obstacles, gaining immediate but familiar pleasures, but without much responsibility or obligations to others. Vigorous Competition included only a moderate level of seeking gratification through challenge and exertion but little aesthetic or intellectual stimulation or concern with self-expression. The last category, Relaxation, included activities placing little demand for dealing with others, little physical or intellectual effort, no challenge to participants and an interest in the familiar and routine.

The classification system in Agnew and Petersen (1989) was developed using two criteria. First, types of leisure activities believed to be of theoretical importance needed to be distinguished. For example, peer-oriented activities, such as hanging out, were different than competitive sports. Competitive sports tended to be different than non-competitive sports in certain ways, e.g., the kinds of values taught. Second, the types employed should be representative of the existing literature in the sociology of leisure activities. Agnew and Petersen concluded that their typology reflected "the distinctions used in past research and approximates the full range of adolescent leisure pursuits (p. 338)."

Agnew and Petersen's (1989) typology of leisure activities consists of ten

categories, including other. The typology with examples from each type is shown below.

1. *Organized Activities*: (e.g., drill team, band, school newspaper, cheerleading, scouts, church activities, school homework).
2. *Social Activities*: (e.g., dating, going to parties, engaging in telephone conversations, playing with friends, visiting friends). The focus on such activity is clearly social interaction with another person or persons.
3. *Hanging Out/Loafing*: (e.g., doing nothing, sitting around loafing, pleasure driving, hanging around house). Hanging out may occur alone or with others. Such activity is distinguished by the fact that it lacks a clear focus or purpose.
4. *Passive Entertainment*: (e.g., listening to records; reading; listening to the radio, watching TV, going to movies, concerts, or sporting events). If it occurs with others, however, the focus is not on social interaction. Rather, it is on an external source of entertainment, such as TV.
5. *Housework Activities*: (e.g., baby-sitting, cleaning, mowing the lawn, house work, doing yard work);
6. *Sports-Competitive*: (e.g., baseball, football, basketball, tennis). This includes both supervised (e.g., school sports, Little League) and unsupervised competitive sports activities.
7. *Sports-Noncompetitive*: (e.g., bike riding, horseback riding, roller skating, swimming, jogging, boating). This includes both supervised and unsupervised noncompetitive sports.
8. *Games/Crafts/Hobbies* (e.g., embroidering, sewing, model building, playing

chess, cooking).

9. *Music/Arts*: (e.g., as a performer or an active participant-includes dancing, playing guitar, playing piano, drawing, painting, and photography).
10. *Other Activities*: (e.g., travel, go to beach, visit parks).

Based upon the review of relevant methodologies it was decided to construct a new research instrument, The Brougham Youth Recreation Activity Survey (see Appendix A), using Nash's Pyramid of Leisure as a conceptual framework and selecting activities in which contemporary juveniles would be expected to participate for each of Nash's categories. Nash's Pyramid was preferred to other potential integrative frameworks because Nash's hierarchy of leisure activities was developed according to the worthwhileness of each activity to the person. The selection is consistent with the author's belief that the dimension, productive vs. non-productive leisure, is an important aspect of leisure.

Research Instrument

There were six major categories of leisure in Nash's (1960) Pyramid of Leisure. The highest category on Nash's Pyramid was "creativity." This category included such activities as creating artwork, composing music, or inventing new games. The second category was "active participation." The activities in this category required the individual to participate in the activity by exerting physical and mental effort. Examples of active participation included, playing sports, hunting, or cooking. Nash's third category was "emotional participation." These activities included listening to music, watching spectator sports, and reading for pleasure. The fourth category was "simple amusement and

entertainment,” also called passive recreation. The activities in this category were watching movies and television. The difference between the third and fourth categories was that the fourth category, simple amusement, did not call for any emotional participation. Some activities actually might have fit into both categories, depending on the level of emotion the participant experienced. For the present survey, listening to music and watching television or movies were considered “simple amusement and entertainment.” The fifth category was “retardation of self-development.” Almost any activity in which a person over-indulges can have a negative effect on their development. Activities in this category included smoking marijuana, drinking alcohol, and gambling; extreme cases would include activities listed in the previous categories. For the purpose of the present survey, activities listed in the other categories were not included in this category. The final category was “acts performed against society.” Activities in this category included stealing, trespassing, vandalizing, and harming others.

Activities were selected for each category in the Pyramid according to three criteria: 1) conformity to Nash’s theory, 2) consistency with classifications found in recent research, and 3) the fact that contemporary youths are likely to participate in them. The sixth category, acts performed against society, included items describing delinquent acts from a survey used by Paternoster and Mazerolle (1994).

The Brougham Youth Recreation Activity Survey (BYRAS) consists of 492 items which were organized into six sections that contained leisure activities, a demographic section, and a single item asking about how often the youth was bored. At the top of each section was one question (see Appendix A). Each section assessed how often an activity

occurred, with whom the activity was engaged in, whether the activity was liked or disliked, who first introduced the youth to the activity, and how often the opportunity is available to engage in the activity, by placing a five category rank-order scale which assigned numbers to each answer next to the activity. For example, the question, "How do you like this activity?" was answered by indicating: (1) hate it, (2) don't like it, (3) it's okay, (4) like it, or (5) greatly enjoy it. The difference between the options was distinguished by the level of emotion the respondent felt toward the activity, such that "hate it" had a different feeling attached to it than "don't like it." Someone simply cannot like something without hating it. The youths were asked to circle the number next to each leisure activity in the section. In the Boredom section, youths were asked only to check those activities in which they engaged when bored. The number of activities contained in the different sections varied: how often (86), with whom (74), liking (86), boredom (86), who introduced (72), and opportunities (76).

The demographic section collected individual information. This information included grade, age, gender, race, part-time employment, trouble at school, trouble with the police, and the amount of weekly free time.

Pretest

A pretest was conducted at a residential program in a rural Appalachian area. Five youths participated in the pretest. They reported that the instructions were clear and the questions were easy to follow. One of the participants completed the survey within 15 minutes. The others took 20 to 35 minutes. When asked if any portion of the survey should be changed, the youths in the pretest recommended that it not be changed.

Sampling

Samples of high school age youths ($n=200$) were collected in rural Appalachia. Cooperation was obtained from administrators and teachers at two high schools: Preston High School in Kingwood, West Virginia and South Harrison High School in West Milford, West Virginia. Teachers from the selected schools volunteered to administer the survey to students in their classes. Students were surveyed during the week of June 6, 1997.

The original plan was to obtain a sample of $n=75$ delinquent youths from the same Appalachian region who were on juvenile probation in Harrison County. On June 4, 1996, 75 surveys were given to the juvenile probation officer who originally agreed to administer the surveys. On August 2, 1997 there were only two surveys returned by the Harrison County Juvenile Probation Department. Follow-up contact revealed a lack of cooperation from the Juvenile Probation Department. Data from juvenile offenders ($n=38$) were collected in samples from four different agencies that work with youth: the juvenile probation office ($n=2$), a temporary shelter ($n=7$), a residential program ($n=14$), and a correctional facility ($n=15$). Data were collected between June 4, 1997 and August 4, 1997.

Chapter IV

Results

There were significant problems with the data that severely compromised the integrity of the research and made interpretation of the data problematic. The problems are discussed in turn and the procedures used to deal with the problem are presented. Because of the limitations on the nature and quality of the data, interpretations and conclusions are properly considered to be speculative and should be regarded with caution.

First, the basic purpose of the research was to compare students and delinquency-prone youths who were functioning in the community so they would engage in leisure activities as they typically do. When the sample of $n=75$ youths on juvenile probation could not be collected and samples of confined youths were substituted, a serious doubt is raised about whether it is legitimate to compare high school students with a sample of delinquents, most of whom were confined and required to participate in selected activities required by governmental programs. In effect, there was a built in bias concerning productive activities if only because youths were required to spend more time in productive activities and were prevented from spending time (as least as much as spent in the past) in nonproductive activities.

Second, the sample size of the juvenile delinquents was small, i.e., only $n=38$. In addition, there were $n=24$ males and $n=14$ females. In the high school samples, the genders were reversed in terms of numbers, i.e., there were more females. Accordingly, it was decided to take a random sample from each high school stratified by gender, i.e., $n=24$ males and $n=14$ females. The total number of cases analyzed in this study was

n=114. Each group contained n=38 subjects.

Third, when response rates to individual items in the BYRAS were examined, it was determined that rates varied across items and groups. The BYRAS appeared to contain many leisure/recreational activities in which many subjects never participated or did not like. That is, subjects left many items unanswered. Because the sample size is small, missing data cause severe problems. For example, any comparison across the three sample groups, high school 1, high school 2, and delinquents meant only n=38 per group but gender comparisons were also required so that only n=14 females and n=24 males actually could be available in the group. When data were missing, the number of valid cases often was too low to employ statistical analyses. It was decided that any variable that did not contain at least a 50% response rate would not be utilized in the present study. There were 57 leisure/recreational activities in the BYRAS. Using the above criterion, 33 variables contained insufficient responses to be included. The 24 variables which were included in the study were: 1) Read or write poetry; 2) Draw/Sketch; 3) Cooking; 4) Participate in school club/organization; 5) Play arcade games; 6) Play computer games; 7) Play board games; 8) Play cards; 9) Play sports outside school; 10) Bicycle/mountain bike; 11) Play billiards (shoot pool); 12) Bowling; 13) Jog/run; 14) Swimming; 15) Camping; 16) Fishing; 17) Spectator at school sporting events; 18) Attend concerts; 19) Watch pro sports (NFL, NBA, etc.); 20) Listen to tapes; 21) Listen to radio; 22) Watch TV; 23) Rent/watch VCR movies; and 24) Go to movies.

Subjects

Subjects were n=72 males and n=42 females. Ages ranged from 14 through 18

($M = 16.32$ yrs; $SD = .97$). Most (78.9%) identified themselves as Caucasians followed by Native Americans (9.2%), other (8.3%), Hispanic (2.8%), and Asian (0.9%). Not quite half (47.4%) reported that they had been in trouble at school during the past year while 40.4% admitted that they had been in trouble with the police during the same time period. Not quite half (49%) reported working part-time; those who worked averaged 18.68 hours per week. Only 27.4% believed there were enough recreational opportunities for teenagers.

Statistical Analyses

Statistical analyses of individual items from the BYRAS, measures of delinquency, and types or categories from the classification systems used by Agnew & Petersen (1989), Tinsley & Eldredge (1995) and Nash (1960) were conducted. Three comparisons were made: 1) gender; 2) groups; and 3) delinquency. Specifically, whether there were gender differences in leisure/recreation or self-reported delinquency was studied. Whether there were differences in leisure/recreation activities or self-reported delinquency of each of the groups of high school students and the group of delinquents was studied. Finally, whether there was a relationship between measured self-reported delinquency and leisure/recreation was also studied.

Measurement problems associated with quantifying self-reported criminal behavior are discussed in Paternoster and Mazerolle (1994). The procedure used to deal with these problems by Agnew and Petersen (1989) was adopted in the present study. Briefly, offenses were weighted by four, two, or one depending on how serious they were. Regression analyses of the three derived scales, i.e., serious delinquency, major

delinquency, and minor delinquency, were conducted on the types or categories of leisure/recreation produced by different typologies. A second series of regression analyses were conducted on the types or categories of leisure/recreation using gender and groups, i.e., high school 1, high school 2, or delinquent.

The scale, Serious Delinquency, included stealing more than \$50, stealing a car, and using drugs other than marijuana and alcohol, from the Agnew and Petersen (1989) scale. The scale, Major Delinquency, was similar to Agnew and Petersen's (1989) scale. The scale, Minor Delinquency, followed Agnew & Petersen to the extent possible.

There were gender differences ($F=6.829$, $p<.01$; $df=5$, 107) for self-reported serious delinquent acts with males reporting about six times as many serious delinquent acts as females. For major delinquent acts both group ($F=5.53$, $p<.005$; $df=5$, 104) and gender ($F=7.64$, $p<.007$, $df=1$, 105) revealed significant differences, with delinquents and males engaging in three times as much major delinquency. Finally, both group ($F=6.216$, $p<.003$; $df=2$, 101) and gender ($F=4.69$, $p<.033$; $df=1$, 101) were significant for minor delinquency with males and delinquents perpetrating more acts of minor delinquency.

Individual leisure/recreation items were analyzed for the frequency the activity was performed. Raw scores were adjusted by substituting a numerical equivalent of the five categories used. "Never" was scored "0." "Once a year" was scored "1." "Several times a year" was scored "5." "Several times a month" was scored "48." "Several times a week" was scored "200." Two-way ANOVAs were conducted on all variables using Gender and Group as the independent variables. Statistically significant differences on Gender only with Females engaging in the activity more often were found on the following items: Read

or write poetry ($F=11.017$, $p=.000$; $df=1$, 108); Cooking ($F=9.237$, $p=.003$; $df=1$, 106); Listening to tapes ($F=3.993$, $p=.048$; $df=1$, 108); and Talking on the phone ($F=4.387$, $p=.035$; $df=1$, 108). Males tended to engage more frequently in the following: Playing arcade games ($F=23.65$, $p=.000$; $df=1$, 108); Playing computer games ($F=8.025$, $p=.000$; $df=1$, 102); Playing cards ($F=9.198$, $p=.003$; $df=1$, 107); Camping ($F=5.127$, $p=.026$; $df=1$, 108); Fishing ($F=21.523$, $p=.000$; $df=2$, 108); Watching pro sports (NFL, NBA, etc.) ($F=28.63$, $p=.000$; $df=1$, 108); Playing sports outside of school ($F=4.676$, $p=.033$; $df=1$, 108); Bicycle/Mountain Bike ($F=5.875$, $p=.017$; $df=1$, 107); and Play billiards (shoot pool) ($F=6.407$, $p=.013$; $df=2$, 107).

Statistically significant group differences with delinquents engaging in the leisure/recreation activities more frequently were found for: Playing arcade games ($F=8.495$, $p=.000$; $df=2$, 108); Playing board games ($F=5.257$, $p=.007$; $df=2$, 107); Playing cards ($F=9.993$, $p=.000$; $df=2$, 107); Camping ($F=3.942$, $p=.043$; $df=2$, 108); Renting/Watching VCR movies ($F=8.685$, $p=.000$; $df=2$, 108); Going to the movies ($F=3.897$, $p=.023$; $df=2$, 108); Bicycle/Mountain Bike ($F=4.349$, $p=.015$; $df=2$, 107); Play Billiards (shoot pool) $F=8.075$, $p=.002$, $df=2$, 108); Hanging out at malls ($F=4.334$, $p=.015$; $df=2$, 108); Hanging out in streets ($F=11.98$, $p=.000$; $df=5$, 108); Partying ($F=4.524$, $p=.013$; $df=2$, 107); and Smoking cigarettes ($F=9.406$, $p=.000$; $df=2$, 107).

Activities engaged in when bored were also analyzed. Gender comparisons were made using the Chi Square Test Statistic. Data were coded so that a 2x2 table resulted, i.e., Gender (Male or Female) and Activity (Did or Did not participate). There were statistically significant differences with males being more likely than females to engage in

the activity when bored for Playing arcade games ($X = 11.973$, $p = .001$, $n = 113$); Playing computer games ($X = 7.949$, $p = .005$, $n = 113$), Camping ($X = 4.276$, $p = .039$, $n = 113$); Fishing ($X = 24.498$, $p = .000$, $n = 113$); Watching Pro Sports ($X = 7.649$, $p = .006$, $n = 113$); Gambling ($X = 8.707$, $p = .003$, $n = 113$); Using drugs other than marijuana ($X = 7.351$, $p = .007$, $n = 113$); Vandalism ($X = 4.78$, $p = .029$, $n = 113$); Stealing more than \$50 ($X = 10.231$, $p = .000$, $n = 113$); Stealing car ($X = 4.114$, $p = .043$, $n = 113$), and Argue or fight with parents ($X = 4.47$, $p = .004$, $n = 113$). Females were more likely than males to cook when bored, i.e., Cooking ($X = 11.914$, $p = .001$, $n = 113$).

Comparisons of activities engaged in when bored were also made using the Chi Square Test Statistic. Cases were recoded to produce a 2x3 Table with the frequency engaged in when bored (yes/no) and the three groups (high school 1, high school 2, and delinquents). Only statistically significant differences between groups were found on Reading or writing poetry ($X = 6.649$, $p = .036$, $n = 98$) with delinquents most frequent; Drawing/Sketching ($X = 6.583$, $p = .007$, $n = 89$) with delinquents and high school 2 less frequent; Playing arcade games ($X = 10.988$, $p = .004$, $n = 105$) with delinquents most frequent; and Playing cards ($X = 8.133$, $p = .017$, $n = 104$) with delinquents and high school 1 very frequent. Delinquents were also most frequent on Listening to the radio ($X = 11.394$, $p = .003$, $n = 109$); Listening to tapes ($X = 7.41$, $p = .025$, $n = 104$); Camping ($X = 8.4489$, $p = .015$, $n = 102$); Playing pool ($X = 8.048$, $p = .018$, $n = 102$); Hanging out in the streets ($X = 18.575$, $p = .000$, $n = 105$); Trespassing ($X = 7.573$, $p = .023$, $n = 77$); Fighting in school ($X = 12.81$, $p = .002$, $n = 78$); Runaway ($X = 7.158$, $p = .028$, $n = 76$); Skipping school ($X = 12.104$, $p = .002$, $n = 89$); Smoking cigarettes ($X = 6.141$, $p = .046$, $n = 87$); Using drugs other than

marijuana ($X = 8.667$, $p=.003$, $n=89$): and Smoking marijuana ($X = 22.638$, $p=.003$, $n=68$).

Preliminary review of items assessing with whom the activities were performed revealed no meaningful findings that appeared to separate the groups or genders. Some activities lend themselves to being performed alone and others tend to be done with others, usually peers. There did not appear to be any meaningful findings that separated groups or genders with respect to liking. Simply said, subjects tended to do what they liked and not engage in activities they disliked. Given the limitations on the nature of the data in this study, any interpretation must be made very cautiously. However, the finding that the liking-disliking dimension appeared to have little importance is consistent with other research including Agnew and Petersen (1989).

Review of the items which assessed perceived opportunity to engage in the activities did not reveal any meaningful differences between the groups or genders. Variations in response rates made the use of nonparametric statistical procedures of dubious value. A matter that was evaluated was whether there were meaningful differences between how often the activity was performed and the perception of the opportunity to engage in the activity. In order to study this issue, "t-tests" were conducted that compared means from measures of frequency with means from measures of perceived opportunity.

Statistically significant differences where the mean of the frequency was greater than the perceived opportunity were found on: Draw/Sketch ($t=2.311$, $df=103$, $p=.023$); Listening to tapes ($t=3.181$, $df=107$, $p=.000$); Listening to radio ($t= 3.76$, $df=108$, $p=.000$); and Watching TV ($t=3.45$, $df=106$, $p=.001$). Interpreting these findings requires

considerable caution. Given the fact that such activities are readily accessible, it is reasonable to suggest the subjects did not perceive diminished opportunity to engage in these activities.

Items where the means of the perceived opportunity variables were greater than the frequencies were: Playing board games ($t=-3.612$, $df=101$, $p=.000$); Playing cards ($t=2.187$, $df=107$, $p=.031$); Swimming ($t=1.985$, $df=102$, $p=.05$); Spectator at sporting events after school ($t=3.622$, $df=97$, $p=.000$); Attending concerts ($t=2.873$, $df=100$, $p=.005$); and Going to movies ($t=5.465$, $df=107$, $p=.000$). Perceived restrictions on opportunities to swim, attend sporting events after school, go to the movies, or attend concerts seem reasonable. It is less easy to explain perceived restrictions on opportunities to play board games or cards.

The next statistical analysis examined the relationship between self-reported delinquency and the work of Agnew and Petersen (1989). In order to compare the present study with Agnew and Petersen (1989), items from the BYRAS were classified, to the extent possible, into their categories. As in Agnew and Petersen (1989), multiple regression analysis was used. The three delinquent variables, Serious Delinquency, Major Delinquency, and Minor Delinquency were used with each the different categories as dependent variable. Statistically significant relationships were found between Minor Delinquency and Games/Crafts/Hobbies ($F=5.107$, $p=.003$, $df=2$, 95); Minor Delinquency and Competitive Sports ($F=5.227$, $p=.002$, $df=3$, 99); Minor Delinquency and Social Activities ($F=1.684$, $p=.001$, $df=3$, 97); and Minor Delinquency and Hanging Out

($F=8.815$, $p=.000$, $df=3,99$). The relationships between minor delinquency and Hanging out and Social Activities have been reported before, but not the relationship between minor delinquency and Games/Crafts/Hobbies or Competitive Sports. Both existing theory and practice tend to regard participation in constructive activities, such as games, crafts, and hobbies as negatively related to delinquency. Likewise, involvement in competitive sports is assumed to provide useful activity and instill proper values negatively related to delinquent behavior.

The categories used by Agnew and Petersen (1989) were also analyzed using a Two-Way ANOVA with gender and group as independent variables. Statistically significant differences were found in the following: Social Activities and group ($F=4.749$, $p=.011$, $df=2,105$); Hanging Out and group ($F=10.673$, $p=.000$, $df=2,107$) and the Interaction ($F=3.522$, $p=.033$, $df=1, 107$); Competitive Sports and gender ($F=5.522$, $p=.021$, $df=1,107$); Noncompetitive Sports and gender ($F=8.131$, $p=.005$, $df=1, 100$); Games, Crafts, and Hobbies and both gender ($F=8.483$, $p=.004$, $df=1, 101$) and group ($F=12.091$, $p=.000$, $df=2,101$); Music/Art and gender ($F=8.806$, $p=.004$, $df=1, 100$) and Other and both gender ($F=5.493$, $p=.021$, $df=1, 107$) and group ($F=5.345$, $p=.006$, $df=2, 107$).

The classification system of Tinsley and Eldredge (1995) was studied next. Items from the BYRAS were classified, to the extent possible, into the categories. The first statistical analysis was the relationship between self-reported delinquency and the categories. Statistically significant relationships were found between Minor Delinquency and Sensual Enjoyment ($F=3.318$, $p=.023$, $df=2, 100$), competitiveness

($F=8.197$, $p=.000$, $df=2$, 100), and Vicarious Competition ($F=3.83$, $p=.012$, $df=2$, 100).

The relationship between sensual enjoyment and minor delinquency seems reasonable, as does the relationship with Vicarious Competition, which was measured in this study by participation in sports outside of school. Young males are often involved in this type of activity which may lack the discipline, organization, and teamwork often associated with competitive sports in school.

The categories of Tinsley and Eldredge (1995) were also analyzed using a Two-Way ANOVA with gender and group as independent variables. Statistically significant findings were: gender and Fishing ($F=21.523$, $p=.000$, $df=1,108$) and gender and Vicarious Competition ($F=10.045$, $p=.002$, $df=1$, 107). A statistically significant relationship was found between group and Sensual Enjoyment ($F=9.004$, $p=.000$, $df=2$, 108). Statistically significant relationships were found between both gender and group for Novelty ($F=5.127$, $p=.026$, $df=1,108$ and $F=3.372$, $p=.038$, $df=2,108$); Creativity ($F=5.455$, $p=.021$, $df=1,106$ and $F=4.038$, $p=.02$, $df=2$, 106), and Competition ($F=17.331$, $p=.000$, $df=1,107$ and $F=10.877$, $p=.00$, and $df=2$, 107).

The final statistical analysis was conducted on the types from Nash (1960). Two separate statistical analyses were conducted. First, each of the leisure categories were analyzed separately. Second, the leisure categories were combined into two variables, productive or nonproductive. The leisure categories, creativity, active participation, and emotional participation, were combined into productive. The remaining categories, simple amusement and entertainment, retardation of self development, and illegal, made up the nonproductive variable.

Statistically significant relationships were found between Minor Delinquency and Active Participation ($F=3.133$, $p=.03$, $df=2, 84$) and also Illegal activities ($F=10.716$, $p=.000$, $df=3, 85$). There were statistically significant relationships between Retardation of Self Development and both Minor Delinquency and Serious Delinquency ($F=34.684$, $p=.000$, $df=3, 96$). Minor delinquency was related to Productivity ($F=4.487$, $p=.006$, $df=3, 78$). Nonproductivity was related to Both Minor Delinquency and Serious Delinquency ($F=30.32$, $p=.000$, $df=3, 81$)

Chapter V

Summary and Conclusions

For decades policymakers, among others, have assumed that involving juveniles in leisure/recreation somehow prevents them from engaging in misbehavior and/or leisure/recreation has rehabilitative value for delinquents. The belief seems to be that involvement in leisure/recreation changes juveniles so they will be less likely to engage in delinquent behavior in the future. However, a careful review of the existing literature in Criminology and Criminal Justice revealed only one article, Agnew and Petersen (1989), which studied the relationship directly. The purpose of the present study was to investigate the relationship between delinquency and leisure/recreation by comparing samples of high school students with juveniles who were on probation for delinquent behavior. A review of prominent theories of juvenile misbehavior and delinquent in Criminology/Criminal Justice was completed, as well as an examination of how each theory dealt with leisure/recreational activities. Because the literature in Criminology/Criminal Justice was meager, it was decided to review the existing literature in Leisure Studies, a relatively new discipline that has produced sound theories, a significant body of research, and findings that can be applied toward improving how people spend their leisure time to become more productive. A review of the Leisure Studies literature was completed.

Based upon a thorough review of the two literatures, it was decided to examine the relationship between engaging in acts of juvenile delinquency and engaging in leisure/recreation using Nash's (1960) framework. The main reason for selecting Nash

was the author believed Nash's classification system and theory were consistent with her own judgement about the value of productive leisure/recreation as a deterrent to delinquency. Nash's work was one of the few theories that emphasized the importance of the activity to the individual youth. Further, it was possible to classify activities into Productive vs. Nonproductive with respect to whether they were beneficial to the youths.

A new research instrument, the Brougham Youth Activities Research Survey (BYARS), was developed especially for this study. After successfully pilot testing the BYARS, cooperation was obtained from high school administrators and teachers and a probation department who all agreed to distribute the research instrument. Samples from two high schools were collected but the probation department did not distribute and collect the BYARS. Additional surveys were distributed to four programs involved with juveniles who engage in delinquent acts. Only two surveys were obtained from the probation department. The remaining $n=36$ cases included, temporary residential and correctional facility populations.

The failure to obtain the sample of juveniles on probation was a major setback for the research. Because the basic purpose was to compare leisure/recreation activities among delinquents in the community with high school students, using juveniles who were confined to an institutional raised the problem of a built in bias. Those delinquents were in government programs where they were forced to engage in useful leisure/recreation activities and prevented from engaging in many of the behaviors in which they had previously engaged while in the community. A second problem was the comparatively small number of delinquents, $n=24$ males and $n=14$ females. Because there tend to be

gender differences in preferred leisure/recreational activities, it was necessary to analyze them separately. It was decided to use a stratified random sampling procedure in which $n=38$ subjects (24 males and 14 females) were selected at random from each of the high school samples.

Two other methodological problems were detected. First, many of the leisure/recreation activities in the research instrument were not performed by large numbers of subjects. Second, the response rate varied greatly across items and subjects. In order to have enough data to perform statistical analyses, it was decided to use only those variables where at least 50% had responded. Of the original 57 leisure/recreation activities in the BYRAS, only 24 variables met this criterion. However, it was decided to include items reporting delinquent behavior even when low frequencies were observed because it is likely the low frequency was a correct reflection of actual behavior. It is reasonable to expect that most high school students would not be expected to be engaging in delinquent behaviors studied here. When examining the results, it was determined that the delinquent sample did report reasonably high rates of delinquent behavior, as expected.

In order to compare the present research with the main article in the field (Agnew & Petersen, 1989), items from the BYRAS were classified into the system used in Agnew and Petersen. A classification system developed by Tinsley and Eldredge (1995) was also utilized. To the extent possible, items from the BYRAS were classified into the types and categories used by Tinsley and Eldredge. Finally, comparisons were made using Nash's (1960) theoretical framework. In particular, comparisons were made between productive and nonproductive leisure/recreational activities.

There were three statistical comparisons made. First, statistical analyses were used to determine whether there were gender differences. Second, comparisons were made to determine if there were meaningful differences between delinquents and non-delinquents. Finally, how self-reported delinquent behavior related to leisure/activities was studied.

The results warrant future research on this topic. Particular consideration should be given to other factors that may play a role in determining influences toward delinquency, such as, family history, drug use, and physical or sexual abuse.

Another approach to research would be to study the level of optimal arousal achieved by delinquent youth and nondelinquent youth in relation to typical activities. It is suggested that delinquent youth may have a higher level of optimal arousal; therefore, they engage themselves in more activities than nondelinquent youth because they are attempting to achieve their optimal level of arousal.

Future research on this topic is strongly recommended. There were some limitations in the BYRAS that would need to be addressed before using it in the future. Many of the items could be eliminated. For example, those activities that few persons engaged in could be removed. Based partly on results in the present study and also in Agnew and Petersen (1989), it is recommended that items regarding degree of liking could also be removed. Likewise, there appeared to be no meaningful findings associated with the person who introduced the respondent to the activity. In short, the youths do what they prefer to do and typically do not do what they don't like or want to do. Some activities tend to be done alone, while others are done in groups, mostly with peers.

Although limitations in the study may make any interpretation tenuous, overlooking a potentially significant finding should be avoided. Most impressive was the similarity between delinquents and nondelinquents in engaging in productive activities. In some comparisons, delinquents actually were involved in more productive activities. Either delinquent and nondelinquents do about the same number and kinds of productive acts, or the delinquents tended to be slightly more productive. The major difference between the two groups is that delinquents tend to do many more nonproductive activities. If this is a stable finding, there are significant implications for public policy. Specifically, providing productive leisure/recreational activities for youths may be laudable in some ways, but it does not reduce delinquency.

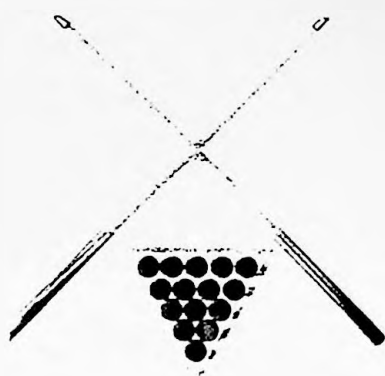
No one theory appears capable of explaining the diverse findings of possible outcomes. It did appear, however, that the Criminological and Criminal Justice theories were not adequate. Other factors may dispose youths toward misbehavior as youths, including family history, alcohol and other substance abuse, domestic violence, and physical or sexual abuse. The role of level of optimal arousal was also important. Prior studies of delinquents have noted what appeared to be above average activity levels aimed at providing their own stimulation through being busy with the external world. The present study does suggest delinquents were generally more active than nondelinquents. They engaged in a similar number of productive activities, but also engaged in nonproductive activities, including delinquent behavior. In fact, delinquents may involve themselves in more activities because they are attempting to achieve their own optimal level of arousal.

Based upon the above considerations, future research is strongly recommended.

Appendix A

Brougham Youth Activities Research Survey

Youth Recreation Activity Survey



**PLEASE READ THE FOLLOWING
BEFORE BEGINNING THE QUESTIONNAIRE.**

This is a questionnaire designed to allow researchers to collect information about the types of activities in which youth are involved. This survey is conducted as part of a thesis project at Marshall University in Huntington, West Virginia.

The questionnaire contains a list of activities youths are involved in. You are asked to look at the list of activities and answer questions, such as which you prefer, how often, and with whom you do things. You will also be asked what you do when you are bored and what activities you like to do, if you have the opportunity. Finally, you will be asked what you think could be done to improve recreational opportunities for teenagers. This is a voluntary survey. You are not obligated to answer any of the questions. All information provided will be kept strictly confidential. The purpose of the research is to learn about your interest and activities, not who you are. So, your answers will be anonymous. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.**

If you are interested in obtaining the results of the survey, you may do so by contacting Patricia Brougham, c/o Dr. Richard Moore at Marshall University, 400 Hal Greer Boulevard, Huntington, WV 25755 or (304)696-3087. Thank you for your participation.

With the above in mind, are you willing to participate in the survey? Yes _____ No _____

Please, answer the following question by circling the number which best represents your answer.

1. How often do you do this activity?

1	2	3	4	5
Never	About	Several	Several	Several
	once a	times	times a	times
	year	a year	month	a week

read or write poetry 1 2 3 4 5

calligraphy 1 2 3 4 5

draw/sketch 1 2 3 4 5

painting pictures 1 2 3 4 5

photography 1 2 3 4 5

sewing 1 2 3 4 5

needle point/cross stitch 1 2 3 4 5

computer projects such as designing programs 1 2 3 4 5

dancing (tap, jazz, modern, or aerobics) 1 2 3 4 5

play Junior Varsity sports 1 2 3 4 5

play Varsity sports 1 2 3 4 5

cooking 1 2 3 4 5

participate in school clubs/organizations 1 2 3 4 5

church youth group 1 2 3 4 5

picnic in the park 1 2 3 4 5

play arcade games (Nintendo/Sega) 1 2 3 4 5

play computer games 1 2 3 4 5

play board games (Monopoly, Yahtzee, etc.) 1 2 3 4 5

play cards 1 2 3 4 5

archery 1 2 3 4 5

hunting 1 2 3 4 5

rifle club (fire arms) 1 2 3 4 5

play sports outside of school 1 2 3 4 5

boy scouts/girl scouts 1 2 3 4 5

bicycle/mountain bike 1 2 3 4 5

play billiards (shoot pool 1 2 3 4 5)

bowling 1 2 3 4 5

canoeing 1 2 3 4 5

gymnastics 1 2 3 4 5

horseback riding 1 2 3 4 5

ice skate 1 2 3 4 5

jog/run 1 2 3 4 5

martial arts 1 2 3 4 5

roller skate/roller blade 1 2 3 4 5

swimming 1 2 3 4 5

cross country or down hill ski 1 2 3 4 5

play tennis 1 2 3 4 5

body building 1 2 3 4 5

singing 1 2 3 4 5

play a musical instrument 1 2 3 4 5

hike or backpack 1 2 3 4 5

camping 1 2 3 4 5

fishing 1 2 3 4 5

carve/woodworking 1 2 3 4 5

auto mechanics 1 2 3 4 5

fixing things/handy work 1 2 3 4 5

attend community teen dances 1 2 3 4 5

attend school dances 1 2 3 4 5

spectator at school sporting events 1 2 3 4 5

attend concerts 1 2 3 4 5

pleasure reading 1 2 3 4 5

watch pro-sports (NFL, NBA, etc.) 1 2 3 4 5

listen to tapes/CDS 1 2 3 4 5

listen to the radio 1 2 3 4 5

watch television 1 2 3 4 5

rent/watch VCR movies 1 2 3 4 5

go to the movies 1 2 3 4 5

hanging out with friends at the mall 1 2 3 4 5

hanging out with friends on the streets 1 2 3 4 5

hanging out with friends at home 1 2 3 4 5

cruising 1 2 3 4 5

talking on the phone 1 2 3 4 5

gambling 1 2 3 4 5

partying 1 2 3 4 5

smoke marijuana 1 2 3 4 5

drink alcohol 1 2 3 4 5

use drugs other than marijuana and alcohol 1 2 3 4 5

smoke cigarettes 1 2 3 4 5

skip school 1 2 3 4 5

run away from home 1 2 3 4 5

vandalism 1 2 3 4 5

fight in school 1 2 3 4 5

steal something worth more than \$50 1 2 3 4 5

steal a car 1 2 3 4 5

physical fighting with others 1 2 3 4 5

take part in a gang fight 1 2 3 4 5

steal something worth less than \$50 1 2 3 4 5

set fire to property 1 2 3 4 5

threaten others 1 2 3 4 5

hit teacher or supervisor 1 2 3 4 5

hit your father 1 2 3 4 5

hit your mother 1 2 3 4 5

trespass 1 2 3 4 5

argue or fight with parents 1 2 3 4 5

damage school property on purpose 1 2 3 4 5

shoplifting 1 2 3 4 5

Please, answer the following question by circling the number which best represents your answer.

2. Who do you do this activity with?

1	2	3	4	5
Alone	Friend	Parent	Another Adult	I Don't Do This Activity

read or write poetry 1 2 3 4 5	body building 1 2 3 4 5
calligraphy 1 2 3 4 5	singing 1 2 3 4 5
draw/sketch 1 2 3 4 5	play a musical instrument 1 2 3 4 5
painting pictures 1 2 3 4 5	hike or backpack 1 2 3 4 5
photography 1 2 3 4 5	camping 1 2 3 4 5
sewing 1 2 3 4 5	fishing 1 2 3 4 5
needle point/cross stitch 1 2 3 4 5	carve/woodworking 1 2 3 4 5
computer projects such as designing programs 1 2 3 4 5	auto mechanics 1 2 3 4 5
dancing (tap, jazz, modern, or aerobics) 1 2 3 4 5	fixing things/handy work 1 2 3 4 5
play Junior Varsity sports 1 2 3 4 5	attend community teen dances 1 2 3 4 5
play Varsity sports 1 2 3 4 5	attend school dances 1 2 3 4 5
cooking 1 2 3 4 5	spectator at school sporting events 1 2 3 4 5
participate in school clubs/organizations 1 2 3 4 5	attend concerts 1 2 3 4 5
church youth group 1 2 3 4 5	pleasure reading 1 2 3 4 5
picnic in the park 1 2 3 4 5	watch pro-sports (NFL, NBA, etc.) 1 2 3 4 5
play arcade games (Nintendo/Sega) 1 2 3 4 5	listen to tapes/CDS 1 2 3 4 5
play computer games 1 2 3 4 5	listen to the radio 1 2 3 4 5
play board games (Monopoly, Yatzee, etc.) 1 2 3 4 5	watch television 1 2 3 4 5
play cards 1 2 3 4 5	rent/watch VCR movies 1 2 3 4 5
archery 1 2 3 4 5	go to the movies 1 2 3 4 5
hunting 1 2 3 4 5	cruising 1 2 3 4 5
rifle club (fire arms) 1 2 3 4 5	talking on the phone 1 2 3 4 5
play sports outside of school 1 2 3 4 5	gambling 1 2 3 4 5
boy scouts/girl scouts 1 2 3 4 5	partying 1 2 3 4 5
bicycle/mountain bike 1 2 3 4 5	smoke marijuana 1 2 3 4 5
play billiards (shoot pool 1 2 3 4 5)	drink alcohol 1 2 3 4 5
bowling 1 2 3 4 5	use drugs other than marijuana and alcohol 1 2 3 4 5
canoeing 1 2 3 4 5	smoke cigarettes 1 2 3 4 5
gymnastics 1 2 3 4 5	skip school 1 2 3 4 5
horseback riding 1 2 3 4 5	vandalism 1 2 3 4 5
ice skate 1 2 3 4 5	steal something worth more than \$50 1 2 3 4 5
jog/run 1 2 3 4 5	steal a car 1 2 3 4 5
martial arts 1 2 3 4 5	steal something worth less than \$50 1 2 3 4 5
roller skate/roller blade 1 2 3 4 5	set fire to property 1 2 3 4 5
swimming 1 2 3 4 5	trespass 1 2 3 4 5
cross country or down hill ski 1 2 3 4 5	damage school property on purpose 1 2 3 4 5
play tennis 1 2 3 4 5	shoplifting 1 2 3 4 5

Please, answer the following question by circling the number which best represents your answer.

3. How do you like this activity?

1	2	3	4	5
Hate It	Don't	It's Okay	Like It	Greatly
	Like It			Enjoy It

- | | |
|--|--|
| read or write poetry 1 2 3 4 5 | carve/woodworking 1 2 3 4 5 |
| calligraphy 1 2 3 4 5 | auto mechanics 1 2 3 4 5 |
| draw/sketch 1 2 3 4 5 | fixing things/handy work 1 2 3 4 5 |
| painting pictures 1 2 3 4 5 | attend community teen dances 1 2 3 4 5 |
| photography 1 2 3 4 5 | attend school dances 1 2 3 4 5 |
| sewing 1 2 3 4 5 | spectator at school sporting events 1 2 3 4 5 |
| needle point/cross stitch 1 2 3 4 5 | attend concerts 1 2 3 4 5 |
| computer projects such as designing programs 1 2 3 4 5 | pleasure reading 1 2 3 4 5 |
| dancing (tap, jazz, modern, or aerobics) 1 2 3 4 5 | watch pro-sports (NFL, NBA, etc.) 1 2 3 4 5 |
| play Junior Varsity sports 1 2 3 4 5 | listen to tapes/CDS 1 2 3 4 5 |
| play Varsity sports 1 2 3 4 5 | listen to the radio 1 2 3 4 5 |
| cooking 1 2 3 4 5 | watch television 1 2 3 4 5 |
| participate in school clubs/organizations 1 2 3 4 5 | rent/watch VCR movies 1 2 3 4 5 |
| church youth group 1 2 3 4 5 | go to the movies 1 2 3 4 5 |
| picnic in the park 1 2 3 4 5 | hanging out with friends at the mall 1 2 3 4 5 |
| play arcade games (Nintendo/Sega) 1 2 3 4 5 | hanging out with friends on the streets 1 2 3 4 5 |
| play computer games 1 2 3 4 5 | hanging out with friends at home 1 2 3 4 5 |
| play board games (Monopoly, Yatzee, etc.) 1 2 3 4 5 | cruising 1 2 3 4 5 |
| play cards 1 2 3 4 5 | talking on the phone 1 2 3 4 5 |
| archery 1 2 3 4 5 | gambling 1 2 3 4 5 |
| hunting 1 2 3 4 5 | partying 1 2 3 4 5 |
| rifle club (fire arms) 1 2 3 4 5 | smoke marijuana 1 2 3 4 5 |
| play sports outside of school 1 2 3 4 5 | drink alcohol 1 2 3 4 5 |
| boy scouts/girl scouts 1 2 3 4 5 | use drugs other than marijuana and alcohol 1 2 3 4 5 |
| bicycle/mountain bike 1 2 3 4 5 | smoke cigarettes 1 2 3 4 5 |
| play billiards (shoot pool 1 2 3 4 5) | skip school 1 2 3 4 5 |
| bowling 1 2 3 4 5 | run away from home 1 2 3 4 5 |
| canoeing 1 2 3 4 5 | vandalism 1 2 3 4 5 |
| gymnastics 1 2 3 4 5 | fight in school 1 2 3 4 5 |
| horseback riding 1 2 3 4 5 | steal something worth more than \$50 1 2 3 4 5 |
| ice skate 1 2 3 4 5 | steal a car 1 2 3 4 5 |
| jog/run 1 2 3 4 5 | physical fighting with others 1 2 3 4 5 |
| martial arts 1 2 3 4 5 | take part in a gang fight 1 2 3 4 5 |
| roller skate/roller blade 1 2 3 4 5 | steal something worth less than \$50 1 2 3 4 5 |
| swimming 1 2 3 4 5 | set fire to property 1 2 3 4 5 |
| cross country or down hill ski 1 2 3 4 5 | threaten others 1 2 3 4 5 |
| play tennis 1 2 3 4 5 | hit teacher or supervisor 1 2 3 4 5 |
| body building 1 2 3 4 5 | hit your father 1 2 3 4 5 |
| singing 1 2 3 4 5 | hit your mother 1 2 3 4 5 |
| play a musical instrument 1 2 3 4 5 | trespass 1 2 3 4 5 |
| hike or backpack 1 2 3 4 5 | argue or fight with parents 1 2 3 4 5 |
| camping 1 2 3 4 5 | damage school property on purpose 1 2 3 4 5 |
| fishing 1 2 3 4 5 | shoplifting 1 2 3 4 5 |

4. How often are you bored? (circle) Never Seldom Sometimes Often Usually

Please, answer the following question by checking the activities which best represents your answer.

5. What do you do when you are bored?

read or write poetry ____
 calligraphy ____
 draw/sketch ____
 painting pictures ____
 photography ____
 sewing ____
 needle point/cross stitch ____
 computer projects such as designing programs ____
 dancing (tap, jazz, modern, or aerobics) ____
 play Junior Varsity sports ____
 play Varsity sports ____
 cooking ____
 participate in school clubs/organizations ____
 church youth group ____
 picnic in the park ____
 play arcade games (Nintendo/Sega) ____
 play computer games ____
 play board games (Monopoly, Yatzee, etc.) ____
 play cards ____
 archery ____
 hunting ____
 rifle club (fire arms) ____
 play sports outside of school ____
 boy scouts/girl scouts ____
 bicycle/mountain bike ____
 play billiards (shoot pool ____)
 bowling ____
 canoeing ____
 gymnastics ____
 horseback riding ____
 ice skate ____
 jog/run ____
 martial arts ____
 roller skate/roller blade ____
 swimming ____
 cross country or down hill ski ____
 play tennis ____
 body building ____
 singing ____
 play a musical instrument ____
 hike or backpack ____
 camping ____
 fishing ____

carve/woodworking ____
 auto mechanics ____
 fixing things/handy work ____
 attend community teen dances ____
 attend school dances ____
 spectator at school sporting events ____
 attend concerts ____
 pleasure reading ____
 watch pro-sports (NFL, NBA, etc.) ____
 listen to tapes/CDS ____
 listen to the radio ____
 watch television ____
 rent/watch VCR movies ____
 go to the movies ____
 hanging out with friends at the mall ____
 hanging out with friends on the streets ____
 hanging out with friends at home ____
 cruising ____
 talking on the phone ____
 gambling ____
 partying ____
 smoke marijuana ____
 drink alcohol ____
 use drugs other than marijuana and alcohol ____
 smoke cigarettes ____
 skip school ____
 run away from home ____
 vandalism ____
 fight in school ____
 steal something worth more than \$50 ____
 steal a car ____
 physical fighting with others ____
 take part in a gang fight ____
 steal something worth less than \$50 ____
 set fire to property ____
 threaten others ____
 hit teacher or supervisor ____
 hit your father ____
 hit your mother ____
 trespass ____
 argue or fight with parents ____
 damage school property on purpose ____
 shoplifting ____

Please, answer the following question by circling the number which best represents your answer.

6. Who first introduced you to this activity?

1	2	3	4	5
Discovered	Friend	Parent	Teacher	Another
Alone				Adult

read or write poetry 1 2 3 4 5	body building 1 2 3 4 5
calligraphy 1 2 3 4 5	singing 1 2 3 4 5
draw/sketch 1 2 3 4 5	play a musical instrument 1 2 3 4 5
painting pictures 1 2 3 4 5	hike or backpack 1 2 3 4 5
photography 1 2 3 4 5	camping 1 2 3 4 5
sewing 1 2 3 4 5	fishing 1 2 3 4 5
needle point/cross stitch 1 2 3 4 5	carve/woodworking 1 2 3 4 5
computer projects such as designing programs 1 2 3 4 5	auto mechanics 1 2 3 4 5
dancing (tap, jazz, modern, or aerobics) 1 2 3 4 5	fixing things/handy work 1 2 3 4 5
play Junior Varsity sports 1 2 3 4 5	attend community teen dances 1 2 3 4 5
play Varsity sports 1 2 3 4 5	attend school dances 1 2 3 4 5
cooking 1 2 3 4 5	spectator at school sporting events 1 2 3 4 5
participate in school clubs/organizations 1 2 3 4 5	attend concerts 1 2 3 4 5
church youth group 1 2 3 4 5	pleasure reading 1 2 3 4 5
picnic in the park 1 2 3 4 5	watch pro-sports (NFL, NBA, etc.) 1 2 3 4 5
play arcade games (Nintendo/Sega) 1 2 3 4 5	listen to tapes/CDS 1 2 3 4 5
play computer games 1 2 3 4 5	listen to the radio 1 2 3 4 5
play board games (Monopoly, Yatzee, etc.) 1 2 3 4 5	watch television 1 2 3 4 5
play cards 1 2 3 4 5	rent/watch VCR movies 1 2 3 4 5
archery 1 2 3 4 5	go to the movies 1 2 3 4 5
hunting 1 2 3 4 5	cruising 1 2 3 4 5
rifle club (fire arms) 1 2 3 4 5	gambling 1 2 3 4 5
play sports outside of school 1 2 3 4 5	partying 1 2 3 4 5
boy scouts/girl scouts 1 2 3 4 5	smoke marijuana 1 2 3 4 5
bicycle/mountain bike 1 2 3 4 5	drink alcohol 1 2 3 4 5
play billiards (shoot pool 1 2 3 4 5)	use drugs other than marijuana and alcohol 1 2 3 4 5
bowling 1 2 3 4 5	smoke cigarettes 1 2 3 4 5
canoeing 1 2 3 4 5	skip school 1 2 3 4 5
gymnastics 1 2 3 4 5	vandalism 1 2 3 4 5
horseback riding 1 2 3 4 5	steal something worth more than \$50 1 2 3 4 5
ice skate 1 2 3 4 5	steal a car 1 2 3 4 5
jog/run 1 2 3 4 5	steal something worth less than \$50 1 2 3 4 5
martial arts 1 2 3 4 5	set fire to property 1 2 3 4 5
roller skate/roller blade 1 2 3 4 5	trespass 1 2 3 4 5
swimming 1 2 3 4 5	damage school property on purpose 1 2 3 4 5
cross country or down hill ski 1 2 3 4 5	shoplifting 1 2 3 4 5
play tennis 1 2 3 4 5	

Please, answer the following question by circling the number which best represents your answer.

7. How often do you have the opportunity to engage in this activity?

1 2 3 4 5
Never Seldom Sometimes Often Usually

- | | |
|--|--|
| read or write poetry 1 2 3 4 5 | singing 1 2 3 4 5 |
| calligraphy 1 2 3 4 5 | play a musical instrument 1 2 3 4 5 |
| draw/sketch 1 2 3 4 5 | hike or backpack 1 2 3 4 5 |
| painting pictures 1 2 3 4 5 | camping 1 2 3 4 5 |
| photography 1 2 3 4 5 | fishing 1 2 3 4 5 |
| sewing 1 2 3 4 5 | carve/woodworking 1 2 3 4 5 |
| needle point/cross stitch 1 2 3 4 5 | auto mechanics 1 2 3 4 5 |
| computer projects such as designing programs 1 2 3 4 5 | fixing things/handy work 1 2 3 4 5 |
| dancing (tap, jazz, modern, or aerobics) 1 2 3 4 5 | attend community teen dances 1 2 3 4 5 |
| play Junior Varsity sports 1 2 3 4 5 | attend school dances 1 2 3 4 5 |
| play Varsity sports 1 2 3 4 5 | spectator at school sporting events 1 2 3 4 5 |
| cooking 1 2 3 4 5 | attend concerts 1 2 3 4 5 |
| participate in school clubs/organizations 1 2 3 4 5 | pleasure reading 1 2 3 4 5 |
| church youth group 1 2 3 4 5 | watch pro-sports (NFL, NBA, etc.) 1 2 3 4 5 |
| picnic in the park 1 2 3 4 5 | listen to tapes/CDS 1 2 3 4 5 |
| play arcade games (Nintendo/Sega) 1 2 3 4 5 | listen to the radio 1 2 3 4 5 |
| play computer games 1 2 3 4 5 | watch television 1 2 3 4 5 |
| play board games (Monopoly, Yatzee, etc.) 1 2 3 4 5 | rent/watch VCR movies 1 2 3 4 5 |
| play cards 1 2 3 4 5 | go to the movies 1 2 3 4 5 |
| archery 1 2 3 4 5 | hanging out with friends at the mall 1 2 3 4 5 |
| hunting 1 2 3 4 5 | hanging out with friends on the streets 1 2 3 4 5 |
| rifle club (fire arms) 1 2 3 4 5 | hanging out with friends at home 1 2 3 4 5 |
| play sports outside of school 1 2 3 4 5 | cruising 1 2 3 4 5 |
| boy scouts/girl scouts 1 2 3 4 5 | talking on the phone 1 2 3 4 5 |
| bicycle/mountain bike 1 2 3 4 5 | gambling 1 2 3 4 5 |
| play billiards (shoot pool) 1 2 3 4 5 | partying 1 2 3 4 5 |
| bowling 1 2 3 4 5 | smoke marijuana 1 2 3 4 5 |
| canoeing 1 2 3 4 5 | drink alcohol 1 2 3 4 5 |
| gymnastics 1 2 3 4 5 | use drugs other than marijuana and alcohol 1 2 3 4 5 |
| horseback riding 1 2 3 4 5 | smoke cigarettes 1 2 3 4 5 |
| ice skate 1 2 3 4 5 | skip school 1 2 3 4 5 |
| jog/run 1 2 3 4 5 | vandalism 1 2 3 4 5 |
| martial arts 1 2 3 4 5 | steal something worth more than \$50 1 2 3 4 5 |
| roller skate/roller blade 1 2 3 4 5 | steal a car 1 2 3 4 5 |
| swimming 1 2 3 4 5 | take part in a gang fight 1 2 3 4 5 |
| cross country or down hill ski 1 2 3 4 5 | steal something worth less than \$50 1 2 3 4 5 |
| play tennis 1 2 3 4 5 | set fire to property 1 2 3 4 5 |
| body building 1 2 3 4 5 | shoplifting 1 2 3 4 5 |

Please complete the following background information.

Grade _____ Age _____ Gender: Male _____ Female _____

Race: Caucasian _____ African American _____ Hispanic _____ Asian _____ Native American _____
Other _____

About how much free time do you have in an average week? (circle)

None 1-15 hours 16-25 hours 26-39 hours 40 hours or more

Do you have a part-time job? (circle) Yes/No If yes, what type of job is it? (circle)

Food service Baby sitting Lawn care Store cashier/stock person Other

About how many hours a week do you work? _____

Have you been in trouble at school within the last year? (circle) Yes/No

Have you been in trouble with the police within the last year? (circle) Yes/No

Do you feel that there is enough recreation opportunities for teenagers in
your area? (circle) Yes/No

What do you think could be done to improve recreation opportunities for teenagers?

YOU ARE FINISHED!! THANK YOU!!

Appendix B

Responses to "How Often Engaged" in Activity

Responses to How Often Engaged in "Arcade Games"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	14	12.3	12.3	12.3
Never	17	14.9	14.9	27.2
Several times a month	21	18.4	18.4	45.6
48.00	19	16.7	16.7	62.3
200.00	43	37.7	37.7	100.0
Total	114	100.0	100.0	
Total	114	100.0		

Responses to How Often Engaged in "Attending Concerts"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	32	28.1	28.1	28.1
Never	33	28.9	28.9	57.0
Several times a month	36	31.6	31.6	88.6
48.00	5	4.4	4.4	93.0
200.00	8	7.0	7.0	100.0
Total	114	100.0	100.0	
Total	114	100.0		

Responses to How Often Engaged in "Bicycling/Mountain Biking"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	35	30.7	31.0	31.0
Never	14	12.3	12.4	43.4
Several times a month	26	22.8	23.0	66.4
48.00	19	16.7	16.8	83.2
200.00	19	16.7	16.8	100.0
Total	113	99.1	100.0	
Missing System Missing	1	.9		
Total	1	.9		
Total	114	100.0		

Responses to How Often Engaged in "Board Games"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	18	15.8	15.9	15.9
	Never	27	23.7	23.9	39.8
	Several times a month	39	34.2	34.5	74.3
	48.00	21	18.4	18.6	92.9
	200.00	8	7.0	7.1	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Bowling"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	22	19.3	19.3	19.3
	Never	32	28.1	28.1	47.4
	Several times a month	37	32.5	32.5	79.8
	48.00	14	12.3	12.3	92.1
	200.00	9	7.9	7.9	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Camping"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	19	16.7	16.7	16.7
	Never	28	24.6	24.6	41.2
	Several times a month	35	30.7	30.7	71.9
	48.00	11	9.6	9.6	81.6
	200.00	21	18.4	18.4	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Computer Games"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	23	20.2	21.3	21.3
	Never	14	12.3	13.0	34.3
	Several times a month	22	19.3	20.4	54.6
	48.00	19	16.7	17.6	72.2
	200.00	30	26.3	27.8	100.0
	Total	108	94.7	100.0	
Missing	System Missing	6	5.3		
	Total	6	5.3		
Total		114	100.0		

Responses to How Often Engaged in "Cooking"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	18	15.8	16.1	16.1
	Never	11	9.6	9.8	25.9
	Several times a month	29	25.4	25.9	51.8
	48.00	28	24.6	25.0	76.8
	200.00	26	22.8	23.2	100.0
	Total	112	98.2	100.0	
Missing	System Missing	2	1.8		
	Total	2	1.8		
Total		114	100.0		

Responses to How Often Engaged in "Draw/Sketch"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	15	13.2	13.2	13.2
	Never	19	16.7	16.7	29.8
	Several times a month	27	23.7	23.7	53.5
	48.00	25	21.9	21.9	75.4
	200.00	28	24.6	24.6	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Fishing"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	22	19.3	19.3	19.3
Never	24	21.1	21.1	40.4
Several times a month	34	29.8	29.8	70.2
48.00	12	10.5	10.5	80.7
200.00	22	19.3	19.3	100.0
Total	114	100.0	100.0	
Total	114	100.0		

Responses to How Often Engaged in "Go to the Movies"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	5	4.4	4.4	4.4
Never	12	10.5	10.5	14.9
Several times a month	35	30.7	30.7	45.6
48.00	42	36.8	36.8	82.5
200.00	20	17.5	17.5	100.0
Total	114	100.0	100.0	
Total	114	100.0		

Responses to How Often Engaged in "Jogging/Running"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	18	15.8	15.8	15.8
Never	18	15.8	15.8	31.6
Several times a month	34	29.8	29.8	61.4
48.00	20	17.5	17.5	78.9
200.00	24	21.1	21.1	100.0
Total	114	100.0	100.0	
Total	114	100.0		

Responses to How Often Engaged in "Listen to the Radio"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.9	.9	.9
	Never	2	1.8	1.8	2.6
	Several times a month	4	3.5	3.5	6.1
	48.00	12	10.5	10.5	16.7
	200.00	95	83.3	83.3	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Listen to Tapes/CDs"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.9	.9	.9
	Never	3	2.6	2.6	3.5
	Several times a month	5	4.4	4.4	7.9
	48.00	9	7.9	7.9	15.8
	200.00	96	84.2	84.2	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Playing Cards"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	8	7.0	7.0	7.0
	Never	14	12.3	12.3	19.3
	Several times a month	40	35.1	35.1	54.4
	48.00	31	27.2	27.2	81.6
	200.00	21	18.4	18.4	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Read/Write Poetry"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	32	28.1	28.1	28.1
	once per year	31	27.2	27.2	55.3
	several times each year	27	23.7	23.7	78.9
	several times each month	11	9.6	9.6	88.6
	several times each week	13	11.4	11.4	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Rent/Watch VCR Movies"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	1.8	1.8	1.8
	Never	2	1.8	1.8	3.5
	Several times a month	16	14.0	14.0	17.5
	48.00	42	36.8	36.8	54.4
	200.00	52	45.6	45.6	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "School Clubs/Organizations"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	29	25.4	25.9	25.9
	Never	22	19.3	19.6	45.5
	Several times a month	26	22.8	23.2	68.8
	48.00	26	22.8	23.2	92.0
	200.00	9	7.9	8.0	100.0
	Total	112	98.2	100.0	
Missing	System Missing	2	1.8		
	Total	2	1.8		
Total		114	100.0		

Responses to How Often Engaged in "Shooting Pool"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	18	15.8	15.8	15.8
	Never	13	11.4	11.4	27.2
	Several times a month	22	19.3	19.3	46.5
	48.00	24	21.1	21.1	67.5
	200.00	37	32.5	32.5	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Spectator at School Sporting Events"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	31	27.2	27.4	27.4
	Never	20	17.5	17.7	45.1
	Several times a month	31	27.2	27.4	72.6
	48.00	17	14.9	15.0	87.6
	200.00	14	12.3	12.4	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Sports Outside of School"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	7	6.1	6.1	6.1
	Never	15	13.2	13.2	19.3
	Several times a month	26	22.8	22.8	42.1
	48.00	27	23.7	23.7	65.8
	200.00	39	34.2	34.2	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Swimming"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	5	4.4	4.4	4.4
	Never	8	7.0	7.1	11.5
	Several times a month	49	43.0	43.4	54.9
	48.00	23	20.2	20.4	75.2
	200.00	28	24.6	24.8	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Watching Pro-Sports"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	18	15.8	15.8	15.8
	Never	7	6.1	6.1	21.9
	Several times a month	16	14.0	14.0	36.0
	48.00	21	18.4	18.4	54.4
	200.00	52	45.6	45.6	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Watching Television"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	2.6	2.7	2.7
	Several times a month	4	3.5	3.5	6.2
	48.00	13	11.4	11.5	17.7
	200.00	93	81.6	82.3	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Drinking Alcohol"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	34	29.8	30.1	30.1
	Never	9	7.9	8.0	38.1
	Several times a month	17	14.9	15.0	53.1
	48.00	18	15.8	15.9	69.0
	200.00	35	30.7	31.0	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Smoking Cigarettes"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	45	39.5	39.8	39.8
	Never	4	3.5	3.5	43.4
	Several times a month	4	3.5	3.5	46.9
	48.00	13	11.4	11.5	58.4
	200.00	47	41.2	41.6	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Smoking Marijuana"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	47	41.2	41.2	41.2
	Never	15	13.2	13.2	54.4
	Several times a month	8	7.0	7.0	61.4
	48.00	6	5.3	5.3	66.7
	200.00	38	33.3	33.3	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Using Drugs other than Marijuana"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	75	65.8	65.8	65.8
	Never	8	7.0	7.0	72.8
	Several times a month	7	6.1	6.1	78.9
	48.00	6	5.3	5.3	84.2
	200.00	18	15.8	15.8	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Shoplifting"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	78	68.4	68.4	68.4
	Never	10	8.8	8.8	77.2
	Several times a month	10	8.8	8.8	86.0
	48.00	7	6.1	6.1	92.1
	200.00	9	7.9	7.9	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Vandalism"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	75	65.8	66.4	66.4
	Never	16	14.0	14.2	80.5
	Several times a month	7	6.1	6.2	86.7
	48.00	6	5.3	5.3	92.0
	200.00	9	7.9	8.0	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Damage School Property on Purpose"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	77	67.5	68.1	68.1
	Never	12	10.5	10.6	78.8
	Several times a month	11	9.6	9.7	88.5
	48.00	2	1.8	1.8	90.3
	200.00	11	9.6	9.7	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Stealing Something Worth less than \$50"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	71	62.3	62.3	62.3
	Never	14	12.3	12.3	74.6
	Several times a month	5	4.4	4.4	78.9
	48.00	7	6.1	6.1	85.1
	200.00	17	14.9	14.9	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Stealing Something Worth more than \$50"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	80	70.2	70.8	70.8
	Never	12	10.5	10.6	81.4
	Several times a month	12	10.5	10.6	92.0
	48.00	5	4.4	4.4	96.5
	200.00	4	3.5	3.5	100.0
	Total	113	99.1	100.0	
Missing	System Missing	1	.9		
	Total	1	.9		
Total		114	100.0		

Responses to How Often Engaged in "Stealing a Car"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	97	85.1	85.1	85.1
	Never	11	9.6	9.6	94.7
	Several times a month	3	2.6	2.6	97.4
	48.00	1	.9	.9	98.2
	200.00	2	1.8	1.8	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

Responses to How Often Engaged in "Set Fire to Property"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	94	82.5	82.5	82.5
	Never	9	7.9	7.9	90.4
	Several times a month	2	1.8	1.8	92.1
	48.00	3	2.6	2.6	94.7
	200.00	6	5.3	5.3	100.0
	Total	114	100.0	100.0	
Total		114	100.0		

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