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# Adolescent' Leisure Time Management and Museum Promotion: Gender and Educational Issues

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**Abstract**
This study aims to reveal the impact of leisure time on the character of youths, especially the Iraqis' youths, and its positive or negative circumstances on them whether they are male or female. To achieve this objective, the study was applied to a sample of youths from Bunook district where the study sample was composed of (100) adolescents. Questionnaire adopted to achieve the objectives of the study, and the results showed that most of the study's sample spends their leisure time in learning things related to the field of their education. Also the results showed that leisure time is not a frustrating of Innovation and Excellency from the viewpoint of sample. And there is a crucial role for parents in how spending their leisure time but they do not interfere with whom they spent their leisure time. Results also showed that age effect on how they investing leisure time. And there are no statistical significant differences for educational level toward how investing leisure time.
**Keywords:** Leisure Time, Youth, Family Role, Sociology of Leisure, Recreation, Museum Promoting

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## Introduction

Young people make up almost a fifth of the world's population (Mayer et al., 2019). Around 85 percent of young people's waking hours are spent outside formal education (Great Britain: Parliament: House of Commons: Education Committee, Services for young people: third report of session 2010-12). The transition of young people into work marks a critical period in the life cycle. It signifies a crucial stage of independence, the application of academic learning, and social and economic productivity, as well as sets the stage for an individual's potential in terms of earning capacity, job options and the possibility of advancement.

In effect, the manner in which a young person enters the work force influences his/r life-long employment experiences. When and how this transition occurs further impacts the well-being of that person as well as his/r relationships with family, friends, community and society*. Youth is a critical transitional period. Services for young people are to help them cope with their difficult developmental tasks in this transitional stage, realize their potential,

Learn to take charge of their lives, and develop their capacities to face personal challenges (Liu et al, 2009). Many of the world's young people are doing well. They grow up in cohesive, caring societies that prepare them for a responsible and productive existence. Alongside these achievements and optimistic hopes exists a parallel reality that is far less pleasant and increasingly pervasive. Many young people continue to suffer poverty, discrimination and inequality, and far too great a number still lack access to proper education and health services. Most of those who become infected with HIV/AIDS are in their teens or early twenties. Some fall prey to early pregnancy or become involved in drug abuse and delinquency.

In countries which suffered from crisis, devastating effect on jobless people especially young people can happen because of disappointed ambition and frustrated. For these and another reasons, the leisure time consider one of the contemporary problems that the youths suffering because of it in their environment, regardless of the environment's kind they live. Where the activities and services in a permanent conflict with leisure time. Leisure time is a sword with double-edge, as long as the individual invest leisure time perfectly the results will be effective and useful and contribute positively to the both the social construction of the nation and individual life. And from this point, the family, educational and social institutions had to take responsibility for youth's guidance toward investing leisure time in perfect manner. We will study this problem and analyze their causes and their impact on young people and try to put proposals on this issue. Accordingly, this study aims to reveal the social, psychological, educational, and economic impacts of leisure and its impact on young people through attempt to answer the following questions:



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First question: What is the impact of leisure time on youth? And subdivide to the following questions:
1. What is the impact of education on the investment of leisure time among young people?
2. What is the impact of gender on the investment of leisure time among young people?
3. What is the impact of age on the investment of leisure time among young people?
4. What is the impact of work on the investment of leisure time among young people?
5. What is the impact of promotional tools on the investment of leisure time among young people to visit museum?
6. What is the impact of economical status on the investment of leisure time among young people?
Second question: Are there significant statistical differences in the way of spending leisure time due to the variable of gender?
Third question: Are there significant statistical differences in the way of spending leisure time due to the variable of educational level?

**Leisure time and Adolescent**

The concept 'Leisure Time' has been defined such as: 'free time which is used temporarily from work' or 'freedom from duties' or 'un-obligated time' or 'being free from obligations'. As seen in the given definitions, the core meaning of the concept leisure time is related with the idea of 'to be free of work obligations' (Omay & Gür, 2011). And whatever leisure is, it is important to people's quality of living. Leisure cannot exist where people don't know what it is. However, leisure can mean different things to different people; and leisure can mean different things in different culture (Torkildsen, 2005) and in deferent life cycle stages.

It is imperative that every person be given a wide range of opportunities for meaningful participation within the community, provided or facilitated by a multitude of organizations, institutions and programs in all sectors. In every culture, there are hours in the day when young people are not formally required to be in school or engaged in household or paid work. They choose to be involved in various activities, and there are public and private programs, organizations and individuals who support their participation.

Although different principles exist for conceptualizing the human life cycle, Levinson's model is used as a basis of theoretical and empirical analysis in the present studies. The model divides life into four "seasons": childhood and adolescence (up to 23 years of age), early adulthood (24-43), middle adulthood (44-63), and late adulthood (64 or older), (Iso-Ahola & Jackson, 2001). It is only recently in the history that a distinction was made between the years of life known as childhood and the years we know call adolescence or youth (Kelly & Freysinger, 2000).



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For this stage, the main categories of companionship are family and peers. However, about 25 percent of an adolescent's waking hours is spent alone in their bedroom, which is typically a private space decorated with trophies signifying their emerging sense of self. Two-third of teenagers (67%) spend time hanging around doing nothing in particular and a third (34%) find their youth centers boring. According to 65% of 13 to 15 year olds their parents are quite happy for them to go out rather than stay at home as much as possible. And differences between males and females show up in three main ways. First, more girls than boys tend to hang around with their friends doing nothing in particular. Second, more girls are critical of the leisure facilities in their area than are boys. Third, parents tend to be more concerned to control their daughters' use of leisure. There, favorite leisure activities are listening to music, reading magazines, watching videos, and daydreaming. The time spent with family declines from childhood through adolescence, as the time spent in school and school-related activities increase. Being together with peers is often associated with adolescent leisure. During adolescence, time spent conversing with friends increases rapidly (Miller et al., 2003) (Francis & Kay, 1995). This period is marked by many opportunities to prove one's own relational skills and one's own sense of agency in the family, with peers, and in the community at large (Pajares & Urdan, 2006). Through the teens, leisure activity takes on increasing significance in young people's development. It signals the growing role of the peer group as an influence on young people's choices, with potential for clashes between the continuing role of parents as a major source of advice and that of friends. The nature of the activity changes across the teenage years, as does the company kept. Thus family leisure activities give way to those initially of single-sex groups followed by mixed groups from which partnerships begin to form. Activities organized by adults such as scouts and guides are also prominent in the early to mid-teens and are often an extension of schooling. In the late teens these tend to be replaced increasingly by commercially-run venues such as cafes, pubs and discos as the setting for social life. Writers on adolescence such as John Coleman and Leo Hendry point out that these shifts correspond with the "focal concerns" of adolescence, which broadly reflect (Feinstein et al., 2005):

- Developing a self-identity in light of physical changes;
- Developing a gender identity;
- Gaining a degree of independence from parents;
- Accepting or rejecting adult values;
- Shaping up to an occupational or unemployed role; and
- Developing and extending friendships.

Free time can provide the opportunity to engage in negative activities or it can be used to prevent problematic behavior. In discussing the importance of leisure activity in preventing negative adolescent behavior patterns. When adolescents are bored, they often resort to activities that have negative



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consequences. Therefore, the key to preventing negative behavior is to prevent boredom. Leisure activities can be a positive force in the life of adolescents. And adolescents experienced greater freedom and intrinsic motivation from their leisure activities than in other daily life activities (Leitner & Leitner, 2004).

**The family role**

Families are still considered to be the fundamental units of society and are perhaps the oldest and most important of all human institutions. Examinations of family leisure have consistently demonstrated a positive relationship between family recreation and aspects of family functioning such as satisfaction and bonding (Zabriskie & McCormick, 2001).

The family plays an important role in facilitating the adolescent's smooth transition to young adulthood. Sound family relations are important in the development of important aspects of the adolescent's personality, such a healthy self-concept (Slee, 2002).

Structured leisure activities are often of higher social complexity and may involve peer cooperation, support from family members, and guidance from unrelated adults (e.g. coaches). Studies have emphasized the importance of social support from non-deviant peers, family members, and other adults as possible mechanisms by which structured activities may benefit participating youth. For instance, structured clubs and teams attract youth of varying social and academic competence. For adolescents with marginal or low competence, participating in the activity provides an opportunity to form relationships with more competent peers that may otherwise be unavailable. Structured activities also impose organization on adolescent leisure time that may facilitate parental monitoring practices and trust by increasing parental knowledge of where the adolescent is, what he/she is doing, and who he/she is with during leisure time. Parents and other adults may also be more apt to play an active and/or supportive role in their child's participation in structured leisure activities (Mahoney & Stattin, 2000).

The size of the family may have an effect upon the level of adolescent's interest in sharing and participation in the activities. In large families where there are more members to share the activities there are more reasons for conflict. Hence, the adolescent from large family generally has to share more of the burden and the responsibilities of the home than does the adolescent from the small family and thus may feel overworked or deprived of many of the material possession or opportunities for recreation that the adolescent from the smaller family enjoys (Mahale, 1987). Another strong predictor of illicit drug use and other deviant behaviors among adolescents is family structure (Barrett & Turner, 2006). While the risk of substance abuse is the greatest for teens living in households without parents, those living with both parents face the least risk. With regard to single parent families, protection against the risk of substance use is lower in these



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families than in two-parent families. These consistent findings have been attributed by scholars to different factors including socioeconomic status, family processes, friendship networks, and social stress, each of which are drawn from different theoretical perspectives such as social learning and social control theories (Barrett & Turner, 2006).

Of the factors that have been used to explain the relationship between family structure and substance use, family processes and friendship networks are most amenable to incorporation into the routine activity perspective. Research demonstrates that adolescents from single parent families have less parental attachment, parental support, and, most importantly, are subjected to less parental monitoring. From the point of view of "the lack of capable guardians," it can be argued that single parents have less capacity to supervise the activities of their children and to provide effective guardianship against their involvement in situations that provide opportunities to use illicit drugs. Moreover, it has been suggested that adolescents who experience emotional detachment from their parents, which is more likely to happen in a single-parent family context, seek refuge in peer relationships, and this leads to more time being spent in unstructured and unsupervised activities with peers (Barrett & Turner, 2006).

**Sociology of leisure**

Sociology of leisure is the study of how humans organize their free time. Sociology of leisure is a recent sub science of sociology, compared with traditional sub science such as those of work, education, the family "Despite limitations, however, there has recently been some progress in developing the sociology of leisure" (Parker, 1975). Later than this point, leisure had usually been seen as small branch with no big important, minor feature of society (Parker, 1975). Leisure is now recognized as a major social institution, deserving of serious sociological inquiry, particularly in Western societies (Frey & Dickens, 1990).

The definition of leisure can be changed by the cultural and social differences. Therefore, it is difficult to find a common definition (Ho, 2008). Most theories have been developed in the twentieth century. Many arose out of the troubles of the Industrial Revolution; hundreds of theories and descriptions of leisure have been written from then until now. From the mass of literature, five discernible, though overlapping, approaches are evident: Leisure as time, Leisure as activity, Leisure as a state of being, Leisure as an all-pervading, 'holistic' concept, Leisure as a way of life (Torkildsen, 2005).

Although, there are too many questions concerning the definition of work, are unpaid endeavors consider as work, such as volunteering or studying (Daniels, 1987). And so, non-work time is not considered as free time, because free time can be divided between leisure and some kind of obligatory activities like housework (Wilson, 1980). Dividing activities into



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free and dedicated time is not easy. Scholars differ in their classifications of activities such as eating a meal, shopping, repairing a car, attending a religious ceremony, or showering one man's work can be another man's leisure (Wilson, 1980; Grint, 2005). Furthermore, there is a debate whether to combine political or spiritual activities in studies of leisure (Parker, 1975). And among police officers or miners occupational communities, it is common for work colleagues to be off-time friends and to share similar, work-based leisure activities (Salaman 1974). And more, concerning the sociologist of leisure there are theoretical questions. Quantifying the results is difficult, as time-budget studies have noted that a given amount of time (for example, an hour) may have different values, depending on when it occurs within a day, a week, or a year. So it is so difficult quantifying the results in such situations (Wilson, 1980). Finally, as with many other fields of inquiry in the social sciences, the sociology of leisure, in common with the sociology of other institutions and social processes, suffers from a lack of comparative data over time, as there was little to no standardized data-gathering on leisure throughout most of human history (Parker, 1975).

The study of leisure over the past decades has shifted from focusing on work and leisure relationship to the relationship of leisure and culture (Blackshaw, 2003; Aitchison, 2003). The studies of leisure show two approaches, the formal, and historical-theoretical. The formal, which emphases on practical issues like, patterns of leisure shifting during human's life cycle, the relation of leisure-work, and special types of leisure like sport's sociology. While the other approach focusing on the social changes within leisure field, from structural-functionalist and neo-Marxist perspectives (Stebbins, 2007; Veblen, 2005; Horne, 1918; Marshall, 2010).

In seeking to find out who is most likely to participate in what leisure activity, most social scientists have turned to socioeconomic variables, such as income, occupation or education (Wilson, 1980). This has yielded fewer results than expected; patterns. Income level is most closely associated with the absolute amount of money spent on leisure (Wilson, 1980). Occupation has a similar effect, because most occupations heavily influence a person's income (for example, membership in a prestigious occupation and "country-club" activities such as golf or sailing are significantly correlated--but so is membership in those occupations and high income, and those activities with high cost) (Wilson, 1980). Education is correlated with having a wide range of leisure activities, and with higher dedication to them (Wilson, 1980). As Kelly noted "Predicting a person's leisure behavior on the basis of his socioeconomic position is all but impossible" (Kelly, 1974).

And when we study the choice of specific leisure activities, we find that a person's immediate situation is most influential—whether he has a family, whether there are recreational facilities nearby, and age (Wilson, 1980). Early family influences, particularly involving the more social leisure



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activities, can be profound (Wilson, 1980). The type of leisure activity also depends on the individual's current place in the life cycle (Wilson, 1980).
The American sociologist Robinson found that Americans, on average, have four hours of leisure time each weekday, and more on weekends—six hours on Saturdays, almost eight on Sundays (Robinson, 1977). Amount of leisure time decrease with age, work, marriage, and children (Wilson, 1980). Furthermore, the amount of free time does not notably depend on an individual's economical status (Wilson, 1980). A person prefers less free time if he is uncertain about his economic future, or if the job is his central interest (Wilson, 1980). Watching television became a major leisure activity (Vandewater etal., 2004), hence, decrease the time dedicated to other activities. Furthermore, data from the American's Use of time study show that free time spent watching television increased from about 10.4 hours per week in 1965 to about 15.1 hours in 1985 (Coulston & Boushey, 2008). Shared leisure activities increase marital satisfaction (Wilson, 1980).

**Leisure and recreation**

Recreation is considered as activity through which leisure may be experienced and enjoyed but it is also seen as a social institution, socially organized for social purposes (Grant & Allan, 1990). The most modern acceleration of exercising leisure is recreation understood as a differential area of physical culture tourism, play and rest. leisure occurs to be not only free time after obligatory activities bound up with biological determinants of life and with work are completed, it is also an important social factor (for instance, for the stratification of the levels or classes of society) (Zowisło, 2010). However, to really understand what recreation is, the following are basic characteristics of recreation (Leitner & Leitner, 2004):

1. Participation is voluntary, not obligatory.
2. Some of the major 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. Perhaps the most important factor in determining whether or not an activity is a recreational experience is the participant's attitude toward the activity, not the activity itself. Although it was previously stated that recreation participation is voluntary and is motivated by internal rewards such as personal satisfaction, many activities might also have some element of obligation and external rewards. However, it is the degree to which the participant psychologically focuses on the voluntary versus obligatory and internal versus external reward aspects of the activity that determines whether or not the activity is a recreational experience.
6. Recreation usually benefits a person physically, mentally, and/or socially, in addition to being an enjoyable experience.



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7. Recreation services provided as part of a community service program should meet appropriate ethical standards and provide a healthy and constructive experience.
8. Recreation is a very broad concept. It involves an extremely diverse range of activities. The different categories of recreational activities are discussed in the next section of this chapter.

In addition, Classification of Recreational Activities, refer to the Appendix for a listing of specific recreational activities associated with each of the categories of recreational activity identified as follows (Leitner & Leitner, 2004).

Simple entertainment / spectator sports, movies, television - Mental activity/contemplation and self-awareness / Meditation, reading and writing - Sports and exercise – Music – Art – Hobbies - Play/games – Relaxation - Social activity - Humanitarian services / involvement in organizations providing humanitarian services - Nature activities/outdoor recreation - Travel and tourism.

**Museum Promotion**

For a long time, museum playing the main role of preserving and maintaining collections relevant to the history of nations, however, recently researchers start questioning the nature of activities and operations that museum does. The museums represent the memory of generations, commemorate the history and civilizations of nations, and they are one of the most important civilizational, tourism, educational, and scientific manifestations that entrench the heritage within the human conscience and community. Hence, with its development and diversification during the last era, the countries have become more oriented to the specialized museums, so that each museum performs its role and its mission in preserving heritage, introducing it to public and highlighting it to the world. Society also changed, so museum try to give more attention to the developing demands of the public. There are many more demands on their leisure time, and many more competing alternatives for that time (Black, 2005). While in the last century education levels have continually risen, museums have on the whole retained the basic educational values. The public demands museum to fulfill his mission and goals, and the old believe that art and artifacts spoke for themselves are no longer common (Kotler et al, 2008). However, widening mission and goals needs more funds, and this put pressure on the museum to create their own funds. Which is requires from museums developing a marketing orientation. Although museologists seems to be hardly accepted philosophy and research techniques of marketing, some attempts have been made to show museums the benefits of marketing, and to assist them in adopting marketing techniques (McLean, 1995). Accordingly, a considerable amount of literatures regarding the museum marketing have been issued in the last decades (Jansen-Verbeke & Van Rekom, 1996;



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Kotler et al,2008; Falk & Dierking, 1992; Cameron, 1982; McLean, 1997; Fronville, 1985; Kawashima, 1998; Cole, 2008; Siano et al, 2010; Kırezlı, 2011). Even though, museums still lacking an integrated marketing strategy, hence, developing efficient promotional strategy (McLean, 1995).

Promotion and media is one of the most important means of linking and attracting visitors to the museum. It is an important process to publicize museums and to know their programs and objectives. The promotion and media can carry out the museums themselves through public relations departments, media or other relevant government agencies. Even some scholars see that museums themselves effect audience behavior as mass media (Kawashima, 1998). Reaching locals which is likely represent the broadest segment of the public, means reaching to most of the adolescences in the community. Museologists recognized that museum essentially denotes to "Educate, Enrich and Entertain" and that what each museum aimed at (Biswas, 1996). Since museum plays a part in education that calls for fostering a strong link between its activities and those of the schools and colleges (Kent et al, 1979). Which is can be achieved through promotional initiatives, including posters and leaflets in community meeting places, local press, and personal selling to community groups. However, promoting for museum is rarely considered as part of a campaign, still less of a wider marketing strategy (Runyard, 1994).

**Mythology of the study**

Style of the study: Social survey sample will be used for purpose of this study.

Community of the study: Research community is made up of young from Bunook district.

Study sample: Questionnaire was distributed to a sample consisting of (100) young were selected in a simple randomly way.

Study instrument: questionnaire instrument was conducted to collect the data, and it was adopted from (Zumbo, 2003)

**Study variables:**

1. Independent variables are in two levels (gender, level of education).
2. Dependent variable, impact of leisure time on young.

**Statistical analysis:**

__ Depend on analyzing information that has got from answers in the questionnaire using (SPSS) program.

__ The questionnaire items are accounted using the arithmetic mean and standard deviations.

__ The (T- TEST) has been used to know the impact of gender variable.

__ The (ONE-WAY-ANOVA) has been used to know the impact of educational level.



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**Results**

The results related to the first question "What is the impact of Leisure time on youth?" are, the arithmetic means and standard deviations are taken out for each fields of study instrument which will be shown later.

The first field: The impact of education on the investment of leisure time: The arithmetic means and standard deviations for the first field are calculated and arranged in descending; as stated in the table (1).

**TABLE 1. Arithmetic means and standard deviations for the first field**

| no | Item | mean | S. D |
|---|---|---|---|
| 5 | I use leisure time to get things related to my field of education | 4.24 | 0.916 |
| 1 | Leisure time gives me a chance for innovation and excellency | 3.62 | 1.227 |
| 3 | My family intervene in a way in which I spend my Leisure time | 3.58 | 1.144 |
| 4 | I use my Leisure time to get new things | 2.96 | 1.068 |
| 2 | The Leisure time consider as a frustrating for innovation and excellency | 2.42 | 1.126 |
| The total degree | | | |

We can see from the last table that the item (5) "I spend leisure time to learn new things about my field of education", take the first order with arithmetic mean (4.24), While the order of the item (2) was the last one " The Leisure time is the killer for innovation " with arithmetic mean (2.42).

The second field: The impact of gender on youth's investment of leisure time:

The arithmetic means and standard deviations are accounted for the second field and arranged in descending way; as shown in table (2).

**TABLE 2. The arithmetic means and standard deviations for the second field**

| No | Item | Mean | S. D |
|---|---|---|---|
| 11 | My family enforce me to spend my Leisure time in the house | 4 | 0.948 |
| 7 | I spend my Leisure time in useful and social acceptable things | 3.98 | 0.845 |
| 1O | I spend my Leisure time outside my house without any control by my family | 3.8 | 1.143 |
| 8 | I have too much Leisure time | 3.7 | 1.129 |
| 12 | I spend most of Leisure time in front of mirror | 3.68 | 1.168 |
| 13 | I prefer to spend Leisure time in sport exercise | 3.66 | 1.062 |
| 6 | I do not care to the religious rules while I spend my Leisure time | 3.42 | 0.95 |
| 9 | My family does not interfere in spending Leisure time with my Friends | 3.34 | 1.334 |
| The total degree | | | |



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We can see from the last table, that the item (11) "My family enforce me to spend Leisure time in the house", takes the first order with arithmetic mean (4), while the item (9) take the last order" My family does not intervene in spending Leisure time with my Friends", with arithmetic mean (3.34). While the arithmetic means in total were high.

The third field: The impact of age on youth's investment of leisure time:

The arithmetic means and standard deviations for the third field are calculated and arranged in descending. As stated in the Table (3).

**TABLE 3. The arithmetic means and standard deviations for third field**

| NO | Item | Mean | S. D |
|---|---|---|---|
| 15 | whenever i become bigger in old i use my leisure time well | 4.o8 | 0.829 |
| 17 | There is a permanent family control about how I spent my Leisure time | 3.84 | 1.037 |
| 18 | whenever i become older the family control on spending leisure time will be less | 3.7 | 1.055 |
| 14 | I have too much Leisure time but I don't use it | 3.66 | 1.042 |
| 19 | I spend most of Leisure time using internet | 3.56 | 1.215 |
| 16 | I have a lot of obligations and responsibilities and I use Leisure time to achieve them | 3.52 | 1.233 |
| The total degree | | | |

We can see from the last table that the item NO. (15) "When I am progressive in age I use my Leisure time in a better way ", take the first order with arithmetic mean (4.08), while the item NO. (16) Take the last order "I have a lot of obligations and responsibilities and I use Leisure time to achieve them ", with arithmetic mean (3.52). While in total all arithmetic means were high.

The fourth field: The impact of work on youth's investment of Leisure time:

The arithmetic means and standard deviations for the fourth field are calculated and arranged in descending. As seen in Table (4):

| No | Item | Mean | S. D |
|---|---|---|---|
| 23 | I spend Leisure time in hanging around at the roads | 4.18 | 0.873 |
| 22 | The nature of my work imposed me to spend Leisure time in specific things | 4.16 | 0.997 |
| 20 | After work I spend Leisure time in relaxing | 4.02 | 0.714 |
| 24 | I invest Leisure time to engage in educational and developmental courses so I could increase my skills and capabilities | 3.74 | 0.986 |
| 21 | I don't have lots Leisure time | 3.5 | 1.015 |
| The total degree | | | |

**TABLE 4. The arithmetic means and standard deviations for the fourth field**



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We can see from the last table that the item NO. (23) "I spend Leisure time in hanging around at the roads", take the first order with arithmetic mean (4.18) , while the item NO.(21)
take the last order " I don't have lots Leisure time ", with the arithmetic mean (3.5) . While in total all arithmetic means were high.
The fifth field: The impact of promotional tools on the youth's investment of Leisure time to visit museum: The arithmetic means and standard deviations for the fifth field are accounted and arranged in descending way. As we see in Table (5).

**TABLE 5. The arithmetic means and standard deviations for the fifth field**

| NO | Item | Mean | S. D |
|---|---|---|---|
| 28 | The mass media effect negatively on the youth's investment for leisure time to visit museum | 4.1 | 1.015 |
| 25 | The family come in the first place in directing youth about how investing Leisure time | 4.01 | 0.853 |
| 26 | The government come in the first place in directing youth about how investing Leisure time | 4.02 | 1.078 |
| 29 | The way in which the youth spend Leisure time effect the society And also affect him as individual in that society | 3.8 | o.833 |
| 27 | The mass media effect positively on youth's investment for Leisure time to visit museum | 3.7 | 1.855 |
| The total degree | | | |

We can see from the last table that the item NO. (28) " The mass media effect negatively on the youth's investment for leisure time ", takes the first order with arithmetic mean (4.1), while the item NO. (27) take the last order "The mass media effect in positive way to use Leisure time", with the arithmetic mean (3.7).
The sixth field: The impact of economical status on youth's investment for Leisure time the youth have: The arithmetic means and standard deviations for the sixth field are calculated and arranged in descending. As shown in Table (6).



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**TABLE 6. The arithmetic means and standard deviations for the sixth field**

| No | Item | Mean | S. D |
|---|---|---|---|
| 32 | The youth with limit income spend their Leisure time securing life's Requirements with their families | 3.96 | 1.068 |
| 35 | The leisure time of youth with limit income characterized with Quietly and intimately family meeting | 3.88 | 0.982 |
| 33 | The size of Leisure time for the youth with limit income be less compared with the youth with high income | 3.86 | 1.03 |
| 36 | in their Leisure time, The youth with high income and social status spend much money on Luxurious parties and meetings | 3.26 | 1.242 |
| 31 | Youth who belong to families with high income prefer Use Leisure time in activities which appear distinguished | 2.98 | 1.204 |
| 30 | Individual's income level determine the type of activities which is likely to participate with in Leisure time | 2.84 | 1.095 |
| The total degree | | | |

We can see from the last table that the item NO. (32) " The youth with limit income spend their Leisure time securing life's Requirements with their families ", take the first order with the arithmetic mean (3.96), while the item NO. (30) Take the last order "individual's income level determine the type of activities which is likely to participate with in Leisure time", with the arithmetic mean (2.84).

The second question: Are there Statistical significant differences in the investment way of leisure time can be imputed to a gender variable?

To describe the effect of gender on answers, (T- TEST) has been used as shown in table (7).



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**TABLE 7. T- Test results, Are there Statistical significant differences in the investment way of leisure time can be imputed to a gender variable?**

| No | Field | gender | Mean | T- value | Level of significant |
|---|---|---|---|---|---|
| 1 | Education impact on youth's Leisure time Investment | Male | 3.96 | 2.276 | .138 |
| | | Female | 3.76 | | |
| 2 | gender impact on youth's Leisure time investment | M | 2.92 | .783 | .380 |
| | | F | 3.08 | | |
| 3 | Age impact on youth's Leisure time investment | M | 4.04 | 1.585 | .214 |
| | | F | 3.72 | | |
| 4 | Work impact on youth's Leisure time investment | M | 3.20 | 2.192 | .145 |
| | | F | 3.32 | | |
| 5 | Social level impact on youth's Leisure time investment | M | 4.16 | 1.014 | .319 |
| | | F | 3.72 | | |
| 6 | Economic level impact on youth's Leisure time investment | M | 3.56 | 5.231 | .027 |
| | | F | 4.08 | | |

We can see from the last table that there are no differences have a statistical significant at ($P \leq 0.05$) in most study field which the differences were more than (0.05), this refers that there are no differences have a statistical significant about using Leisure time between male and female, while the item NO. (6) "economic level impact on using Leisure time the youth have", came as a statistical significant which was in a level (.027).

The third question: Are there Statistical significant differences in the way of leisure time investment can be imputed to Educational level variable?

One Way Variance Analysis has been used to describe the impact of a scientific qualification variable in using Leisure time, table (8) shows that:



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**TABLE 8. One-way variance analysis to describe the impact of a scientific qualification variable in using Leisure time by individuals**

| Field | Variance source | Sum of Squares | df | Mean Squares | F | sig |
|---|---|---|---|---|---|---|
| The Education impact on Youth's investment for Leisure time | Between groups | 5.893 | 10 | 1.179 | 0.764 | 581 |
| | Inside groups | 67.887 | 89 | 1.543 | | |
| | Total | 73.780 | 99 | | | |
| The gender impact on youth's investment for Leisure time | Between groups | 3.500 | 10 | .700 | 0.525 | 0.756 |
| | Inside groups | 58.680 | 89 | 1.334 | | |
| | Total | 62.180 | 99 | | | |
| The Age impact on youth's investment for Leisure time | Between groups | 4.038 | 10 | 0.808 | 0.591 | 0.707 |
| | Inside groups | 60.142 | 89 | 1.367 | | |
| | Total | 64.180 | 99 | | | |
| The Work impact on youth's Investment for Leisure time | Between groups | 3.173 | 10 | 0.653 | 0.529 | 0.753 |
| | Inside Groups | 52.747 | 89 | 1.199 | | |
| | Total | 55.920 | 99 | | | |
| The economic level impact on youth's investment for Leisure time | Between Groups | 2.979 | 10 | 0.596 | 0.687 | 0.636 |
| | Inside groups | 38.141 | 89 | 0.867 | | |
| | Total | 41.120 | 99 | | | |
| The social level impact on Youth's investment for Leisure time | Between Groups | 1.639 | 10 | 0.328 | 0.339 | 0.886 |
| | Inside Groups | 42.541 | 89 | 0.967 | | |
| | Total | 44.180 | 99 | | | |

We can see from the last table that there are no differences have a statistical significant can be imputed to the variable of Educational level in related to use Leisure time at ($P \leq 0.05$).



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**Discuss the results and recommendations:**

Free time can provide the opportunity to engage in negative activities or it can be used to prevent problematic behavior. When adolescents are bored, they often resort to activities that have negative consequences. Therefore, Leisure activities can be a positive force in the life of adolescents. And adolescents experienced greater freedom and intrinsic motivation from their leisure activities than in other daily life activities. In the other hand, the family plays an important role in facilitating the adolescent's smooth transition to young adulthood. Sound family relations are important in the development of important aspects of the adolescent's personality, such a healthy self-concept. In regard for seeking to find out who is most likely to participate in what leisure activity, most social scientists have turned to socioeconomic variables, such as income, occupation or education. While in the recreation field, the most modern acceleration of exercising leisure is recreation understood as a differential area of physical culture tourism, play and rest. leisure occurs to be not only free time after obligatory activities bound up with biological determinants of life and with work are completed, it is also an important social factor (for instance, for the stratification of the levels or classes of society). Regarding the results of current study according to its questions as follow:

- The last results showed that most respondents in this study invest Leisure time to learn things related to their field of education.
- The study results showed that Leisure time doesn't be a frustrating factor for Innovation and Excellency, from the sample's view point.
- The study results showed that family play a main role on how youth invest Leisure time, but don't interfere to the friends who spend Leisure time with them.
- The results showed that the age has an impact on how youths invest their Leisure time.
- The level of education doesn't show statistical significant differences on how youth invest their Leisure time while answers were close and clear.

**Recommendations:**

In this subject, the most important point, if delinquency policies are to be truly effective, higher priority must be given to marginalized, vulnerable and disadvantaged young people in society, and issues relating to youth in conflict with the law should be a central focus of national youth policies. The administration of juvenile justice should be decentralized in order to encourage local authorities to become actively involved in preventing youth crime and reintegrating young offenders into society through support projects, with the ultimate aim of fostering responsible citizenship accordingly, we had to:

- Activating competent bodies to construct centers and clubs which make it possible to youths to spend their leisure time in beneficial manner.



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- raise the level of coordination between Ministry of Education and the Ministry of media to elevate the awareness of youths both male and female about how using Leisure time in a right way.
- Make more studies to know youth's attitudes and motivations for their investment to Leisure time and try to open channels of discussion with them by meetings, symposiums or conferences to their needs exactly. And in order to take part in decision making process.
- Re-qualify the deviant youth who don't use Leisure time in a good way and re-integrate them socially, by well-planned programs and policy. Because quite often, however, the situation is far more serious. Poverty, social exclusion and unemployment often cause marginalization, and young people who are marginalized are more susceptible to developing and maintaining delinquent behavior.
- Take cares of youth's talents and abilities, and try to develop them by provide the right equipment's and the specialized people to insure direct them towards both the benefit of the youths and society.
- developing the spirit of citizenship among youths, because the youth should know that whatever we are today is because of the country and society. Hence we should give something back to the society.



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