

The Use of Leisure Time in Cultural Activities and Its Influence on Self-Wellbeing Among UKM Citra Students

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Abstract

This study aims to view UKM Citra students' involvement cultural activities on leisure times and its influence towards self-wellbeing. Self-wellbeing refers to the aspects of social relationship, self-potential and health. Data were collected by using questionnaires that involve demographic information, cultural activities that were participated by students and students' wellbeing. A total of 100 students were involved in this study. Data were analyzed using SPSS version 22.0 to examine the percentage and mean. The results of the study show that the involvement in cultural activities that are based on three art fields have no big impact on self-wellbeing among UKM Citra students. This study also shows that there are no significant differences on both male and female students' participation in cultural activities and self-wellbeing based on gender and art fields. The involvement in cultural activities for three art fields and self-wellbeing among UKM Citra students are at medium level.

Keywords: Citra students, cultural activities, leisure time

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1. Introduction

The use of leisure in the life of every youth, especially among students, is crucial to balancing their daily routine that is always burdened with duties and responsibilities in the academic field. The success among students in various fields is influenced by their skills in terms of time management [1]. Firmly by Nor Hidayatun [2], leisure activities can provide a valuable and fun experience for self-gratification.

However, the use of free time especially beyond learning time has failed to be fully utilized by students in institutions of higher learning (IPTS). According to Rafiq Husin [3], there are some students who do not use leisure time with positive things and can add value to their own benefits. Instead, they are more likely to engage in immoral activities which resulted in missing their identity, life and eventually suffer from depression.

Therefore, the study on the use of leisure time through the involvement of Citra students at Universiti Kebangsaan Malaysia (UKM) in cultural activities as well as its

influence on the well-being of students is expected to give exposure to all parties about charging quality leisure time and able to foster the self-esteem of students through cultural activities.

Cultural activities are some of the elements that can be done in practicing leisure time in one's daily life. If looking at the angle of cultural activities from a student perspective, it is among the instruments that students can use in expressing intrapersonal expressions, talents and creativity in themselves as well as being a field for them to reduce talent and creativity in themselves as well as being a field for them to reduce tension in learning in the university. Cultural activities which include musical art, theater art and dance arts among the participating students in leisure time activities, which are closely related to the level of well-being in the student itself. Accordingly, the Malaysian Youth Index 2015 will be used to viewing and measuring personal well-being among students of three domains namely self-potential, health and social relations [4].

University is a place where students are exposed to soft skills that different from other institutions either in the aspect of communication and teamwork in sowing culture among diverse ethnic such as organizing festive events, student mobility programs and community service with peers, lecturers and community members. Although these

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cultural activities are seen as less attractive among students but in fact it provides and promising experience, personal development and good marketability besides enhancing the level of well-being among the students themselves.

1.1 Problem Statement

In addressing the challenges of globalization, the current career field requires an individual with extensive knowledge and good personal skills. According to Abdul Rahim [5], in the era of rapid development towards the 21st century, each IPT is required to produce quality and excellent graduates as the future leadership of the country. In fact, through leisure activities and co-curricular activities have a positive impact in shaping the students to be more competitive, able to develop their talents and enhance creativity [6].

In fact, the management of quality leisure time among students is able to improve their well-being especially in terms of social relationships, potentials and health. On the contrary, there are still some of the students who fail to utilize their leisure activities for their own benefit. In terms of social relationships, the problem of delinquent behavior among students in each IPT is rather disturbing and requires more proactive solutions.

These delinquent behaviors are attributable to the poor management of leisure time that is not well utilized. The findings of social study among youth in Malaysia by the Malaysian Youth Development Research Institute (2011) found that youths including students were exposed to sexually abused such as watching pornographic material or videos, having sex and dating before having a legitimate marriage [7]. In fact, they are also vulnerable to the lack of control over internet access that has led the minds of these IPT students to be easily influenced by delinquent and criminal behavioral elements.

Moreover, the management of leisure time activities issue is also closely linked to the self-potential among IPT students. The problem of dumping unemployment among graduates IPT nowadays is due to their failure to develop their potential and self-esteem during a student term. The lack of leadership skills among students is still occurring due to discipline problems among them and their assumption about the management of leisure activities and co-curricular activities are not important as well as wasting time as it is not evaluated as achievement in the academic field [8].

In fact, in terms of health, ineffective leisure time management can affect psychology or mental health among students themselves, especially stress. Prolonged mental health as a result of irregular time management affects overall health and will lead to a deterioration in academic performance among students.

Thus, through this study, it is expected to identify the level of well-being in terms of social relations, personal potential and health especially among the students of Citra who are involved in cultural activities and students in UKM.

1.2 Purpose of The Study

This study aims to review the use of leisure time in cultural activities among UKM Citra students. The level of involvement of cultural activities identified for the aspects of musical art, dance art and theater art. The level of well-being is also identified for the potential aspect of self-potential, social and health. Furthermore, this study also identifies differences based on gender and art fields.

2. Literature Review

2.1 The Use of Leisure Time

The use of leisure time is seen from the aspect of how cultural activities are being utilized and have a positive impact on the students themselves. Leisure time is a time spent in life to do beneficial and productive activities where the impact of such activities affects the aspects of well-being, happiness and satisfaction in life. Therefore, the implementation of leisure time activities affects one's life in improving one's well-being.

The life of an individual without a holiday time (leisure) is considered an unbalanced life [9]. Individuals who do not spend their leisure time with doing activities that bring joy and satisfaction tend to feel depressed with life. There are various leisure time activities that can be done either indoor or outdoor that have a positive impact on the individual's self-development in terms of social, knowledge, skills and feelings. Therefore, it is important here for researchers to see how far the cultural activities carried out in their leisure time have an impact on self-wellbeing.

2.2 Cultural Activities

In Malaysia, research on the importance of university student participation in leisure time to association activities focused on cultural activities is somewhat less attention. This is because most of the studies focus on sports activities as compared to those in developed countries who are aware of the need to develop superior soft skills. Students involved in sports also showed a positive attitude compared to the students who were not involved in extracurricular activities. The results of his research on 200 students found a positive attitude towards sports program is also influenced by gender.

Through involvement in the cultural activities included social activities can build effective and efficient leadership qualities among university students. The process of forming and producing the best leaders takes a long time. The great leaders today are not born as a leader by nature, otherwise it is formed through a process of continuous leadership formation since schooldays.

2.3 Self-Wellbeing

Self-wellbeing more related to the psychological development and its relationship to the individual's self-concept. Well-being is an emotional condition that can

affect the style and lifestyle of the individual, especially the youth. The good morals and ethics among young people today currently dependent on their calm and happy lives and rarely show negative behavior.

3. Methodology

3.1 Research Design

In conducting this study, researchers use quantitative studies. The survey study was chosen by the researcher in line with the researcher's time to complete the study as well as using the questionnaire as an instrument in obtaining the study data. The method is compatible with the title of the study, where the researchers review the relationship between involvements in cultural activities in their leisure time with the students' self-wellbeing.

3.2 Population and Sample Studies

The population for this study consisted of 100 respondents among undergraduate students taking courses in Citra Cultural at UKM.

3.3 Research Instrument

The instrument used for this study is a questionnaire consisting of three parts, namely Part A, Part B and Part C. Part A is related to respondents' demographics, this section aims to obtain background information on gender and art field of respondents. Part B is related to cultural activities participated by respondents (7 item of musical art; 5 item of kinesthetic, and 5 item of interpersonal items). Part C is related to the well-being of the respondents (4 items of social relations; 7 items of potential; 4 item of health).

3.4 Data Collection Procedures

The data collection was done using random methods by selecting the students involved in the Citra Cultural at UKM.

3.5 Data Analysis Procedures

For the procedure of analyzing data obtained from the questionnaires answered by the respondents will be analyzed using Statistical Package for Social Science (SPSS) software. The analysis was performed using descriptive statistics and inference statistics. Descriptive statistic aims to test the frequency and standard deviation, while the inference statistics are used to identify differences by using ANOVA test.

Table 1: Mean Score Interpretation

Range Score	Mean Score Interpretation
1.00 – 2.20	Low
2.21 – 3.40	Medium Low
3.41– 4.60	Moderate
4.61 – 5.80	Medium High
5.81 - 7.00	High

Source : Jamil Ahmad (2012)

4. Findings

4.1 Demographics Profile

Table 2: The respondents' demographic profile

Gender	Male	50
	Female	50
Art Fields	Musical Art	30
	Dance Art	30
	Theater Art	40
Total		100

The respondents' demographic profile consists of 50 male respondents and 50 female respondents from three fields of

art (30 people for musical arts; 30 for dance art and 40 for theater art).

4.2 Involvement of Students in Cultural Activities

Table 3: The Level of Student Involvement in Cultural Activities for Musical Art

Item	Mean	(S.D)	Interpretation
B1	3.52	0.98	Moderate
B2	3.28	0.69	Medium Low
B3	3.89	0.76	Moderate
B4	3.85	0.75	Moderate
B5	4.01	0.71	Moderate
B6	3.93	0.74	Moderate
B7	3.95	0.74	Moderate

Based on the table above, the items I sing very well have the highest mean (mean = 4.01, S.D = 0.71) were at moderate level. The lowest item was at medium low is I often engage in musical arts performances (mean = 3.28, S.D = 0.69).

Table 4: The Level of Students Involvement in Cultural Activities for Kinestatic Arts

Item	Mean	(S.D)	Interpretation
B8	3.96	0.75	Moderate
B9	3.91	0.69	Moderate
B10	3.52	0.64	Moderate
B11	3.32	0.70	Medium Low
B12	3.58	0.78	Moderate

Table 4 shows the findings for students' involvement in cultural activities for the dance arts. Items that achieve the highest mean is I dance very well (mean = 3.96, S.D = 0.75) and were at a moderate level. Items that have the lowest mean is that I was involved in dance activities for my own desires (mean = 3.32, S.D = 0.70) were at medium low level.

Table 5: The Level of Student Involvement in Cultural Activities Interpersonal Fields

Item	Mean	(S.D)	Interpretation
B13	3.88	0.75	Moderate
B14	3.75	0.60	Moderate
B15	3.91	0.66	Moderate
B16	3.64	0.65	Moderate
B17	3.59	0.65	Moderate

Table 5 shows the findings data that is related to the level of student involvement in the field of interpersonal. According to the table showing the items that have the highest mean is I followed the acting activities to meet my friends (mean = 3.91, S.D = 0.60). Items that have a mean lowest is the performing art makes me more confident in speaking in front of people (mean = 3.59, S.D = 0.65).

Table 6: The Overall of Level Students Involvement in Cultural Activities

Fields of Art	Mean	(S.D)	Interpretation
Musical Arts	3.77	0.31	Moderate
Dance Arts	3.65	0.30	Moderate
Interpersonal	3.75	0.29	Moderate
Total Mean	3.73	0.19	Moderate

Based on the table above show the level of student involvement in cultural activities as a whole is at a moderate level (mean = 3.73, S.D = 0.19). The highest mean for the fields of art is musical arts (mean = 3.77, S.D = 0.31) were at moderate level. Meanwhile, dance arts showed the lowest mean (mean = 3.65, S.D = 0.30) were also at a moderate level.

4.3 Student Well-Being

Table 7: The Level of Well-Being Students for Social Relations Aspect

Item	Mean	(S.D)	Interpretation
C1	3.57	0.59	Moderate
C2	3.60	0.65	Moderate
C3	3.55	0.64	Moderate
C4	3.67	0.62	Moderate

Table 7 shows the items for student well-being for social relations aspects. The highest mean is that I have a desire to do the same things as friend (mean = 3.67, S.D = 0.62) and

were at a moderate level. While the lowest hand items are items I often do activities with friends (mean = 3.55, S.D = 0.64) and were at a moderate level.

Table 8: The Level of Students Well-Being Potential Aspect

Item	Mean	(S.D)	Interpretation
C5	3.67	0.66	Moderate
C6	3.72	0.62	Moderate
C7	3.81	0.54	Moderate
C8	3.85	0.60	Moderate
C9	3.61	0.68	Moderate
C10	3.62	0.56	Moderate
C11	3.98	0.55	Moderate
C12	3.84	0.63	Moderate

Based on Table 8, showed the highest mean use the items I have a clear goal in my life (mean = 3.98, S.D = 0.55). While the items that showed the lowest mean is I'm

responsible for the work that I do (mean = 3.61, S.D = 0.68), which is moderate.

Table 9: The Level of Students Well-Being for Health Aspect

Item	Mean	(S.D)	Interpretation
C13	3.80	0.60	Moderate
C14	3.63	0.56	Moderate
C15	3.66	0.57	Moderate

While items that showed the lower mean is that I feel fit to engage in cultural activities participated (mean = 3.63, S.D = 0.56) were also at a moderate level.

Table 10: The Overall Level of Students Well-Being

Students Well-Being	Mean	(S.D)	Interpretation
Social Relations	3.59	0.28	Moderate
Potential	3.76	0.20	Moderate
Health	3.69	0.32	Moderate
Total Mean	3.70	0.14	Moderate

Overall, the level well-being of students at a moderate level (mean = 3.70, S.D = 0.14). Well-being that has the highest mean is the aspect of self-potential (mean = 3.76, S.D = 0.20). While the aspects that have the lowest mean is social relationships (mean = 3.59, S.D = 0.28).

4.4 The Difference Involvement Cultural Activities based on Gender

MANOVA analysis conducted to see the difference involvement of students in cultural activities based on gender. Before the MANOVA analysis carried out, the researchers have been conduct a test to determine the homogeneity of the varians-covariance matrices by using the test Box's M.

Table 11: The Difference Involvement Cultural Activities based on Gender

Box's M	F-Value	df1	df2	Sig.
10.989	1.771	6	69583.698	0.101

Table 11 shows that these does not significant difference on variance-covariance among the dependent variable for all level of independent variables with the value of Box's M = 10.989 and sig = 0.101 ($p < 0.001$). This mean, variance-

covariance dependent variables is not homogenous across the independent variables.

Table 12: The Difference Involvement Cultural Activities based on Gender

Effect	Wilks' Lambda Value	F Value	Sig
Involvement Cultural Activities	0.950	1.771	0.176

Table 12 shows that there is no significant difference student's involvement in cultural activities based on gender with the Wilks' value = 0.950, $F = 1.771 = 0.176$ ($p > 0.05$).

This indicates the null hypothesis (H_0) that there was no significant difference the student's involvement in cultural activities based on gender is fail to reject.

Table 13: The Difference of Students Involvement in Cultural Activities based on Gender

Cultural Activities	Gender	Mean	S.D	F	Sig.
Musical Arts	Male	3.71	0.34	3.855	0.052
	Female	3.83	0.27		
Dance Arts	Male	3.63	0.31	0.508	0.478
	Female	3.68	0.30		
Interpersonal	Male	3.72	0.30	1.369	0.245
	Female	3.78	0.27		

Table 13 shows that there is no significant difference students' involvement in the cultural activities for musical arts, dance arts and interpersonal based on gender. However, in terms of mean shows that the involvement of female students in cultural activities is more compared than male student. This indicates the null hypothesis (H_0) that is no significant difference student involvement in cultural activities for musical arts, dance arts and interpersonal based on gender is fail to reject.

4.5 The Difference Well-Being Student based on Gender

MANOVA analysis conducted to see the difference involvement of students in cultural activities based on gender. Before the MANOVA analysis carried out, the researchers have been conduct a test to determine the homogeneity of the varians-covariance matrices by using the test Box's M.

Table 14: The Difference Well-Being based on Gender

Box's M	F-Value	df1	df2	Sig.
2.674	0.431	6	69583.698	0.859

Table 14 shows that these does not significant difference on variance-covariance among the dependent variable for all level of independent variables with the value of Box's M =

2.674 and sig = 0.859 ($p > 0.001$). This mean, variance-covariance dependent variables is not homogenous across the independent variables.

Table 15: The Difference Well-Being Student based on Gender

Effect	Wilks' Lambda Value	F Value	Sig
Well-Being Student	0.961	0.431	0.280

Table 15 shows that there is no significant difference well-being students based on gender with the Wilks' value =0.961, $F = 0.431 = 0.280$ ($p > 0.05$). This indicates the null

hypothesis (Ho2) that there was no significant difference the well-being students based on gender is fail to reject.

Table 16: The Difference Well-Being Students based on Gender

Well-Being Students	Gender	Mean	S.D	F	Sig.
Social Relation Potential	Male	3.59	0.26	0.008	0.931
	Female	3.60	0.30		
Health	Male	3.75	0.22	0.128	0.721
	Female	3.77	0.19		
Health	Male	3.76	0.32	3.906	0.051
	Female	3.63	0.31		

Table 16 shows that there is no significant difference well-being students for social relation, potential and health aspect based on gender. However, in terms of mean shows that the female students get the higher mean for social relation and potential compared the male students. But for the health aspect show the mean for male student is higher than female students. This indicates the null hypothesis (Ho2) that is no significant difference on well-being student from the aspect of social relation, potential and health based on gender is fail to reject.

4.6 The Difference Well-Being Students based on Arts Field

MANOVA analysis conducted to see the difference involvement of students in cultural activities based on gender. Before the MANOVA analysis carried out, the researchers have been conduct a test to determine the homogeneity of the varians-covariance matrices by using the test Box's M.

Table 17: The Difference Well-Being based on Arts Field

Box's M	F-value	df1	df2	Sig.
12.940	1.024	12	25020.257	0.423

Table 17 shows that these does not significant difference on variance-covariance among the dependent variable for all level of independent variables with the value of Box's M = 12.940 and sig = 0.423 ($p > 0.001$). This mean, variance-

covariance dependent variables is not homogenous across the independent variables.

Table 18 : The Difference Well-Being Students based on Arts Field

Effect	Wilks' Lambda Value	F Value	Sig
Well-Being Students	0.923	1.024	0.260

Table 18 shows that there is no significant difference well-being students based on arts field with the Wilks' value =0.923, $F = 1.024 = 0.260$ ($p > 0.05$). This indicates the null

hypothesis (Ho3) that there was no significant difference the well-being students based on arts field is fail to reject.

Table 19 : The Difference Well-Being Students based on Arts Field

Well-Being Student	Arts Field	Mean	S.D	F	Sig.
Social Relation	Musical Arts	3.64	0.30	0.814	0.446
	Dance Arts	3.56	0.28		
	Theater Arts	3.62	0.27		
Potential	Musical Arts	3.72	0.15	1.474	0.234
	Dance Arts	3.79	0.24		
	Theater Arts	3.73	0.16		
Health	Musical Arts	3.78	0.36	2.048	0.135
	Dance Arts	3.63	0.32		
	Theater Arts	3.73	0.25		

Table 19 shows that there are no significant difference well-being students for social relation, potential and health aspect based on arts field. However, in terms of mean

shows that the students from musical arts has a higher mean compared than students from the dance and theater arts for the aspect of social relation and health. While, the students from dance arts has a higher mean compared than students from musical arts and theater arts for the potential aspect.

5. Discussion

5.1 The Level Involvements in Cultural Activities for Musical Arts, Dance Arts and Theater Arts

Overall, the students' involvement in cultural activities for the three arts are at moderate level. In the musical arts, mostly students can sing well but they do not want to involve directly in this arts. In fact, the same situation happen to students which in dance arts, where mostly of them were able to dance well but they do not have the self of urge to be actively involved in the arts of dance. While, in the theater arts, mostly students involved in acting because they want to meet their friends. It showed that most of the students do not involve seriously in this art and they actually have low self-confidence. The musical arts record the higher students' involvement compared than dance arts and theater arts.

5.2 The Level Well-Being Students for Social Relation, Potential and health aspects

The level of well-being among students involved in cultural activities for aspect like social relation, potential and health were in moderate level. In three aspect show that most of the students have a high values of the individual self. It is proven on social relation aspect when they are tend and willing to do things that were done by their friends and have a clear life goal in potential aspect. In fact, they believe that involvements in cultural activities can reduce stress in daily life. Potential aspect record the higher level than social relation and health among students.

5.3 Students Involvement in Cultural Activities based on Gender

The findings showed that there is no significant difference for the involvements male and female students in all three cultural activities. However, female students record the higher mean compared than male students in musical arts, dance arts and theater arts. This indicates that most of female students tend to participate in cultural activities to fill their leisure time, communicate with friends and making cultural activities as a medium to show their own talent.

5.4 Well-Being Students based on Gender

The findings showed that there is no significant difference for the well-being of male and female students. However, in terms of social relation and potential, female students record the min higher than male students. This matter in line with the goal of female students' involvement in cultural activities associated with the both aspects. While, male students' record the higher mean in health aspect compared than female students because they believe that involvement in leisure activities like cultural is able to reduce the stress in studies and as an alternative to obtain a good physical health conditions, in addition to involve in sports.

5.5 Well-Being Students based on Musical Arts, Dance Arts and Theater Arts

The findings show that there is no significant in well-being aspects based on musical arts, dance arts and theater arts. However, students' involvement in musical arts record the higher mean for social relation and health aspects compared than students' who involve in dance arts and theater arts. While, students' involvement in dance arts record the higher mean for potential because they can highlight their talent and ability directly to training and presentation conducted.

5.6 Relationship between Involvements in Cultural Activities with Well-Being Students

Overall, there is no significant relationship between the students' involvement in cultural activities with well-being. This indicates that students who participate in musical arts, dance arts and theater arts perceive that involvements in cultural activities is not the only way to achieve well-being in daily life.

Based on the results obtained in this study, it can be concluded that the involvements of Citra students at The National University of Malaysia (UKM), Bangi in cultural activities with their influence toward well-being showed no significant difference. The students' involve in moderate for cultural activities as one of the leisure time program especially in the musical arts, dance arts and theater arts. In fact, this study showed that there is no significant difference between male and female students in terms of involvements in cultural activities and well-being based in gender and the selected arts. However, female students are more tend to involve in cultural activities to achieve potential and social relation better than male students who focused to achieve the level of health through leisure time activities. In conclusion, students' involvement in cultural activities do not give an influence or impacts directly to well-being themselves at university.

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