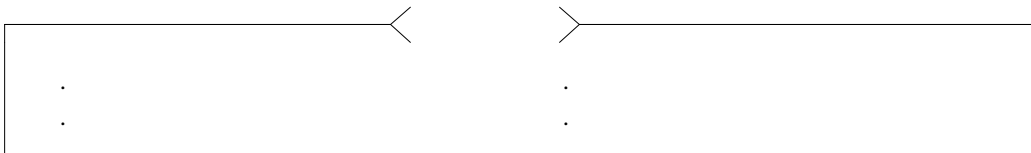


# 가

玄 武 星\*

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## ABSTRACT

The importance of the right understanding of leisure activity and of leisure activity's actual condition is being more emphasized, as undergraduates' making a good use of leisure time is likely to develop constructive, creative activity, enriching free hour, and that will consequently serve to foster the whole man. the purpose of this study was to help undergraduates lead a constructive university life, by investigating the entire leisure activities of 101 student who are in two universities located in the region of Kyong-in, by finding out their problems, and by suggesting how to make a good use of leisure time.

Based upon the results of the study, the following conclusions appear warranted:

First, as for the recognition of leisure activity, most student realize the importance of leisure activity, although there are obstacles in time, economy and facilities. It can be, particularly, pointed out that university's leisure facilities need to expend that undergrauates can enjoy leisure activity at their university where they spend many times.

Second, with regard to how to spend leisure time, it appears that male student mainly enjoy

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entertainment - and sports-related activities, and that female students mainly are involved in viewing, appreciating or social activities.

Third, as a result of investigating and analyzing various problems of leisure activity, the followings are suggested : education that can enhance an understanding and consciousness of leisure shall be comprehensively given. the leisure facilities shall be expanded and provided to students, for the purpose of having them utilize their spare time without economic burden.

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가

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가 가 , 가

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가

. 1970

가

가

가

(DeCarlo, 1974; Graney,

1975; Han, 1988; Kelly, Steinkamp, & Kelly, 1987; Palmore, 1979; Peppers, 1973; Ragheb & Griffith, 1982; Riddick, 1980).

가

가

가

가

가

( , 1997).

가

가

,

,

,



1.

140 가 K Y 101

2.

가 가 (1997) 25

3.

가 (self administration method)

SPSS/PC<sup>+</sup>

가

(crosstab analysis)



, . 가 가 .

1. 가

	93	92.0
	4	4.0
	4	4.0
	101	100.0

2) 가

가 가 2 . 2 가  
 가 29.7%, 가 25.7%, 가 가  
 9.9%, 가 10.0% 가 가  
 가 76% 가 가  
 . 가 , , ,  
 가 .

가

.

2. 가

가	30	29.7
	3	3.0
	10	9.9
가	9	8.9
	26	25.7
	9	8.9
	4	4.0
	10	9.9
	101	100.0

(1996) 가

9.50%, 가 9.25% 26.28%, 12.21%,

18.5%, 17.2% (1998)

33.9%, 가 가

82% 가 가

가 가

2. 가

가 가

가 .  
 가 3 . 3  
 가 2 16.8% 가 , 3 15.8%,  
 14.9%, 1 12.9% . 2 ,  
 (9.9%)가 (6.9%) . 3 (9.9%)가  
 (5.9%) . (1996) 가 1  
 2 37.57%, 2 36.89%, 1 25.54% , 1 2  
 35.7%, 2 50.8%, 1 14.6% 가  
 . , 2 가 13%  
 , 가 가 .

3. 가

		1	2	3	4	5	6	
	3 (3.0)	4 (4.0)	7 (6.9)	6 (5.9)	6 (5.9)	7 (6.9)	8 (7.9)	41 (40.6)
	12 (11.9)	9 (8.9)	10 (9.9)	10 (9.9)	6 (5.9)	4 (4.0)	9 (8.9)	60 (59.4)
	15 (14.9)	13 (12.9)	17 (16.8)	16 (15.8)	12 (11.9)	11 (10.9)	17 (16.8)	101 (100.0)

2 4 가 가 15%  
 가 . ,  
 2 4 가  
 1 , 가 , 가  
 5 6 가 .  
 , 가 2 3  
 2 4 . 2 31.8%







5. 가

	2	3	4	5	5		
	6 (5.9)	4 (4.0)	6 (5.9)	8 (7.9)	14 (13.9)	3 (3.0)	41 (40.6)
	9 (8.9)	8 (7.9)	15 (14.9)	10 (9.9)	16 (15.8)	2 (2.0)	60 (59.4)
	15 (14.9)	12 (11.9)	21 (20.8)	18 (17.8)	30 (29.7)	5 (5.0)	101 (100.0)

가 , 5  
 (15.8%)가 (13.9%) , 4 (14.9%)가 (5.9%)  
 . 5 (9.9%)가 (7.9%) . ,  
 가

5. 가

가 6 . 6  
 가 가 40.6%, 가 가 30.7%, 가  
 가 17.8%, 가 5.9%, 가 가  
 4.0% (1998) 가  
 가 38.5%, 가 가  
 32.8%, 가 가 13.5%, 가 가 6.8%,  
 가 가 4.4%  
 가 가





(45.0%)가 (30.3%)  
 (14.8%)가 (6.9%)  
 가 가 .  
 가 가 .  
 7. 가  
 가 8  
 8 26.7%, 19.8%, 17.8,  
 13.9% 가 가 ,  
 가 가 ,  
 가 가 가  
 가 가 가 가 가

8. 가

	3 (3.0)	6 (5.9)	2 (2.0)	8 (7.9)	5 (5.0)	15 (14.9)	2 (2.0)	41 (40.6)
	11 (10.9)	12 (11.9)	2 (2.0)	12 (11.9)	9 (8.9)	12 (11.9)	2 (2.0)	60 (59.4)
	14 (13.9)	18 (17.8)	4 (4.0)	20 (19.8)	14 (13.9)	27 (26.7)	4 (4.0)	101 (100)

가 ,

(14.9%)가 (11.9%)  
(11.9%)가 (7.9%)  
(10.9%, 8.9%)가 (3.0%, 5.0%)

1) 가

가 , 가  
92.0% 가 8.0%

2) 가

가 , 가  
가 29.7%, 가 25.7%, 가  
9.9%, 가 9.9%, 가 가 8.9%

3) 가

가 , 가 2  
16.8% 가 , 3 15.8%, 14.9%, 1 12.9%

4)

, (17.8%) 가

, (11.9%), (4.0%), (3.0%), (3.0%)

5) 가

1 가 , 1 가 5  
29.7%, 4 가 20.8%, 2 가 14.9%, 3 가 11.9%

6) 가

가 40.6%, 가 30.7%, 가 17.8%,  
가 5.9%, 가 가 4.0%

7) 가

가 가 ,  
가 21.7% 가  
75.3%

8)

가 가 ,  
26.7%, 19.8%, 17.8, 13.9%



(1990). \_\_\_\_\_ : \_\_\_\_\_ .  
 (1997). 가 \_\_\_\_\_ .  
 (1996). \_\_\_\_\_ 가 \_\_\_\_\_  
 \_\_\_\_\_ .  
 (1997). 가 \_\_\_\_\_ .  
 (1995). \_\_\_\_\_ 가 \_\_\_\_\_ 가 \_\_\_\_\_ 가 \_\_\_\_\_ .  
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 (1998). \_\_\_\_\_ 가 \_\_\_\_\_ .  
 (1996). \_\_\_\_\_ 가 \_\_\_\_\_ , 6 , 191-206.

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