

THE EFFECT OF LEISURE EDUCATION AND
PSYCHOLOGICAL PREFERENCE
TYPES ON THE SELF ESTEEM
OF ADOLESCENT MALES

BY

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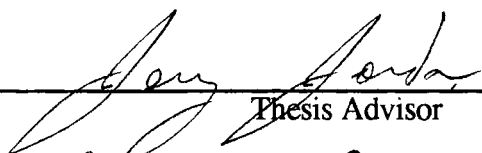
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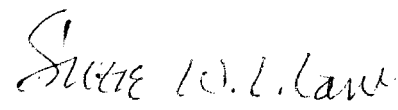
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Thesis Approved:



Thesis Advisor







Dean of the Graduate College

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CHAPTER I

INTRODUCTION

The purpose of this research was to determine if participation in a leisure education program which involved identification and application of participants' psychological preference types increased the self esteem of adolescent males in a psychiatric residential treatment center. The period of adolescence involves a process of change which is often times difficult. When an adolescent also faces issues such as neglect, physical and/or emotional abuse and minimal parental support/structure, the adolescent often struggles to cope and develop on his/her own. This study was designed to be exploratory in nature and to introduce professionals to information regarding psychological preference types and how that information may enhance programming for self esteem development.

The Oklahoma Institute for Child Advocacy (1995) reported that cases of child abuse and neglect have steadily increased since 1985. Confirmed child abuse cases increased by 16.1% since 1985. Ketterlinus and Lamb (1994) reported the effects of early abusive experiences may result in adolescents exhibiting delinquent behavior, running away and emotional damage such as low self esteem. Wooden (1995) also indicated that children and adolescents who hold themselves in low self esteem frequently resort to anti-social and delinquent behavior. He goes on to state, "these frustrated students frequently engage in acts of truancy; experience despondency or depression; resort to drug and/or alcohol abuse; attempt or commit suicide; show disrespect for their parents, teachers and authorities; become disruptive and inattentive in class; and/or fail to perform up to their academic potential" (p. 44).

The Oklahoma Institute for Child Advocacy also reported that crime and arrest rates have increased dramatically for youth since 1980. The institute reported national arrest rates for juvenile violent crimes at 457 violent crime arrests for every 100,000 youth between the ages of 10 and 17. Wooden (1995) provided statistics from a commission formed by the National Association of State Boards of Education and the American Medical Association. The report indicated 39% of high school seniors had gotten drunk within the two previous weeks; alcohol related accidents were the leading cause of death among teenagers; the suicide rate for teenagers had doubled since 1968; and teenage arrests were up thirty fold since 1950.

Wooden (1995) identified boredom, alienation, and unhappiness with self as possible reasons youth get involved in delinquent activity . He stated “many of the risks taken are an attempt to see how good one is at something, making up for low self esteem” (p. 10). He also reported, “although 80% of children entering school in kindergarten or the first grade feel good about themselves, by the time they have reached the fifth grade, the number has dropped to 20%. And, by the time they become seniors in high school, the number has dropped to 5%” (p. 43). Some adolescents end up in mental health agencies due to continual delinquent activity resulting in police involvement while others end up in mental health agencies due to problem behaviors such as substance abuse, truancy, oppositionality and frequent running away. Adolescents in mental health agencies may be diagnosed by professionals with disorders such as conduct disorder, oppositional defiant disorder and dysthymic disorder. Individuals diagnosed with these disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (1994), may exhibit a low self esteem. Lancaster and Mitchell (1991) identify low self esteem as a common characteristic of adolescents with behavioral problems.

Therapeutic Recreation Specialists (T.R.S.) often encounter youth, described above, in treatment settings. While there is considerable educational information that supports recreation and leisure interventions with adolescents there is only limited research

in the field of Therapeutic Recreation addressing interventions that enhance self esteem. Loesch (1981) identified some of the problems of youth being unable to identify and select leisure activities that are personally most appropriate and effective; and, youth failing to understand the importance of leisure in their lives.

In order to assist youth in identifying and selecting leisure activities that are personally appropriate and effective, the T.R.S. may utilize a common intervention: leisure education. One component of the leisure education process is self awareness (Peterson and Gunn, 1984). The content area entitled self awareness is described as follows: "This area focuses on a more personal understanding of leisure and the individual" (p. 28). Focusing intensely on self awareness during leisure education should lead to increased effectiveness in selection of leisure activities that would be personally satisfying for a specific client. The purpose of this study was to explore the effect of emphasizing the self awareness process during leisure education through the use of information regarding psychological preference types. Psychological preference type theory addresses variations in human behavior which are actually quite orderly and consistent due to certain basic differences in the way individuals use their perceptions and judgment.

The Murphy-Meisgeier Type Indicator for Children was developed out of the need to identify psychological type in children. It was designed to elicit information about individual differences in children through the identification of psychological type. Also, it seeks to provide an interpretation of type as it relates to how an individual child best perceives and processes information and how that child prefers to interact socially and behaviorally with others (Meisgeier and Murphy, 1987). Meisgeier and Murphy also stated, "Type theory is invaluable both to professionals and to lay persons in helping individuals to understand themselves and others in a multitude of situations" (p. 1). They went on to identify that information regarding psychological type in children can be used to (1) contribute to the intelligent rearing, teaching, counseling and overall understanding of

children; (2) facilitate improved relationships; (3) help children understand themselves and value those qualities in themselves that they recognize in others while appreciating those that are different; and (4) contribute to the improvement of self-esteem, achievement, and social interaction through the identification of individual strengths. "Type differences appear to have a profound effect on early learning and indeed appear to have an impact on almost every area of life" (Meisgeier and Murphy, 1987, p.1).

Since information regarding type potentially impacts most areas of one's life, it seemed appropriate to use type information during a leisure education program to enhance self awareness. Enhancing self awareness then could lead to increased self esteem which is vital for most emotionally and behaviorally disturbed adolescents.

Statement of Problem

To test the effect of a leisure education program that involves identification and application of individual psychological preference types throughout the leisure education process on the self esteem of adolescent males (ages 13-18) in a residential treatment center.

Hypothesis

Identification and application of individual psychological preference types throughout the leisure education process will increase the self esteem of adolescent males in a residential treatment center.

Operational Definitions

Self Esteem - Self esteem refers to the perception the individual possesses of his or her own worth (Battle, 1992).

Self Concept - How individuals see themselves and how they feel about themselves. It contains both self-awareness and affective elements (Austin, 1982).

Therapeutic Recreation - A process which utilizes recreation services for purposive intervention in some physical, emotional and/or social behavior to bring about a desired change in the behavior and to promote the growth and development of the individual (O'Morrow, 1976).

Type - This term refers to four psychological preference types that when combined together make up a person's "type". Taken from Jungian Typology the various preference types are as follows: Extraversion vs. Introversion; Intuition vs. Sensation; Thinking vs. Feeling; and Judging vs. Perceiving (Keirsey and Bates, 1984).

Extraversion (E) - Extraverted individuals respond to the environment and are stimulated by people and actions in the environment. Those with a preference for extraversion tend to be sociable and enjoy active participation in tasks (Meisgeier and Murphy, 1987).

Introversion (I) - Introverted individuals are interested in the inner world of ideas, concepts, or impressions. Those preferring introversion need privacy and do their best work when alone or with a few people (Meisgeier and Murphy, 1987).

Sensing or Sensation (S) - Sensing individuals receive information through the five senses. Those with a preference for sensing tend to be practical and realistic, appreciating facts and important details. Their focus is usually on the present (Meisgeier and Murphy, 1987).

Intuition (N) - Intuitive individuals receive information through a “sixth sense”.

Individuals with a preference for intuition enjoy imagining, creating, and conceiving possibilities. They attend to meanings, relationships, and symbols, and their focus is usually on the future (Meisgeier and Murphy, 1987).

Thinking (T) - Thinking individuals make decisions based on logical, objective analysis.

Those who adopt thinking as a decision-making style are analytical and concerned with objective truth and justice (Meisgeier and Murphy, 1987).

Feeling (F) - Feeling individuals make decisions based on a person-centered value

system. They consider the impact of decisions on others and are sensitive to the values of others (Meisgeier and Murphy, 1987).

Judging (J) - Judging individuals prefer an ordered, planned, and structured lifestyle.

Individuals with a preference for judging tend to be organized and like to bring closure to projects, liking things decided and settled (Meisgeier and Murphy, 1987).

Perceiving (P) - Perceiving individuals prefer a spontaneous, flexible lifestyle.

Individuals with a perceiving preference are adaptable and curious and like to keep options open. They aim to miss nothing (Meisgeier and Murphy, 1987).

Undetermined or U-band (U) - If a score falls in the U-band it simply means that the indication of a preference was not sufficiently clear (Meisgeier and Murphy, 1987).

The following four definitions are the self esteem components of the Culture Free Self Esteem Inventory - 2 for children and adolescents (CFSEI-2).

General Self Esteem - The aspect of self esteem that refers to individual’s overall perceptions of their worth (Battle, 1992).

Social Self Esteem - The aspect of self esteem that refers to individuals’ perceptions of the quality of their relationships with peers (Battle, 1992).

Academic Self Esteem - The aspect of self esteem that refers to individuals’ perceptions of their ability to succeed, academically (Battle, 1992).

Parent-Related Self Esteem - The aspect of self esteem that refers to individuals' perceptions of their status at home - including their subjective perceptions of how their parents or parent surrogates view them (Battle, 1992).

Assumptions

The following assumptions were made regarding the research completed: (1) The Culture Free Self Esteem Inventory - 2 (CFSEI-2) and the Murphy-Meisgeier Type Indicator for Children (MMTIC) were administered by professionals trained in administering and interpreting results; (2) subjects answered truthfully; (3) the CFSEI-2 and MMTIC are valid and reliable testing instruments; and (4) program content structured by the author of this study, was followed by the Therapeutic Recreation Specialist (T.R.S.).

Delimitations

The research was delimited to clients admitted to a specific residential treatment center for emotionally and behaviorally disturbed adolescent males in Oklahoma.

Limitations

The limitations to this study are identified as follows: (1) no opportunity for randomization of clients; (2) center schedule allowed for only a 45 minute interaction once per week; and (3) generalizability was limited due to design and limited number of subjects.

Significance of the Study

This study was designed to be exploratory in nature. Since self esteem development is crucial during childhood and adolescence, it is important to explore interventions that can affect the development of self esteem in a positive nature. This study will introduce professionals to information regarding psychological preference types and how that information can enhance programming for self esteem development.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed in this chapter was divided into three sections: (1) literature regarding self esteem and therapeutic recreation interventions that affect and relate to self esteem; (2) literature/research regarding leisure education; and, (3) literature regarding psychological preference types.

Self Esteem

This section was included to provide some brief definitions of self esteem and characteristics of low and high self esteem. Also, information related to the self esteem of emotionally and behaviorally disturbed adolescents was included.

Coopersmith (1967) stated, "By self esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (p. 45). Battle, Jarratt, Smit and Precht (1988) identified self esteem as affecting one's achievement patterns, accomplishments, interactions with others and mental health.

Self esteem plays a critical role in psychological life and appears to play a key role in determining behavior (Brown and Mankowski, 1993). Coopersmith (1967) characterized persons high in self esteem as generally happier and more effective in meeting

environmental demands than are persons with low self esteem. He also characterized persons with low self esteem as possibly withdrawn and having consistent feelings of distress. Coopersmith (1967) stated, "Positive self esteem has been associated with such other terms as self-respect, superiority, pride, self-acceptance, and self-love (narcissism). Negative self appraisal, or low self esteem, is often equated with inferiority, timidity, self-hatred, lack of personal acceptance and submissiveness" (p. 26).

As the literature suggests, a person's self esteem is affected by his life experiences and interactions with others such as parents, peers, and significant others. Coopersmith (1967) also stated, "If he places high value on himself, there have been key persons in his life who have treated him with concern and respect; if he holds himself lowly, significant others have treated him as an inferior object" (p. 310).

Emotionally and behaviorally disturbed adolescents often have a variety of problem areas. Some characteristics identified in the literature are as follows: aggression, depression, problems in peer and adult relations, withdrawal, and hyperactivity (Haines, 1989; Lancaster and Mitchell, 1991). Voight (1988) characterizes emotional disturbance as many forms of "deviant behavior or rule breaking" (p. 58). He goes on to state "when children or adolescents are unable to cope with emotional stresses, deviant behavior or emotional breakdowns (i.e.: suicide threats or actual acts) may transpire" (p. 58).

Elich (1982) stated the following in an article involving enhancement of self concept in children and adolescents and the role of therapeutic recreation in developing it: "Low self concept and continued self defeating behaviors can have a great effect on the mental health of an individual. This can be manifested in the development of emotional disturbances. The symptoms include, but are not limited to, eruptions of anger, resistance to authority, acting out negative behavior, physical aggressiveness, and feelings of hopelessness" (p. 178). The characteristics of emotionally and behaviorally disturbed adolescents seem to show the potential for a low self esteem as the symptoms of adolescents low in self esteem often involve destructive and negative behaviors.

Professionals in the area of therapeutic recreation have addressed the issue of self esteem and the potential of leisure and recreation activities in affecting self esteem to an extent but more research is needed. This is evidenced by the few research studies conducted and reported to professionals.

In three articles appearing in separate issues of the Therapeutic Recreation Journal, the benefits of activities were described including improvements in self esteem and self confidence. O'Morrow (1971) stated, "activities alter attitudes toward self, toward others and toward the future" (p. 101). Grossman (1976) states, "I would submit that activities are potential resources for: (1) lessening personal and social stress; (2) enhancing social functioning; (3) building ego-strength; (4) encouraging development of skills; (5) facilitating feelings of self-satisfaction and enjoyment; and (6) providing a symbolic and an appropriate way of expressing emotions and behaviors" (p. 121). Robb (1970) stated the benefits of a therapeutic recreation program for emotionally disturbed children: "Through these stimulating experiences the child is also able to gain self-confidence and a better self-image" (p. 44).

McCandless, McCready, and Knight (1985) described an animal therapy program's potential effect on self esteem. They reported that through animal therapy the recreation therapist encouraged patients to take personal risks in order to learn new skills. Personal risk taking leads to increased self esteem due to successful experiences and the discovery that some failures and individual weaknesses are not always disastrous.

Rawson and McIntosh (1991) described a therapeutic recreation intervention involving therapeutic camping in which a pre and post test design was used with the Culture Free Self Esteem Inventory-2 for children and adolescents (CFSEI-2). They reported that measured self-esteem can be significantly affected by exposure to highly structured therapeutic camping using behavioral modification techniques. The authors went on to describe elements of the program they believe had the most effect on self esteem. "(1) the intense consistency of constantly verbally reinforcing what the child is doing

correctly; (2) successfully mixed with the use of frequent appropriate modeling by adults the child contacts; (3) who continually set very high, but realistic behavioral expectations for each child” (p. 48).

Omizo and Omizo (1989) completed a study regarding art activities used as an intervention for increasing self esteem. They pre and post-tested their sample using the Culture Free Self Esteem Inventory-2 for children and adolescents (CFSEI-2). The results of the study showed significant increases in some aspects of self-esteem leading to the authors concluding that “group counseling sessions using art activities can be beneficial for improving some areas of self-esteem” (p. 174).

This review of literature seemed to indicate that there are a wide range of activities that can affect self esteem in a positive manner. All the activities identified are potential therapeutic recreation interventions that could be used in a residential treatment center.

Leisure Education

This section was divided into two sub-sections: (1) educational information regarding leisure education and (2) research studies involving leisure education programs.

Educational Information

Leisure is defined in many ways by many professionals. Kelly (1990) found three common elements when searching definitions of leisure: “Leisure is distinguished from what has to be done; leisure is freely chosen; and the motivation is largely intrinsic” (p. 21). Crawford and Austin (1991) cited the following regarding leisure: “Kabanoff (1982) identified eleven needs commonly met through leisure. Besides escape from routine, these were autonomy, relaxation, family activity, interaction with others, stimulation, skill

development and utilization, esteem, challenge/competition, leadership/social power, and health” (p. 4).

Leisure has been identified as freedom to experience what is personally rewarding. Leisure experiences can enhance mental health, social relationships, sense of community, physical well-being, family lives, and quality of life (Carter and Nelson, 1992).

Leisure education is a part of the Therapeutic Recreation Service Model developed by Peterson and Gunn (1984) and is defined as follows: “Leisure education is a broad category of services that focuses on the development and acquisition of various leisure-related skills, attitudes, and knowledge” (p. 22). Peterson and Gunn (1984) stated, “In many ways, the leisure education component appears to be the most important program service area within therapeutic recreation for most clients. This component contains the essential knowledge and skills necessary to develop an appropriate and meaningful leisure lifestyle” (pp. 43-44).

Peterson and Gunn (1984) stated, “Leisure education services utilize an educational model, as opposed to the medical model. The educational model operates on the assumption that behavior can change and improve as the individual acquires new knowledge, skills, attitudes and abilities. These changes occur through a learning process” (pp. 24-25). Chinn and Joswiak (1981) referred to the term leisure education as the “use of comprehensive models focusing on the educational process which helps to develop the leisure lifestyle of an individual” (p. 6).

Most therapeutic recreation professionals agree on the definition of the term leisure education which involves acquisition of leisure knowledge and leisure skills. (Peterson and Gunn, 1984; Chinn and Joswiak, 1981; Datillo and Murphy, 1991; Austin and Crawford, 1991).

Iso-Ahola (1981) supported leisure education and leisure counseling with youth by stating the following:

It immediately becomes clear that leisure education with youth is perhaps more important than with individuals in other stages of the life cycle. This became very obvious to me after reviewing relevant theoretical and empirical research. From a variety of perspectives, data pointed to an inescapable conclusion that childhood play experiences are psychologically very important. If children acquire a wide variety of leisure skills and learn to be active and independent in their leisure pursuits in childhood, they are then much better equipped to cope with possible crises and traumas in later life because of increased cognitive and behavioral flexibility. Moreover, active leisure involvement has been shown to correlate positively with happiness, psychological well-being and mental health (p. 72).

Austin and Crawford (1991) identified a description of leisure education programs for the category of social deviancy in their book Therapeutic Recreation: An Introduction. The description involved promoting acceptable or positive leisure by understanding barriers to positive leisure and sources of motivation for negative leisure pursuits. Possible content areas for leisure education programs are as follows: awareness of leisure resources, acquisition of specific activity skills, social interaction skills, self awareness and decision-making skills (Austin and Crawford, 1991; Peterson and Gunn, 1984).

Aguilar and Munson (1992) recommended program content such as the above when working with adolescents who are being treated for drug and alcohol abuse. They also stated, "A clear and consistent message repeated in the literature is the significance of enhanced self-esteem, self-concept or perceived competence in interventions with troubled youth" (p. 28). They went on to identify specific program content that can enhance general personal competence i.e.: noncompetitive, individual physical activities, sports and athletics, nature/outdoor activity, creative arts, hobbies, table games and challenge activities.

The informational and educational literature presented seems to support leisure education as a viable intervention for youth as well as people at other life stages. Most professionals agree on the leisure education content areas which can be adapted for the individuals specifically receiving the intervention.

Research

It is important to note that even though there is a wealth of information regarding leisure education in the field of therapeutic recreation, there is not a tremendous amount of actual research studies. Only two research studies found by the author of this study specifically addressed self esteem.

In one study by Searle and Mahon (1993) the effects of a leisure education program for elderly individuals was identified according to selected social-psychological variables. Their results indicated perceived leisure competence effects were statistically significant and the experimental group had higher levels of leisure competence than the control group three months after the leisure education program. No significant main effect on the independent variable leisure education was found for the dependent variables which were perceived leisure control and self esteem.

In the second article, Munson (1988) tested the effects of leisure education vs. physical activity or informal discussion on behaviorally disordered youth offenders. Munson found no significant differences within or between subjects on the major outcome variables which were self esteem, leisure functioning, attitudes toward self, leisure, and work, and leisure participation and satisfaction.

Aguilar (1993, reprint) identified the effects of a leisure education program on expressed attitudes of delinquent adolescents. The author identified that there was an increase in positive attitudes toward delinquent activity for both the control and experimental groups. However, the control group had the greater increase and higher mean. The hypothesis of a decrease in positive attitudes toward delinquency was not supported but the leisure education program participants did not significantly increase positive attitudes toward delinquency as did the control group.

Two articles were found where values clarification strategies were used during the leisure education program. One article described the leisure education program with young

people who were diagnosed with Spina-Bifada. Only four young people were involved in the study which provided mixed results. Only one subject's scores improved considerably in the area of leisure functioning. No significant changes were observed in the remainder of test scores. Tests used were the Knowledge of Leisure Opportunities, Barriers to Leisure Functioning and Leisure Preferences Scales (Zoerink, 1988). The second article involved an increased number of subjects who were adults with traumatic brain injury. The results identified significant pretest to posttest differences for both the leisure education and informal discussion groups in the psychological, educational, relaxation and aesthetic factors of leisure satisfaction. Both groups reported greater perceptions of freedom in leisure but the changes were not statistically significant (Zoerink and Lauener, 1991).

Datillo and Lanagan (1989) reported increased voluntary recreation participation in adults with mental retardation after a leisure education program was implemented. They also reported that each time the leisure education program phase was initiated, the recreation participation involvement significantly increased.

Caldwell, Adolph and Gilbert (1989) reported a positive relationship between being involved in the leisure counseling group and participation in general recreation programs at a rehabilitation facility for adults.

There is vital need for more research studies in the area of leisure education with different populations and different approaches. Since leisure education is an important part of the therapeutic recreation profession, it is essential that this area be researched more thoroughly.

Psychological Preference Types

Jung (1946) described types by using the terms general attitude types and function-types. He labeled the general attitude types as introverted and extraverted. The function types were separated into two categories: perception or irrational processes and judgment

or rational processes. The two perception processes were labeled sensing and intuition and the two judgment processes were labeled thinking and feeling.

Thinking and feeling types are labeled rational because they are founded upon reasoning and judging functions. Sensing and intuition are labeled irrational because they are based on perception not reasoned judgment (Jung, 1946).

Briggs and Myers elaborated Jung's ideas of psychological type and showed a fourth dimension: judging and perceiving (Lawrence, 1993). "The fourth dimension is the attitude taken toward the outer world" (p. 10-11). When a judgment process is used in running one's outer life, the natural drive is to have things decided, judged, settled, organized and managed according to plan. When a perception process is used to run one's outer life, the natural drive is toward keeping things open to new perceptions. The person wants to stay flexible and to experience life as widely as possible (Lawrence, 1993).

In researching psychological types for this study, two books were used as the main sources of information regarding psychological preference types to aid in the understanding of type based upon Jung's and Myers' work: People Types and Tiger Stripes by Gordon Lawrence and Please Understand Me: Character and Temperament Types by David Keirse and Marilyn Bates.

Keirse and Bates provide a useful vocabulary and phraseology for applying the Jung-Myers concepts of type (Montgomery, 1984). Tucker and Gillespie (1993) reported in their correlational study that the Myers-Briggs Type Indicator, the Keirse Temperament Sorter and corresponding computer version, Please Understand Me, measure the same constructs.

Lawrence (1993) also describes the types which were a part of Jung's theory of explaining human personality. He also presents information and ideas behind the four dimensions of type (EI, SN, TF, JP) which were the result of the lifelong work of Isabel Briggs Myers. Isabel Myers and her mother Katherine Briggs developed the Myers-Briggs Type Indicator over a twenty year period.

Myers' work entitled Introduction to Type (1976) which was reprinted in People Types and Tiger Stripes (1993) helps to explain the concept of type. "The questions in the Myers-Briggs Type Indicator are not important in themselves but they do indicate basic preferences that have far-reaching effects" (p. A-1). There is no wrong or right to the preferences. "They simply produce different kinds of people who are interested in different things, are good in different fields and often find it hard to understand each other" (p. A-1). She also identified that understanding type in general can help individuals deal with the problems and people in their lives.

Keirsey and Bates (1984) provide some first person dialogue at the beginning of their book to set the tone for examining people as unique and different.

If you will allow me any of my own wants, or emotions, or beliefs, or actions, then you open yourself, so that some day these ways of mine might not seem so wrong, and might finally appear to you as right for me. To put up with me is the first step to understanding me. Not that you embrace my ways as right for you, but that you are no longer irritated or disappointed with me for my seeming waywardness. And in understanding me you might come to prize my differences from you, and, far from seeking to change me, preserve and even nurture those differences (p. 1).

Keirsey and Bates (1984) stated, "The point of this book is that people are different from each other, and that no amount of getting after them is going to change them. Nor is there any reason to change them, because the differences are probably good, not bad" (p. 2).

Lawrence (1993) stated the following regarding his book: "This book shows how an understanding of type is important to teachers and other professionals concerned with instruction, training, and guidance. It is crucial in explaining why certain approaches to instruction or supervision work with some people and not with others. The fact that a person prefers sensing perception over intuitive perception, or prefers an active (extraverted) approach to problem solving over a reflective (introverted) one, is not just an interesting curiosity. It is information that some professionals have used to make dramatic improvements in the effectiveness of their work" (p. 5).

Murphy (1992) identified that by having an understanding of type preferences, it can help the adult understand the way a child prefers to learn, processes information and prefers to communicate. She also stated “sometimes it is as important to know that a child is behaving in a way opposite a natural preference because this can be stressful for the child” (p. 3).

It is important that a child’s environment reinforce natural preferences rather than hinder his/her opportunity to practice preferred functions (Meisgeier and Murphy, 1987). “The goal of ‘teaching to type’ is not to attempt to structure a school program that addresses only the student’s dominant function, but rather to assure that educational, social, and recreational activities do not ignore the dominant” (Meisgeier and Murphy, 1987, p. 13).

Tom Allen (1989) reported benefits of using the Murphy-Meisgeier Type Indicator for Children (MMTIC) to identify type in the Minoka School System: (1) By understanding type, teachers and children learn to recognize their own strengths and weaknesses as well as others’ differences. In this way, they may better tolerate disagreements and misunderstandings; (2) students will improve their performance when they are taught in the ways they learn best; (3) better class communication; (4) increase interest in learning; and (5) better teacher-student rapport.

CHAPTER III

METHODS

Subjects

Five subjects were chosen to participate in the treatment group which involved leisure education and information regarding psychological preference types.

The clients at the treatment center are adjudicated making the hospital their guardian. A hospital official signed an informed consent form for the subjects to participate in this research. The Therapeutic Recreation Specialist orally presented to the clients a voluntary participation statement; each client then signed the voluntary participation statement form as an assent to participate in this research. There was no penalty for refusal to participate. There were three testing points during the eight week leisure education program for the subjects using the Culture Free Self Esteem Inventory - 2 (CFSEI-2): a pre-test, a mid study testing point (at fourth week), and a post test.

A case study design was used to assess the subjects' status prior to participation in the study and to assess their behaviors throughout the study.

Instruments

The Culture Free Self Esteem Inventory - 2 (CFSEI-2). Battle developed the CFSEI-2 after years of research regarding self esteem. He determined the need to develop a valid and reliable instrument to assess self esteem. The CFSEI-2 was

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A case study design was used to assess the subjects' status prior to participation in the study and to assess their behaviors throughout the study.

Instruments

The Culture Free Self Esteem Inventory - 2 (CFSEI-2). Battle developed the CFSEI-2 after years of research regarding self esteem. He determined the need to develop a valid and reliable instrument to assess self esteem. The CFSEI-2 was

chosen for this study due to considerable documentation found in support of its validity and reliability.

Form B of the CFSEI-2 for children and adolescents was used for this study.

Form B is a short version of Form A which made testing easy and quick. Scoring was also time efficient due to the small thirty item questionnaire. The CFSEI-2 involved answering yes or no to a series of questions which the client could complete on his own or have read aloud so he could answer verbally. The CFSEI-2 Form B has sub-tests of self esteem identified as General, Social, Academic, Lie Index and Parental (see operational definitions for further information). These sub-tests made up the overall self esteem level which was tested in this study with the exception of the lie score. The lie score was not included in the total score indicating a certain level of self esteem. The lie sub-test measures defensiveness. Individuals who respond defensively to self esteem items refuse to ascribe to themselves characteristics of a generally valid but socially unacceptable nature (Battle, 1992). If an individual has a low lie score indicating high defensiveness, it affects the total score in that the results may indicate a higher self esteem than actually is present in the individual. In an article by Battle, Carson, Ord, Hawkins, and Precht (1986), results of a study regarding standardization of the lie scale were reported. "These findings confirm earlier observations which indicate that children generally provide authentic responses to self-esteem items" (p. 233).

A test-re-test reliability study was conducted with 110 boys and girls in grades 3 through 6. Inspection of the data indicates that the correlations for the subjects ranged from .79 to .92. Sub-test correlations for the group ranged from .49 to .80. Correlation between Form A and Form B was .86. The time period involved for the above test-re-test study was not indicated in the CFSEI-2 manual; however, findings of a two year test-re-test reliability study on Form A was in the manual and reported significance in all areas (Battle, 1992).

Content validity was built into the instrument by (a) developing a construct definition of self esteem and (b) writing items intended to cover all areas of the construct (Battle, 1992).

Research regarding concurrent validity involved comparative studies with several different inventories. One study involved comparing the CFSEI-2 (Form A) and Coppersmith's SEI. Findings reveal that correlations between the two instruments were significant for all grade levels and when male and female scores were compared. Correlations for the total sample ranged from .71 to .80. The instrument also correlates favorably with other measures of personality including Beck's Depression Inventory and the Minnesota Multiphasic Personality Inventory (MMPI) (Battle, 1992).

The Murphy-Meisgeier Type Indicator for Children (MMTIC). The MMTIC (1987) is a seventy item self report instrument with a forced-choice response format. Items for the MMTIC concentrate on the normal, everyday events in the lives of children. The MMTIC categorizes the children into four bipolar dimensions: extraversion (E); introversion (I); sensing (S); intuition (N); thinking (T); feeling (F); judging (J); and perceiving (P).

Due to the nature of some children still developing their psychological type a "U-band" was added to each scale of bipolar dimensions. If a score falls in the U-band it simply means that the indication of a preference was not sufficiently clear. The code "undetermined" designated by a "U" is then placed in the type code. A type code with a U determination is neither good nor bad but just implies the child is still developing in this preference area.

The authors report internal consistency (split-half) reliability estimates on the original sample (N=1506) ranging from .62 on the extraversion/introversion scale to .72 on the judging/perceiving scale. Estimates ranged from .65 to .75 on a cross-validation sample.

Validity of the MMTIC involved correlational studies with other instruments.

Comparison of the MMTIC and the Children's Personality Questionnaire identified many significantly related factors. The pattern of these data is comparable to the research reported for the Myers-Briggs Type Indicator and the 16 Personality Factors Questionnaire for adults. The MMTIC was also correlated with one other instrument that was constructed on the basis of type or temperament theory, the Learning Preferences Inventory. The MMTIC variables of sensing/thinking, sensing/feeling, and intuition/thinking correlated significantly in the expected direction with the Learning Preferences Inventory scale of the same name. The correlation between the two intuition/feeling variables was not significant, although it was in the expected direction.

Content validity was tested by twenty-one individuals familiar with the concepts of psychological type. These individuals indicated the MMTIC accurately reflected the concepts of psychological type (Meisgeier and Murphy, 1987).

Procedures

The clients at the residential treatment center had previously been tested with the MMTIC as a part of the assessment process so additional testing with the MMTIC was not necessary. However, information regarding psychological preference types obtained by assessing with the MMTIC was used to enhance the leisure education group. In order to not disrupt the milieu, the subjects for this study attended their regularly scheduled leisure education program one time per week for 45 minutes. However, their leisure education group was enhanced by adding the information regarding psychological preference types to gain greater understanding of self and others and how preference types affect their lives including recreation and leisure. The added information will be described in later paragraphs in this section.

A voluntary participation statement was read orally by the Therapeutic Recreation Specialist (T.R.S.) to all clients prior to testing with the CFSEI-2 and the beginning of the research time period. The clients signed the voluntary participation statement as an assent form to participate. The clients that choose to participate in the study were informed of the study and its purpose verbally. Clients were given the opportunity to ask any questions regarding the study and participation in the study of the T.R.S. who conducted the program.

The T.R.S. on staff at the residential treatment center was trained regarding psychological type and the structured leisure education program emphasizing use of the psychological types designed by the author of this study. The author of this study is a Certified Therapeutic Recreation Specialist (C.T.R.S.) with six years experience working with children and adolescents in a mental health setting. The author of this study met three times for at least one hour each time with the T.R.S. to insure proper training prior to the start of the research. The author of this study was also available by phone and made person to person contact with the T.R.S. weekly to answer any questions of the T.R.S. throughout the study.

The CFSEI-2 was administered to the subjects as a pretest by the T.R.S. trained in administering the test by the author of this study. Each subject was tested again after four weeks of the leisure education program and then post-tested with the CFSEI-2 after the eight week leisure education program.

The leisure education program, emphasizing psychological type for the treatment group, involved basic interpretation of psychological type for the adolescent subjects. The subjects were informed of their psychological type as indicated by the MMTIC. The psychological types were then applied to leisure during the leisure education process to increase awareness of individuality and personally satisfying leisure experiences.

The basic leisure education content areas were used as a framework for the program. Content areas emphasized were self awareness, leisure awareness, social skills,

leisure barriers and leisure resources. Content areas were identified through study of leisure education in various articles/books (Peterson and Gunn, 1984; Datillo and Murphy, 1991; Austin and Crawford, 1991).

The following is a week-by-week brief synopsis of the eight week leisure education program with added psychological preference type information.

Week one: Subjects were provided with their “type” as indicated by testing with the MMTIC. First, subjects were divided into groups according to preference for Extraversion, Introversion or Undetermined. The subjects were then provided a handout with characteristics of their preference type to determine what characteristics they felt actually fit their personality. The groups then changed with each bipolar pair of preference types (i.e.: subjects were divided into groups according to their preference for sensing, intuition or undetermined). The leader was instructed to highlight that no “type” is better than another while processing information with the subjects. The subjects also were to define leisure and discuss leisure activities they enjoy. The leader was instructed to discuss with the group how the leisure activities identified connected with individual psychological preference types to determine if subjects were using preferred types during leisure activities. For example, if a subject preferred the preference type of introversion, was he involved in activities during leisure that reflected that preference type (i.e.: reading, computer skills).

Week two: Subjects identified leisure values using a worksheet. Psychological types were discussed as a refresher. The T.R.S. aided subjects in making connection between leisure values and psychological types. For example, a value of an individual who prefers extraversion may be to interact with others during leisure time. The T.R.S. provided the subjects activity choices for participation during activity time. Processing after activity time involved discussion of values possibly met through participation.

Week three: Subjects continued to focus on leisure awareness activities through participation in a game that involved identifying a variety of leisure pursuits. Again, leisure

interests and connection with psychological preference types were discussed similar to discussion in week one. The T.R.S. was instructed and trained to aid subjects in processing why a particular activity is satisfying even though the activity may be enjoyed by individuals with different preferred types. For example, a subject may enjoy basketball for the social interaction, competition or creativity involved in developing new plays.

Week four: The emphasis of week four was cooperation and competition in social interaction. The T.R.S. led two activities, one cooperative-based and one competitive-based. Processing after the activity involved subjects identifying what they liked or disliked about the experiences. Psychological preference types were discussed in processing why one activity may have been enjoyed over another.

Week five: The emphasis of week five was identifying leisure barriers. The T.R.S. processed with the subjects barriers identified and how those barriers related to psychological preference types. For example, do select barriers hinder use of preferred type through participation such as no transportation to attend a social gathering which an extrovert may be wanting to attend. A barrier for an intuitive person may be the lack of creative opportunities or knowledge of those opportunities available in his community.

Week six: The emphasis of week six was leisure resources. Resources around the home were discussed in small groups with aid of a worksheet. Processing involved needs/values met through activities identified. Also, use of preferred psychological types were discussed. For example, a need or value in leisure for a perceiving type individual may be to act spontaneously. This corresponds directly with characteristics of the preference type perceiving.

Week seven: Leisure resources continued to be discussed this week. The subjects identified activities of no cost or minimal cost in small groups with the aid of a worksheet. Again, discussion involved needs/values met and if preferred psychological types would be used in participation. For example, an individual with the thinking preference may need to

seek out resources that involve opportunities for him to demonstrate his competence or that provides opportunity for individual achievement.

Week eight: Subjects were given a variety of activities to choose from to participate in. Processing afterwards involved discussion of the last eight weeks. Questions posed were: 1) How do you feel about learning your psychological type?; 2) Did it help you to understand each other better?; and, 3) Did you gain insight into your own leisure interests and how to search for activities that meet your needs/values or fit your preferred psychological type?

For the case study analysis, the T.R.S. provided the author of this study with information regarding admitting diagnosis of each subject, behavior changes throughout the research time period, the subjects' response to involvement in the program, subjects' level changes during the study, and a critique of the program from the leader's perspective.

Design and Analysis

Analysis of this study involved evaluation of the subjects' behavior prior to participation in the study and admitting diagnosis. It also involved evaluation of behavior changes and level changes throughout the study. Results of testing with the CFSEI-2 were also analyzed to identify any progress in self esteem throughout the eight week leisure education program. Due to the limited number of subjects available for this study, a case study design was used to evaluate responses by the subjects to the treatment.

CHAPTER IV

FINDINGS

To test the hypotheses that identification and application of individual psychological preference types throughout the leisure education process will increase self esteem of adolescent males ages 13-18 in a residential treatment center, a case study analysis was used.

Results

Part of the information for the case study analysis was provided by the T.R.S. at the residential treatment center who conducted the leisure education program designed by the author of this study. Information obtained involved the admitting diagnosis of each subject, behaviors observed by the T.R.S. prior to the research time period, behaviors observed by the T.R.S. throughout the eight week leisure education program, level changes of each subject during the research time period and critique of the leisure education program by the T.R.S. The CFSEI-2 results were also used to analyze changes in self esteem throughout the eight week time period. The following information will be a breakdown of each subject involved and the information obtained for the analysis.

Subject #1

Subject #1 was a 15 year old male whose reason for admission was delinquent activity and sexual problems. His psychological type as indicated by the MMTIC was

IUFJ (see operational definitions for further information). At the beginning of the leisure education program, subject #1 was moderately oppositional as evidenced by moderate verbal prompts required to participate. Subject was on level one; (according to the treatment center's level system designed to motivate clients to improve behaviors) the treatment center's lowest level. The subject appeared to respond better to game oriented activities during the program. By the end of the leisure education program, subject #1 was on the highest level (four) and was an active, cooperative participant. T.R.S. reported subject #1 expressed interest in psychological preference types and appeared to be using skills learned throughout the program. Test results of the CFSEI-2 showed subject #1 with a score of 23 for the pre-test indicating high self esteem. The mid test results showed subject #1 with a score of 22 indicating high self esteem. The subject's post test results indicated a drop to an intermediate self esteem level with a score of 17. The lie score for subject #1 was high, indicating valid responses throughout all testing with the CFSEI-2.

Subject #2

Subject #2 was a 16 year old male whose reason for admission was deprivation, delinquent activity, oppositional behavior and self-defeating belief system. His psychological type as indicated by the MMTIC was INUJ. At the beginning of the leisure education program, subject #2 predominantly refused to participate in planned activities. Subject #2 was described as extremely detached and a loner. As the program continued, subject #2 became actively involved with minimal prompting from the T.R.S. Subject #2 became "off task" on final day of program stating, "this stuff was all stupid". Subject #2's level upon start of the program was two. His level increased to three by the end of the eight week program. Subject #2's results from testing with the CFSEI-2 were at an intermediate self esteem level for both the pre and mid-point testing times with a score of 16 with moderate to minimal validity as the lie score ranged from 3 out of 5 to 1 out of 5. His

test score was lower at the post test with a score of 13 indicating low self esteem with a 4 out of 5 lie score indicating valid responses.

Subject #3

Subject #3 was a 13 year old male whose reason for admission was deprivation, delinquent activity, chaotic family background and numerous runaway incidents. His psychological type as indicated by the MMTIC was UNFP. At the beginning of the leisure education program, subject #3 was often resistive to staff requests and had frequent conflicts with peers. Subject #3 started on level one at the beginning of the program but by the end of the eight weeks had increased to level four. Behaviors observed towards the end of the program were positive attitude, active participation and active support for peers and staff. Subject #3's self esteem level at pre-test was intermediate with a score of 16; and his lie score was high indicating valid responses. At mid-point testing time, subject #3's results were still indicating intermediate self esteem level with a score of 17 but his lie score had dropped to 3 out of 5 indicating a moderate level of defensiveness or invalid responses. By the post-test time, subject #3's score raised to 24 indicating a very high self esteem level with high a lie score of 5 out of 5 indicating valid responses.

Subject #4

Subject #4 was a 16 year old male whose reason for admission was delinquent activity, assault and battery with a deadly weapon. His psychological type as indicated by the MMTIC was INFP. At the beginning of the leisure education program, subject #4 was on level two and demonstrated manipulative behavior with both peers and staff. Observations by staff resulted in evaluation that subject #4's behavior was based on his mood. Subject #4 became oppositional and negative when he did not get his way. The

T.R.S. reported subject #4 as positive and cooperative in group activities a majority of the time. The T.R.S. observed increased leadership at times and promoting of positive behavior by subject #4. By the end of the program, subject #4 was on level four. Test results from the CFSEI-2 stayed at the lower end of high and upper end of intermediate self esteem levels throughout the program for subject #4. Score at pre-test was 20, indicating high self esteem; score at mid-test and post-test was 19, indicating intermediate self esteem. Subject #4's lie scores were 5 out of 5 indicating valid responses.

Subject #5

Subject #5 was a 17 year old male whose reason for admission was delinquent activity such as burglary and substance abuse. His psychological type as indicated by the MMTIC was USTP. Subject #5 stayed on level one throughout the leisure education program. Subject #5 was cooperative with instruction by T.R.S. but did not put much effort into tasks. Subject #5 ran away from the treatment center during the second week of the research time period. Subject #5 returned soon but ran away at the end of the eight week research period once more. Subject #5's self esteem levels through testing with the CFSEI-2 stayed at the high to very high levels throughout the leisure education program. The pre-test score was 24 indicating very high self esteem with a high lie score indicating valid responses. The mid-test score was 23 indicating high self esteem but his lie score dropped to 2 out of 5 indicating high defensiveness or invalid responses. The post-test score was 25 indicating very high self esteem and the lie score had increased once more to a high level of 4 out of 5 indicating valid responses.

TABLE I
CFSEI-2 Scores by Subject

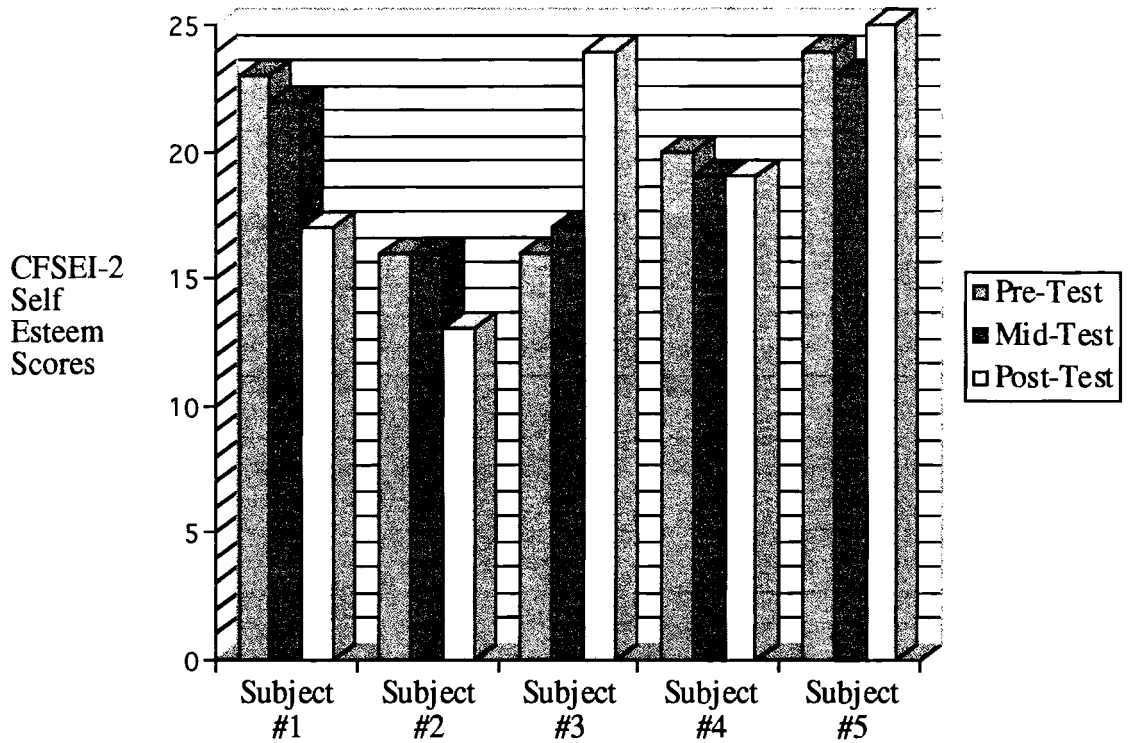


TABLE II
Form B
Title-Classification of Scores

JUNIOR HIGH	
SCORE	CLASSIFICATION
24+	Very High
20-23	High
14-19	Intermediate
11-13	Low
10-	Very Low

(Battle, 1992, p. 9)

CHAPTER V

SUMMARY

Initially, interest in this topic came from approximately six years of working with adolescents in mental health facilities and the observation that many of the adolescents appeared low in self esteem. Since, there are many diverse leisure activities that could possibly enhance self esteem, this seemed to suggest the necessity to examine the possible role therapeutic recreation interventions could have on the self esteem of adolescents in mental health settings.

The introduction of psychological preference types to emphasize self awareness during a leisure education program was chosen for two reasons: 1) leisure education is an intervention commonly used by therapeutic recreation specialists; and, 2) identifying individual psychological preference types appeared to be an appropriate method to enhance the self awareness of the adolescents during a leisure education program.

Since leisure is an individual and unique experience for everyone, it seemed appropriate to emphasize self awareness more extensively through the identification of personal psychological preference types resulting in increased acceptance of self and increased knowledge of personally satisfying leisure. The basis for the hypothesis came from the expected results being increased self acceptance and increased knowledge of personally satisfying leisure which could lead to increased self esteem.

It was important in the design of this study to limit any disruption to the adolescent subjects' schedule as this would cause undue stress and anxiety. As a result, the study

was limited in the frequency and duration of treatment. Sample size was limited due to the case study design which also limited randomization.

Results of this study showed significant improvement in only one subject as evidenced by improved behavior, advancement to highest level at treatment center and advancement from an intermediate self esteem level to a very high self esteem level. Two of the subjects remained at about the same level of self esteem; one demonstrated minimal behavioral changes and the other demonstrated moderately improved behavior changes. The remaining two subjects showed a decrease in one self esteem level; one subject showing considerable improvement in observed behaviors with advancement to highest level at treatment center and the other showing minimal to moderate improvements in observed behaviors.

The lie scores did not have a major impact on the results of this study. Subject #2 showed high defensiveness in the middle of the study and moderate defensiveness at the beginning of the study. However, subject #2's total CFSEI-2 scores did not fluctuate significantly indicating subject #2 stayed at about the same self esteem level throughout the program. Subject #5 also showed high defensiveness in the middle of the study indicating his self esteem may have actually dropped at the mid-study time period. However, his total self esteem score and lie score both were higher at post-test indicating a very high self esteem and valid responses.

Based upon the findings of this study, increased knowledge of psychological preference types does not necessarily lead to increased self esteem for adolescent males participating in a leisure education program.

For evaluation of the study, the T.R.S. was interviewed at the end of the research time period to provide a critique from the leader's viewpoint. The T.R.S. identified that the duration and frequency of the treatment was too short but due to limitations imposed by the structure of the treatment center was unavoidable. The T.R.S. reported too much information was presented to the clients at one time during the weekly groups. He also

reported a problem he encountered often was little support from his assistants in the program but this was an ongoing problem at his facility.

The T.R.S. reported that being labeled with the psychological preference type of introversion was viewed negatively by the adolescents. He also observed indifference on the part of the adolescents when discussing psychological preference types. The T.R.S. reported no difficulty in leading the leisure education program designed by the author of this study.

Author's Comments

Due to limitations in the duration and frequency of treatment in this study, it is the impression of this author that further investigation of psychological preference type information and its impact on adolescent males is warranted. The limitations of the study may have made a greater impact on the results than anticipated. The theory behind psychological preference types is strong through the work of Jung, Myers, Briggs, Murphy and Meisgeier. Further investigation of psychological preference types should involve increased duration and frequency of treatment compared to the duration and frequency of this study's design. This would allow for increased time to apply knowledge through use of more tasks and activities of interest to the adolescent population. The increase in duration would also allow for more time to process information presented in the group. Further investigation of this topic should focus on creating an experimental design with 30 or more subjects including a control group for comparison.

Another focus of investigation could be staff development in the area of understanding psychological preference types and how that could affect the way treatment is provided and programs are delivered for optimal growth of individual clients. Further investigation also needs to be completed regarding the link between activity preferences and choices and psychological preference types.

Do the leisure activities we pursue and identify as most satisfying relate directly to our psychological preference types? This investigation could be completed through the comparison of individual activity interest inventories and individual psychological preference types. Analysis could focus on characteristics of the psychological preference types to identify significant similarities. The link between leisure activity choices and psychological preference types should be investigated to determine if any significant link is present.

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APPENDIX A

INFORMED CONSENT FORM

Informed Consent Form

I _____, acting as the subjects' guardian do hereby authorize or direct Debbie Tiger, CTRS and the Therapeutic Recreation Specialist at Betty Chase Residential Treatment Center to perform the following treatment or procedures:

1. Clients in the treatment and control groups will be tested with the Culture Free Self Esteem Inventory - 2 (CFSEI-2) three times during an eight week leisure education program.
2. The research time period will be an eight week leisure education program. Testing with the CFSEI-2 takes approximately five to ten minutes for each subject to answer.
3. The CFSEI-2 will not have subject names on them, only numbers to ensure confidentiality. The Therapeutic Recreation Specialist at the treatment center will maintain a subject list with the test numbers that apply to each subject for re-test purposes but this list will remain in protected hospital files. The researcher (Debbie Tiger) will not have access to any subject names.
4. There are no identified risks as the leisure education program is a part of an ongoing program for the subjects at the treatment center. The CFSEI-2 is designed for children and is easy for the subjects to understand and answer. The CFSEI-2 has only thirty questions requiring a yes or no answer.
5. The possible benefits to the clients are greater understanding of themselves as well as each other, resulting in greater self esteem. Another possible benefit is improved leisure habits due to a greater understanding of self and healthy leisure pursuits that are satisfying. Societal benefits possible are adolescents involved in healthier pursuits in society; adolescents in society with improved social interactions and acceptance of others; and, adolescents with a more positive outlook on their participation in society.

This is done as part of an investigation entitled, "The Effect of Leisure Education and Psychological Preference Types on the Self Esteem of Adolescent Males".

I may contact Jennifer Moore of the Research and Sponsored Programs Compliance Office of University Research if questions arise regarding the research being done. Her phone number is (405) 744-5700.

I understand that the subjects who choose to participate do so voluntarily with no penalty for refusal to participate and may withdraw their consent and participation in this project at any time without penalty after notifying the Therapeutic Recreation Specialist who in turn will notify the project director.

APPENDIX B

ASSENT TO PARTICIPATE

Assent to Participate

I understand that participation in the study is voluntary, that there is no penalty for refusal to participate and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the Therapeutic Recreation Specialist who will then notify the project director.

I understand that my name will not be used or reported as being a part of this project and that there are no risks identified with completing the questionnaire used in this project.

The possible benefits to me are a better understanding of myself as well as others; improved ability to choose leisure/recreation activities that I enjoy; improved feelings about myself and others; and improved communication with others.

I may contact Ms. Jennifer Moore at University Research Services; 001 Life Sciences East; Stillwater, OK; 74078; (405) 744-5700 if I have questions regarding my participation in this study.

I have read and fully understand the assent form. I sign it freely and voluntarily.

Date: _____ Time: _____

Signed: _____
Signature of Subject

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

Signed: _____
Authorized Representative

APPENDIX C

CULTURE FREE SELF-ESTEEM INVENTORY

CFSEI-2

Culture-Free Self-Esteem Inventories Second Edition

FORM B

Name _____ Age _____ Date _____

School / Class _____ Date of Birth _____

Examiner _____ Total _____ G _____ S _____ A _____ P _____ L _____

Directions

Please mark each statement in the following way: If the statement describes how you usually feel, make a check mark (✓) in the "yes" column. If the statement does not describe how you usually feel, make a check mark (✓) in the "no" column. Check only one column (either yes or no) for each of the 30 statements. This is *not* a test, and there are no right or wrong answers.

	Yes	No
1. I wish I were younger	<input type="checkbox"/>	<input type="checkbox"/>
2. Boys and girls like to play with me.....	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually quit when my school work is too hard.....	<input type="checkbox"/>	<input type="checkbox"/>
4. My parents never get angry at me.....	<input type="checkbox"/>	<input type="checkbox"/>
5. I only have a few friends.....	<input type="checkbox"/>	<input type="checkbox"/>
6. I have lots of fun with my parents.....	<input type="checkbox"/>	<input type="checkbox"/>
7. I like being a boy / I like being a girl.....	<input type="checkbox"/>	<input type="checkbox"/>
8. I am a failure at school.....	<input type="checkbox"/>	<input type="checkbox"/>
9. My parents make me feel that I am not good enough.....	<input type="checkbox"/>	<input type="checkbox"/>
10. I usually fail when I try to do important things.....	<input type="checkbox"/>	<input type="checkbox"/>
11. I am happy most of the time.....	<input type="checkbox"/>	<input type="checkbox"/>
12. I have never taken anything that did not belong to me.....	<input type="checkbox"/>	<input type="checkbox"/>
13. I often feel ashamed of myself.....	<input type="checkbox"/>	<input type="checkbox"/>
14. Most boys and girls play games better than I do.....	<input type="checkbox"/>	<input type="checkbox"/>
15. I often feel that I am no good at all.....	<input type="checkbox"/>	<input type="checkbox"/>
16. Most boys and girls are smarter than I am.....	<input type="checkbox"/>	<input type="checkbox"/>
17. My parents dislike me because I am not good enough.....	<input type="checkbox"/>	<input type="checkbox"/>
18. I like everyone I know.....	<input type="checkbox"/>	<input type="checkbox"/>
19. I am as happy as most boys and girls.....	<input type="checkbox"/>	<input type="checkbox"/>
20. Most boys and girls are better than I am.....	<input type="checkbox"/>	<input type="checkbox"/>
21. I like to play with children younger than I am.....	<input type="checkbox"/>	<input type="checkbox"/>
22. I often feel like quitting school.....	<input type="checkbox"/>	<input type="checkbox"/>
23. I can do things as well as other boys and girls.....	<input type="checkbox"/>	<input type="checkbox"/>
24. I would change many things about myself if I could.....	<input type="checkbox"/>	<input type="checkbox"/>
25. There are many times when I would like to run away from home.....	<input type="checkbox"/>	<input type="checkbox"/>
26. I never worry about anything.....	<input type="checkbox"/>	<input type="checkbox"/>
27. I always tell the truth.....	<input type="checkbox"/>	<input type="checkbox"/>
28. My teacher feels that I am not good enough.....	<input type="checkbox"/>	<input type="checkbox"/>
29. My parents think I am a failure.....	<input type="checkbox"/>	<input type="checkbox"/>
30. I worry a lot.....	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

HUMAN SUBJECTS RESEARCH APPLICATION

IRB# _____

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH
(PURSUANT TO 45 CFR 46)
OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD

Title of project (please type): The Effect of Leisure Education and
Psychological Preference Types on the Self Esteem of Adolescent Males.

Please attach copy of project thesis or dissertation proposal.

I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

PRINCIPAL INVESTIGATOR(S): Dr. Jerry Jordan
(if student, list advisor's Typed Name
name first)

Jerry Jordan
Signature

Debbie Tiger, CTRS
Typed Name

Debbie Tiger, CTRS
Signature

Typed Name

Signature

Health, Physical Education and Leisure
Department

College of Education
College

111 Colvin Center
Faculty Member's Campus Address

744-5479
Campus Phone Number

80 S. University Pl. Apt. 5
Student's Address

744-4171
Phone Number

TYPE OF REVIEW REQUESTED:

[] EXEMPT [X] EXPEDITED [] FULL BOARD

1. **Briefly describe the background and purpose of the research.** The field of Therapeutic Recreation involves a continuum of services for those people who have social, physical, emotional and mental limitations. The continuum of service has three main areas: therapy, leisure education and recreation participation. The purpose of this research is to determine a possible leisure education intervention that could impact self esteem positively. This research is an extension of an existing/ongoing treatment program. This research will modify the existing leisure education program in order to enhance self awareness of the participants.

2. **Who will be the subjects in this study, and how will they be solicited or contacted?**

Subjects must be informed about the nature of what is involved as a participant, including particularly a description of anything they might consider to be unpleasant or a risk. Please provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of the written solicitation and/or statement of the oral solicitation.

The subjects for this study will be adolescent males in a psychiatric residential treatment center. The subjects are already involved in an existing/ongoing leisure education group at the treatment center which will be enhanced by the addition of increased self awareness activities into the program. This study involves minimal to no risk. Each child will be given the opportunity to voluntarily complete or not complete the testing instrument involved in this study with no penalty for refusal to participate. See attached copy of the voluntary participation statement to be read to all possible subjects for this study.

3. **Briefly describe each condition or manipulation to be included with in the study.**

The leisure education program in existence will remain but additional information will be given regarding psychological type. Each client is tested for their psychological type as an ongoing assessment tool at the treatment center. This study will use the information regarding psychological type to present to the clients to process characteristics of themselves and process differences between self and others. This information will be used to enhance self awareness and in turn, enhance the leisure education process. Self awareness is apart of the leisure education process but for this study the Therapeutic Recreation Specialist will focus on self awareness to a greater degree.

4. What measures or observations will be taken in the study? Copies of any questionnaires, tests, or other written instruments that will be used must be included.

See copy of the testing instrument for this study (The Culture Free Self Esteem Inventory - 2) and copies of leisure education worksheets to be used in the leisure education programs.

5. Will the subjects encounter the possibility of stress or psychological, social, physical, or legal risks which are greater, in probability or magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests?

Yes [] No [X]

If yes, please describe.

6. Will medical clearance be necessary before subjects can participate due to tissue or blood sampling, or administration of substances such as food or drugs, or physical exercise conditioning?

Yes [] No [X]

If yes, please describe.

7. Will the subjects be deceived or misled in any way?
Yes [] No [X]

If yes, please describe.

8. Will there be a request for information which subjects might consider to be personal or sensitive?
Yes [] No [X]

If yes, please describe.

9. Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading?
Yes [] No [X]

If yes, please describe.

10. Will any inducements be offered to the subjects for their participation?

Yes [] No [x]

If yes, please describe.

If extra course credit is offered, what alternative means of obtaining additional credit are available?

11. Will a written consent form be used?

Yes [] No [x]

If yes, please include the form, and if not, please indicate why not and how voluntary participation will be secured.

Note: The attached Consent Form Guideline illustrates elements which must be considered in preparing a written consent form. Conditions under which the IRB may waive the requirements for informed consent are to be found in 45 CFR 46.117(c), (1) and (2). Examples of approved informed consent forms are on file in the IRB office, in 005 LSE.

See voluntary participation statement to be used for this study. The subjects for this study are clients at a residential treatment center. The clients and their parents/guardians have signed a consent for treatment at the treatment center. This study will involve only an extension of a treatment program already in existence.

12. Will any aspect of the data be made a part of any record that can be identified with the subject?

Yes [] No [x]

If yes, please explain.

13. Please describe, in detail, the steps to be taken to ensure the confidentiality of the collected data.

The testing instrument will be assigned a number rather than the client signing his name so that it cannot be traced to any particular individual. None of the staff members at the residential treatment center will have access to any results of this study throughout the research time period.

The author of this study will be scoring all data.

14. Will the fact that a subject did or did not participate in a specific experiment or study be made a part of any record available to supervisor, teacher, or employer?

No.

15. Describe the benefits that might accrue to either the subjects or society.

(See 45 CFR 46, Section 46.111 (a)(2))

Subject Benefits: Greater self awareness/self acceptance; greater self esteem improved leisure lifestyle; and improved social interactions.

Society Benefits: Adolescents involved in healthier leisure pursuits in society; adolescents in society with improved social interactions and acceptance of others; and adolescents with a more positive outlook on their participation in society.

Dr. Amy Jordan
Signature of Head of Chairperson

12/20/94
Date

Luella Cardo
Department or Administrative Unit

Ken McKinley
Signature of College/Division
Research Director

12/21/94
Date

Checklist for Application Submission

- Proposal
- Informed Consent Form/Assent (if appropriate)
- Instrument(s) (questionnaire, survey, testing, field)
- Curriculum Vita (not necessary for Exempt review)
- Departmental/College/Division Signatures

Number of copies to be submitted:

Exempt Review: 2 copies
Expedited Review: 3 copies
Full Board Review: 7 copies

APPENDIX E

HUMAN SUBJECTS RESEARCH APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-09-95

IRB#: ED-95-037

Proposal Title: THE EFFECT OF LEISURE EDUCATION AND PSYCHOLOGICAL PREFERENCE TYPES ON THE SELF-ESTEEM OF ADOLESCENT MALES

Principal Investigator(s): Jerry Jordan, Debbie Tiger

Reviewed and Processed as: Full Board

Approval Status Recommended by Reviewer(s): Approved

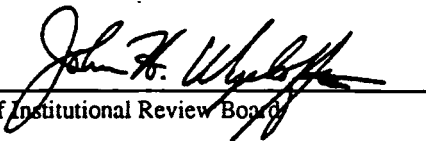
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: March 3, 1995

VITA

Deborah Tiger

Candidate for the Degree of

Master of Science

Thesis: **THE EFFECTS OF LEISURE EDUCATION AND
PSYCHOLOGICAL PREFERENCE TYPES ON THE SELF
ESTEEM OF ADOLESCENT MALES**

Major Field: Health, Physical Education and Leisure

Biographical:

Education: Graduated from Stillwater High School, Stillwater, Oklahoma in May 1984; received Bachelor of Science degree in Therapeutic Recreation from Oklahoma State University, Stillwater, Oklahoma in December 1988. Completed the requirements for Master of Science degree with a major in Therapeutic Recreation at Oklahoma State University in July 1995.

Experience: Certified Therapeutic Recreation Specialist, St. Anthony Hospital December 1988 to November 1991; Certified Therapeutic Recreation Specialist and Exercise Specialist, Stillwater Medical Center, November 1991 to October 1992; Certified Therapeutic Recreation Specialist, Oakcrest Counseling Center, October 1992 to September 1994; Certified Therapeutic Recreation Specialist for Reflections Senior Day Treatment Center, September 1994 to May 1994; graduate research assistant, Oklahoma State University, School of Health, Physical education and Leisure, 1994-1995; Consultant on recreation services for Cushing Valley Hope Alcohol and Drug Treatment Center, December 1994; Program Coordinator, Edwin Fair Stillwater Youth Day Center, May 1995 to present.

Professional Memberships: Oklahoma Recreation and Park Society, Therapeutic Recreation Association of Oklahoma, American Therapeutic Recreation Association, Executive Board Member of Southwest Therapeutic Recreation Symposium.