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EXPLORATION OF OPTIMAL LEISURE EXPERIENCES:
THE DEVELOPMENT OF A LEISURE ENJOYMENT
CLARIFICATION TOOL

By

NANCY ANNE REYNOLDS

Bachelor of Recreation-Education
University of British Columbia

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Thesis Approved:

Lowell Caneday

Thesis Adviser

Connie Jay

E. Pauline Steiner

Norman N. Ambler

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Throughout history leisure has been conceptualized in a number of different ways. One of these ways has been to describe leisure as those activities that are not necessary for survival, such as cave drawings of prehistoric people (Loesch and Wheeler, 1982), the playing of music by the Greeks during the time of Aristotle (Neulinger, 1981), or the planting of flower gardens by our present society.

For Aristotle, though, leisure had intrinsic value as well and was to be enjoyed simply for its own sake (deGrazia, 1962). Leisure was viewed as the main concern of life. The Greek ideal of leisure was that it was the state of being free from the necessity of being occupied (Neulinger, 1981). This concept has been referred to as the "classical" perspective.

"Unobligated" or "residual" time is a phrase that has often been used in the attempt to conceptualize and describe the nature of leisure. This is time when a person has no obligations and is free from the need to make a living. The mutual exclusiveness of the concepts of work and leisure was most prominent during the time of the "Scientific Revolution" and the concurrent rise in prominence of the Protestant work ethic (deGrazia, 1962). This was the era

when people were identified by what they did for a living and leisure, therefore, assumed a less important position. The main significance of leisure was its restorative qualities that enabled the individual to perform better at work. There is still a tendency to perceive work and leisure in these same terms today.

The predominant research approach until recently has been a behavioral orientation which equates leisure as the activities which generate it (Mannell, 1980). A fundamental assumption here is that if a person is physically taking part in a "leisure activity" and leisure behavior is observed, then a leisure experience is occurring as well.

A new phenomenological paradigm of leisure is presently developing. Leisure as a state of mind is characterized by perceived freedom and intrinsic motivation (Tinsley and Tinsley, 1982). Many researchers are more concerned with the quality of the leisure experience than defining leisure in terms of a time dimension or as specific activity. A leisure experience can only have "real" value for the individual; the person himself must perceive that the experience is meaningful for him.

Many practitioners are becoming more concerned about the quality of the public's leisure experiences as well. The field of leisure services has developed in order to provide a base of leisure opportunities for the public. Some practitioners have been more concerned with the number and variety of recreation programs than with what the

participants were seeking or experiencing when they were taking part in programs (Crandall, 1978; Iso-Ahola, 1980). The current leisure research concerned with expanding the understanding of the psychological experience of leisure can provide the practitioner with many insights into the process of quality leisure programming.

Need for the Study

Many people have difficulty experiencing fulfillment and self-expression through leisure and are not able to recognize opportunities for action in their environment (Neulinger, 1981; Csikszentmihalyi, 1975). According to Neulinger (1981) there are several reasons for this difficulty, namely the lack of inner resources, negative feelings around the issue of non-productivity, and the inability to make decisions. There may also be a lack of understanding about the values and skills that an individual may possess.

A gap exists between what research is finding in the psychology of leisure and meeting the needs of individuals experiencing problems finding satisfaction in their lives. Little attention has been paid to the conditions that lead an individual to participate in particular activities, maintain this involvement, and the subsequent psychological consequences for the individual (Mannell, 1980). Present research is pointing to the need for valid, reliable, and usable instruments to assist in the process of discovering

those ingredients which give individuals meaning and enjoyment (Fain, 1977).

The field of leisure counseling has developed a range of leisure assessment, counseling, and education tools (Wilson, Overs, Mirenda, and Epperson, 1973; Edwards, 1978; McDowell, Jr., 1974; McDowell, Jr., 1978; Beard and Ragheb, 1982; Ellis and Witt, 1982). The practitioner today in the field of leisure services would find many of these instruments time-consuming and expensive tools to use. Most are also activity specific and do not assist the individual in understanding the underlying psychological dimensions of the experience (Mannell, 1980; Csikszentmihalyi, 1980). There is still a need for a short instrument, one that may be self-administered and self-evaluated by the public.

The gap that this study strives to fill is to develop a short, self-administered, and self-evaluated "leisure counseling" tool which attempts to clarify the psychological "states of mind" that an individual seeks in his or her leisure. Furthermore, to be practical, this tool should be relatively short and inexpensive to produce and accessible to practitioners in the field.

The phenomenological orientation has been chosen for this study in order to examine individuals' perceptions of personal, quality leisure experiences. There are a variety of approaches that could be used to explore the enjoyable elements of leisure, including questionnaires, personal interviews and behavioral observations. The questionnaire

method was chosen to allow the individual to remain anonymous and, therefore, to encourage honest responses for the purposes of the individual's own clarification. Also, a written instrument allows the individual to be independent from a professional counselor.

Statement of Problem

This thesis is designed to further investigate the subjective experience of leisure by developing a Leisure Enjoyment Clarification Tool which will assist individuals in determining what characteristics and conditions are the important ingredients of their personal leisure experiences. One of the desired outcomes of this study is to establish validity and reliability for an instrument that can be utilized by the public in clarifying their personal values concerning leisure. The other is to expand the leisure practitioner's understanding of the phenomenological ingredients of enjoyment involved in quality leisure experiences.

The Hypotheses

The following hypotheses were tested at the .05 level of significance:

The first hypothesis: There will be no positive correlation between the subjects' Instrument Flow (IF) and Evaluation Flow (EF) responses.

The second hypothesis: There will be no significant

difference between female and male Evaluation Goal-values (EG-v), Evaluation Goal-skills (EG-s), and Evaluation Goal-choices (EG-c) responses.

The third hypothesis: There will be no significant difference in Evaluation Goal-values (EG-v), Evaluation Goal-skills (EG-s), and Evaluation Goal-choices (EG-c) responses between subjects 35 years and younger and subjects 36 years and older.

Limitations

The research may be affected by the following limitations:

The first limitation: The approach is phenomenological as opposed to behavioral.

The second limitation: The subjects will not be randomly selected as they will be only those participants who volunteer themselves.

The third limitation: The instrument does not reflect how people feel about concrete instances of experience but relates how people remember or interpret past events.

Delimitations

The research will be delimited to:

1. The development, validation, and the establishment of reliability for Memory Lane: the Leisure Enjoyment Clarification Tool.

2. Volunteer participants from programs at the False

Creek Community Centre in Vancouver.

Assumptions

The following assumptions will be made:

The first assumption: There is an assumption that Csikszentmihalyi's "flow" theory is a useful and comprehensive description of the psychological leisure experience.

The second assumption: There is an assumption that the use of visualization and self-report techniques will provide a valid representation of the individual's leisure experience.

The third assumption: There is an assumption that individuals who have completed a subjective questionnaire will be able to objectively evaluate it to determine if the stated goals have been reached.

The fourth assumption: There is an assumption that everyone has had enjoyable, memorable leisure experiences at some time in their lives.

Definitions of Terms

In order to understand the meaning of terms used in this study, the following definitions will be classified as conceptual or functional. Conceptual definitions include those terms defined by authorities. Functional definitions include those terms which hold special meaning for this study.

Conceptual Definitions

The following are categorized as conceptual definitions:

1. Leisure Experience: The subjective experience of total enjoyment, where a person may have such feelings as excitement, freedom, power, creativity, harmony, and competence.
2. Enjoyment: The act or state of deriving joy, pleasure, delight, and satisfaction from something.
3. Flow State: A state of being when people feel they have complete control of their actions, are acting with total involvement, have complete concentration, and experience a unified flowing from one moment to the next (Csikszentmihayli, 1974).
4. Leisure counseling: The process by which a counselor assists an individual in making leisure choices consistent with personal goals for self-fulfillment and satisfaction (Gunn and Peterson, 1977).

Functional Definitions

The following are categorized as functional definitions:

1. Leisure Experience: When a subject reports having had feelings, thoughts, and sensations such as excitement, freedom, power, creativity, harmony, and competence.

2. Enjoyment: When a subject reports having experienced that dynamic state of being which includes elements of freedom, skill, growth, and self-transcendence.

3. Flow: When a subject reports having experienced the sensation that people feel when they act with total involvement and have complete concentration, when they experience a unified flowing from one moment to the next, when they are doing something for their own reward and not necessarily for others, and when they feel in complete control of their actions.

CHAPTER II

SELECTED REVIEW OF RELATED LITERATURE

The review of the literature in this chapter consists of six sections. These sections are: (a) trends in leisure, (b) approaches to leisure, (c) the nature of the subjective experience of leisure, (d) assessing leisure satisfaction, (e) leisure counseling instrumentation, and (f) the development of the Leisure Enjoyment Clarification Tool.

Trends in Leisure

Leisure futurists have talked about the trend toward an aging society, earlier retirement options, people entering the job market at a later age, decreasing real income, more time that is not involved in work because of job-sharing, part-time work and the four-day work week, the need for growth management and a conserver society, where the "good life" would no longer be defined solely in terms of increasing material wealth and of the consumption of leisure activities which deplete energy and nonrenewable resources (Goodale and Witt, 1980).

In this new paradigm, the practitioners' objectives would be to structure services that allow optimum control possibilities to each person in their own life, within a

framework of identity which he had been free to work out, maintain, or change on his own terms (Sites, 1973). The demand for low-cost recreation increases in times of high unemployment and decreased personal discretionary income. People are preferring "do-it-yourself" unstructured styles of recreation programs and decreasing demands for structured programs (Tisshaw, 1984).

Approaches to Leisure

Leisure has been thought of in many different ways. It has been attributed to recuperation, relaxation, stimulation, and releasing surplus energy. Leisure has been thought of as certain kinds of activities that meet unconscious or conscious needs, as a means to an end or to be enjoyed as an experience in itself.

In the attempt to define what "leisure" is, the predominant research approach has been to equate leisure as activity (Mannell 1980), causing leisure to be assessed by such constructs as the amount of unobligated time available, how this time is spent, and the specific "leisure activities" in which an individual is involved (Brightbill, 1960). This approach to the study of leisure involves measurement techniques which can easily objectify a person's activity involvement and can be somewhat useful for organizations which are involved in the provision of leisure services.

There have been problems and conflicting results from

research based on this approach (Neulinger, 1981; Csikszentmihalyi, 1980). Physically taking part in a certain activity or having free time does not always lead an individual to having feelings of excitement, freedom, control, power, creativity, inner peace, harmony, reward, and competence which have been described as the essence of the leisure experience (Gray, 1973). When residual time theory is used, leisure is defined only in terms of the negation of other activities which ignores the quality of what has happened. This approach may not be as objective as it appears as evidenced by the difficulty in categorizing time when an individual is involved in more than one activity simultaneously (Tinsley and Tinsley, 1982). Another problem associated with this activity-as-leisure approach is that of defining which activities are "leisure activities" and in which situations. A person going for a walk with her dog may totally enjoy the opportunity one day and yet, may see it as a chore on another. Another person may love to play volleyball only when he feels friendship and closeness with his teammates.

Leisure has also been defined as a function, which can satisfy certain human needs, can restore energy to assist us to be more productive in other aspects of our lives, or can assist us in ridding ourselves of surplus energy (Bishop and Witt, 1970; Ellis, 1973). Research is continuing to be developed in this area (London, Crandall and Fitzgibbon, 1977; Crandall and Thompson, 1978; Tinsley, Barrett and

Kass, 1977; Tinsley and Johnson, 1982). Tinsley and Johnson (1982) concluded from research in this area that participation in leisure activities provides a source of satisfaction for a wide range of psychological needs, that leisure activities differ in the needs which they satisfy, and that investigation of the need satisfying or psychological benefits of leisure activities provides an important and viable means of gaining insight into leisure activities and leisure behavior.

Some of the needs that have been identified as leisure activity specific are ability utilization, achievement, activity, advancement, affiliation, etc. (twenty-seven have been established) and needs that are leisure activity general are abasement, autonomy, counteraction, defendence, deference, harm avoidance, plus eleven others (Tinsley, Barrett and Kass; 1977). Although this approach is quite interesting to the researcher, it gives little assistance in furthering the understanding of the nature of the leisure experience for the individual. It is also unwieldly for those practitioners designing leisure programs and services as it gives little insight into the quality or nature of a person's enjoyment.

Another approach to the study of leisure is to examine the subjective experience itself in order to understand and describe the psychological experience as well as the situational conditions necessary for individuals to have a "leisure experience" as defined by Gray. This has been

identified as a needed area of study (Csikszentmihalyi, 1977; Mannell, 1980; Iso-Ahola, 1980; Neulinger, 1981). Failure to deal with the psychological component of leisure has left the research open to criticism but, as Parker (1976, p. 13) contends "with leisure conceived as experience of the individual, it is difficult to apply any standard definition for measurement purposes."

The area of the subjective leisure experience is considered confusing and difficult to research because the conditions and characteristics of the leisure experience are so intricately intertwined with the activity that the person is doing (it may range from daydreaming to rock climbing), with the people with whom the person is interacting (unless they are alone), the personal leisure history of the person and what they have experienced in the past, and the environment (what may be an enjoyable leisure experience in one environment may not be in another). The common denominator, bringing all of these elements together, is the feelings, thoughts, and sensations that a person has which characterize leisure for that individual (Neulinger, 1981). Leisure, in the leisure experience sense of the word, occurs when certain feelings, thoughts, and sensations occur, not when a specific activity is engaged in or the person is in a specific environment or when they have a certain need. It is not so much what people do but how they perceive and interpret what they are doing that makes the activity a leisure one (Iso-Ahola, 1979; Ellis and Witt, 1982).

Researchers who are interested in expanding the knowledge of the leisure experience suggest that present day research needs to identify the properties of the phenomenological experience, independent of activity or function (Mannell, 1980; Csikszentmihalyi, 1980; Reynolds, 1982; Tinsley and Tinsley, 1982). "A cognitive social psychology of leisure would focus on determining the internal...and external...influences on the meaning, quality, duration, intensity, and memorability of leisure" (Mannell, 1980, p. 2). This approach would not only reflect more closely what is important and interesting about the phenomenon of leisure, it is also more practical if the goal is to help people lead a better life (Csikszentmihalyi, 1980).

The Nature of the Subjective Experience of Leisure

Until recently, work in the area of clarifying the leisure experience has suffered from a failure to distinguish between factors influential in causing or allowing the individual to experience leisure and the characteristics of the leisure experience itself (Mannell, 1980).

The subjective experience of leisure exists in consciousness and consists of thoughts, feelings, and sensations (Csikszentmihalyi, 1980). If leisure is conceived of as "a state of mind" that transcends activities and discretionary time, then it is the internal psychological

events, those feelings, thoughts, and sensations of the individual, that are of primary importance and the actual leisure behavior becomes secondary (Gray, 1974; Csikszentmihalyi, 1975; Mannell, 1980; Ellis and Witt, 1982).

Characteristics of the leisure experience are that it is a transient psychological state, easily interrupted, and characterized by decreased awareness of the passage of time, the narrowing of attention, mood elevation, and accompanied by positive effect (Mannell 1980), absorption or concentration on the ongoing experience, lessening of focus on self, feelings of freedom or lack of constraint, enriched perception of objects and events, increased intensity of emotions, and increased sensitivity to feelings (Tinsley and Tinsley, 1982). The leisure experience is believed to be similar to a variety of psychological experiences such as mystical experiences, peak experiences (Maslow, 1968), and flow (Csikszentmihalyi, 1975). An individual may experience leisure at many levels of intensity, varying over time, which are dependant on factors that are present or ones that are absent (Tinsley and Tinsley; 1982).

Csikszentmihalyi has developed a descriptive theory of leisure, based on his concept of "flow" which he developed when studying the phenomenon of enjoyment. Researchers in the area of the leisure experience refer to Csikszentmihalyi's concept of flow as being extremely useful (Murphy, 1981; Mannell, 1980). "Flow" is a sensation that

people feel when they act with total involvement and have complete concentration; when they experience a unified flowing from one moment to the next; when they are doing something for their own reward and not necessarily for others; and when they feel in complete control of their actions. An optimal subjective state is experienced when conscious processes proceed in an ordered way, without inner conflict or interruptions. The complex interaction of skills and abilities need to be balanced with the challenges of the situation. This balance determines whether an experience is enjoyable or not, and whether "flow" occurs (Csikszentmihalyi, 1975).

The balance of personal skills with the challenges of the situation is referred to as "optimal arousal" in the literature. This means that there is an optimal level of stimulation or novelty for an individual. Whenever too much stimulation or novelty occurs, the person experiences sensory overload and a feeling of loss of control. At the other extreme, lack of sufficient stimulation leads to boredom (Iso-Ahola, 1980; Ragheb and Beard, 1980; Csikszentmihalyi, 1980; Tinsley and Tinsley, 1982). Lending support to this theory, Csikszentmihalyi (1974) referred to the Funktionlust theory, originally proposed by Groos in 1901, which is the pleasurable sensation an organism experiences when it is functioning according to its physical and sensory potential.

Optimal arousal seems to be one of the conditions

which need to be present in order for the person to experience leisure. There is agreement among many leisure researchers that the conditions of the perception of freedom of choice and intrinsic motivation have causal influences on the individual having a leisure experience (Csikzentmihalyi, 1975; McDowell, Jr., 1976; Mannell, 1980; Iso-Ahola, 1980; Tinsley and Tinsley, 1982).

Perception is a central concept in the study of the subjective experience of leisure (deGrazia, 1962; Iso-Ahola, 1980; Ellis and Witt, 1982). If a person doesn't perceive an experience to be a leisure one, that is, experience a sense of freedom with enjoyable thoughts, feelings, and sensations characteristic of leisure for that person, then it cannot be called a leisure experience, even though others observe "leisure" behavior or activity. How the person perceives and remembers past enjoyable leisure experiences as well as perceiving current ones is a crucial element in the leisure experience (Csikzentmihalyi, 1974).

Psychological Aspects of Leisure

Research in the area of the psychology of leisure has included the study of leisure attitude, values, personality, satisfaction, motivation, and social interaction (Ragheb and Beard, 1980; Crandall and Slivkin, 1980; Loesch and Wheeler, 1982). A number of researchers have developed instruments to measure these different psychological aspects of leisure.

The search for a state of satisfaction is a prime

condition of leisure (Ragheb, 1980). In looking at the area of the interrelationship between leisure satisfaction, leisure attitude, and leisure participation, Ragheb (1980) found that participation in leisure activities was explained more by satisfaction gained from doing the activity than by the participant's attitude toward leisure.

Beard and Ragheb (1980) developed a Leisure Satisfaction Scale (LSS). The purpose of their study was to examine and explicate the concept of leisure satisfaction and to describe the development and adequacy of an instrument to measure it. The LSS was designed to provide a measure of the extent to which individuals perceive that certain personal needs are met or satisfied through leisure activities and to what degree they are presently content or pleased with their general leisure experiences. They found that in order to feel satisfaction, the activity must make maximum use of an individual's abilities. The flaw in their research is that there is no differentiation between kinds of satisfaction. Questions were asked about the person's leisure activities in general, such as "My leisure activities help me relax." If a person loves both parachuting and gardening, they cannot respond to this statement without some confusion.

A Leisure Satisfaction Inventory (LSI) was developed by Susan Rimmer, a doctoral student from the University of Florida in 1979. The Inventory asked forty (40) questions about "My leisure activities allow me to..." to 2000 high

school students. It measured overall leisure satisfaction and five specific components, including "self-fulfillment, self-improvement, catharsis, social interaction, and psychological confidence" and was established to be a reliable and valid leisure counseling tool (Rimmer, 1979).

The LSI instrument also asks general questions about the degree to which one is presently content or pleased with his or her general leisure experiences and situations (Ragheb and Beard, 1982). When asked the question such as "My leisure activities help relieve stress" the answer can only be "some of them do." Other leisure activities may be very stressful, such as skydiving, but give the person a great sense of risk and accomplishment.

Ragheb and Beard (1982) have also done some work on measuring leisure attitude. There is general agreement among researchers in this area that the components of attitudes are cognitive, affective, and behavioral (Crandall and Slivkin, 1978; Loesch and Wheeler, 1982). Ragheb and Beard (1982) developed a Leisure Attitude Scale with subscales measuring cognitive, affective, and behavioral components. The cognitive components were defined as "the individual's general knowledge and beliefs about leisure, its characteristics, virtues, and how it relates to the quality of one's life;" affective as "the individual's feelings toward his/her own leisure, the degree of liking or disliking of leisure activities and experiences;" and behavioral as "the individual's past, present, and intended

actions with regard to leisure activities, and experiences." The correlation between the affective and behavioral scores were larger than between the cognitive and behavioral, indicating that behavioral intentions may be caused more by what is felt than by what is known about leisure activities. They concluded that the results of their study supported the view that attitudes are composed of cognitive, affective, and behavioral components.

Assessing leisure motivation is another area that has received some attention in the attempt to understand the psychology of leisure. In another study, Beard and Ragheb (1983) asked respondents to report their own reasons for engaging in leisure activities and then extracted a small number of factors in order to build more general subscales. They concluded that a four factor solution was best for their purpose of building a general leisure motivation instrument. Their results showed intellectual, stimulus avoidance, social, and competence-mastery factors. They concluded that leisure motivation is an important concept in the study of leisure behavior because people choose leisure activities for different reasons and the understanding of those reasons will lead to more effective leisure and recreation programs.

Leisure Counseling Instrumentation

For the purposes of this study, leisure counseling has been defined as the process by which a counselor assists an

individual in making leisure choices consistent with personal goals for self-fulfillment and satisfaction (McDowell, Jr., 1974; Gunn and Peterson, 1977). Leisure counseling requires the development of theory, techniques, and tools. These include the development of counseling models, classifications of leisure activities, and the development of psychometric and evaluation instruments (Overs, 1977).

One of the main purposes of leisure counseling instrumentation is to enable the counselor to help clients make leisure choices with more precision (Rimmer, 1979). The leisure counselor needs reliable and valid instrumentation to assist in this task.

There have been quite a number of leisure assessment, counseling, and education tools developed. Many of these instruments are based on an activity approach to leisure. Some are completed with the help of a leisure counselor, whereas some are self-administered.

One of the original leisure counseling models developed was the Milwaukee Leisure Counseling Model (Wilson, Overs, Miranda, and Epperson, 1973). The process involves a number of interviews, beginning with the person completing an interest finder which is then interpreted onto a profile sheet. The person is then referred to activities in the community which he or she has shown an interest in. The Constructive Leisure Activity Survey #2, (Edwards, 1978) is another activity approach assessment tool where the

person is given a list of many different activities in different categories and asked to state whether they do it now or have tried it, whether they like(d)/dislike(d) it, or would like to try it. Once the tool is completed, the client meets with the leisure counselor to interpret the findings. The Self Leisure Interest Profile (McDowell Jr., 1974) is one more example of an activity based assessment tool, although this interest profile may be self-administered.

As discussed earlier in this thesis, there are some fundamental problems with an activity based approach to the understanding of leisure. This is especially true in the area of leisure counseling where the goal is to assist the individual in feeling more satisfaction and enjoyment through leisure. As behavioral intentions may be caused more by what is felt than by what is known about leisure activities (Ragheb and Beard, 1982), the individual needs to first clarify what enables them to feel enjoyment and fulfillment in either present or past experiences.

One type of leisure counseling instrumentation is an evaluation instrument which attempts to measure the qualitative aspects of participation in leisure activities, such as "satisfaction" and "meaningful involvement" (Rimmer, 1979). When an individual experiences leisure some of her or his needs will be satisfied. Conversely, the nature of the person's needs will influence how they interpret, and therefore, how intense the particular leisure experience

is. The source of need satisfaction lies in the leisure experience rather than in the mere action of engaging in an activity culturally recognized as leisure.

Beard and Ragheb (1978) suggest that at this stage of development the Leisure Satisfaction Index may be useful in counseling, program design, and evaluation. They also emphasize its usefulness in research on the variables of leisure satisfaction.

An effort by Ellis and Witt (1982) was undertaken to help fill a perceived gap in available assessment instruments that utilize a state of mind perspective. This resulted in the Leisure Diagnostic Battery (LDB) which is based on the state of mind approach consistent with the theories of Iso-Ahola (1980), Mannell (1980), and Neulinger (1981). The LDB indicates an individual's perceived freedom in leisure which is reflected in their ability to perceive a sense of control and competence, to satisfy needs, and to achieve a depth of involvement in leisure experiences. Although it is an extensive instrument, one that involves a commitment of time, and requires the scoring and interpretation of a leisure counselor, this author found the Depth of Involvement Scale helpful in the development of "Memory Lane."

The Development of the Leisure Enjoyment Clarification Tool

Not everyone needs leisure counseling but an

individual may benefit from leisure education. This is the purpose of "Memory Lane;" the goals are to clarify personal leisure values and provide insight into leisure capabilities and skills with the result of increasing possible future leisure choices.

The focus of this study is the subjective experiences of persons engaged in leisure through the visualization of a leisure memory. The importance of the individual's experience will be emphasized rather than the participation in an activity which is generally recognized as leisure (Mannell, 1980; Iso-Ahola, 1980; Neulinger, 1981).

CHAPTER III

METHODS AND PROCEDURES

The procedures that were used in this study are described in terms of: (a) the initial development of "Memory Lane," (b) the selection of subjects, (c) operational procedures, (d) research design, and (e) data analysis.

Initial Development of "Memory Lane"

There is a concern for the anxiety, stress, and boredom that many people feel in this present age. Many have difficulty experiencing fulfillment and self-expression and are not able to recognize opportunities for action in their environment (Csikszentmihalyi, 1975; Goodale and Witt, 1980; Neulinger, 1981). An analysis of the literature suggests the need for methods to assist individuals in increasing the enjoyment that they experience in their lives (Csikszentmihalyi, 1980; Beard and Ragheb, 1980; Ellis and Witt, 1982). As leisure is one way that people may find meaning and satisfaction, developing an instrument that would increase the variety, intensity, and enjoyment of leisure experiences seemed a worthwhile goal.

This study has attempted to fill the gap reflected by

the small number of self-administered instruments, one that does not give the person a score but guides the subject to their own conclusions. The need was identified to develop an instrument which would facilitate an individual to recognize their personal values and skills in past memorable experiences and then help the individual apply these skills and values to future leisure choices. Furthermore, to be efficiently used in the public sector with a minimum requirement of resources, the instrument must fit the criteria of being completely self-administered, self-interpreted, and without expert value judgement.

Theoretical Basis

Leisure as a "state of mind," when a person experiences intense enjoyment, was chosen as the theoretical basis of this study. The theory of optimal arousal is an important concept for this study. The internal psychological events, those feelings, thoughts, and sensations that the person experiences, in other words, what the person perceives as a leisure experience is of primary importance and the external leisure behavior is secondary (Iso-Ahola, 1979; Mannell, 1980). The orientation of enjoyment as the basis of the leisure experience was suggested by the empirically based theory of flow and the studies of enjoyment of Csikszentmihalyi (1974).

The work of Csikszentmihalyi (1974), in which he developed his concept of "flow," centered on the

psychological state of enjoyment. He and his researchers chose a number of "autotelic activities," activities which appeared to be enjoyable and contain rewards within themselves in which individuals participated freely and for intrinsic reasons. Their study resulted in a concrete description of the components of enjoyment.

The "enjoyment of the experience" was the main reason given for taking part in a specific activity. Csikszentmihayli found that a strong consensus existed as to why very different activities (from dancing to rock climbing to composing music) had similar reasons for being enjoyable. It was found that the underlying similarity between very different activities was that they all gave the participants a sense of novelty and challenge.

The word "flow" was chosen from the descriptions that people gave when describing their experiences. Flow refers to a depth of involvement where the person experiences unified flowing from one moment to the next; feels in control of his/her actions; feels little distinction between self and environment; between stimulus and response; or between past, present, and future. Flow seems to occur only when tasks are within one's ability to perform them. The various elements of the flow experience are inextricably linked together and dependent on each other.

Traditional leisure counseling instruments that have been developed ask about the satisfaction people receive from their leisure activities in general. Csikszentmihayli,

on the other hand, asked a number of people who enjoy the same activity, for example rock climbing, what they felt when they participated in that particular activity.

This author, in continuation of Csikszentmihayli's work, believes that everyone has had enjoyable, memorable leisure experiences in their lives. Based on this belief, this author will guide subjects into their own unique experiences and facilitate the understanding of their own enjoyment in a new perspective.

Item Generation

The goals of "Memory Lane" are to clarify the individual's personal leisure values, provide insight into some of his or her leisure capabilities and skills, and to increase the choices of future satisfying leisure experiences.

The basic assumption underlying "Memory Lane" is that people can come close to re-experiencing past events, in this case successful leisure experiences, through memory and the technique of visualization. By retrieving images from a past situation through visual, auditory, and kinesthetic cues they may have similar feelings in the present that they experienced in the past (Haley, 1963; Grinder and Bandler, 1976; Kosslyn, 1980; Gunn, 1981).

The individual was asked to choose a past leisure experience and remember it in detail so that they would get as close to re-experiencing it as possible. Once a person

was immersed in the feelings, thoughts, and sensations of his or her leisure memory, the questionnaire guided the subject through a series of questions on the nature of this particular experience, facilitating the subject to recall details, feelings, and sensations from the depths of their memory.

In the First Section, they were asked if their particular leisure memory had elements of feeling competition, creative self-expression, risk and chance, solving a problem of some kind, and feeling close to other people or relaxation (Csikszentmihayli, 1974). In Flow: Studies of Enjoyment, Csikszentmihayli found that participants did discriminate among various forms of experience in these five main categories.

The Second Section was developed in order to clarify whether the individual had experienced flow (Csikszentmihayli, 1974) or a depth of involvement (Ellis and Witt, 1982) that exemplified a significant leisure experience. Items for this section of "Memory Lane" asked the participant to what extent they had felt a change in the sense of time, a merging with their surroundings, a centering of attention, a sense of control, and feelings of playfulness.

The Third Section tried to provide insight into some of the subject's leisure capabilities and skills. An open-ended question was posed, asking the person to list any possible skills and capabilities that they had used during

their leisure experience. They were then asked to judge their skill level as it was at the time of their leisure experience. This question was based on Csikszentmihayli's theory of flow where flow is achieved when the challenges of the situation can be met by the skills of the person (Csikszentmihayli, 1974).

The Fourth Section of "Memory Lane" began the process of bringing this information from the past into the present in order for the subject to make some present and future leisure choices. First of all, they were asked about their present level of satisfaction with the frequency they now have of the feelings, values, and skills that they had experienced in their leisure memory. Next, they summarized the feelings they had enjoyed, the components they had valued, and the skills they had used and then brainstormed with themselves about other possible ways that they might have these experiences in other leisure situations.

The last section used the same technique of visualization that had been used in the first section in order to assist the individual in getting as close to trying out the new leisure choices as possible. Depending on what feelings, thoughts, and sensations came to mind, they would choose to try or not to try a new leisure choice (Gunn, 1981). When the subject had found at least one possible leisure choice, they would develop a goal for themselves and then develop a plan for accomplishing their goal. A copy of "Memory Lane" in its original form (on coloured paper) may

be found in Appendix A.

Selection of Subjects

The population from which the sample was drawn consisted of all adults currently enrolled in recreation programs at the False Creek Community Centre, Vancouver, British Columbia.

False Creek is a new neighbourhood of Vancouver. This neighbourhood was reconstructed from an old industrial area and is located in the heart of the city of Vancouver, Canada's third largest city. The neighbourhood was designed to house people from a variety of social and economic backgrounds.

The False Creek Community Centre is located in this False Creek community. It is one of twenty-one municipal community centers administered by the Vancouver Board of Parks and Recreation. The author had arranged to administer "Memory Lane" to adult participants currently enrolled in the community centre's programs.

Operational Procedures

The instrument was administered to program participants by the instructors of various programs. These programs were Iyengar Yoga, Dance/Stretch, Jazz Dance, Aerobic Fitness, Waterfit, Volleyball, Badminton, Men's Basketball, Karate, Tai Chi, Drawing and Rendering, Pottery Club, Single Mothers' Discussion group, Piano lessons, and

the parents of toddlers in one preschool program. The total number of adults enrolled in these programs was 258.

The instructors of these programs read a letter from the author to all of the participants in their classes. This letter described the purpose of "Memory Lane" and asked for volunteer participants to take part in the study. They were told "your participation is completely voluntary, confidential, and anonymous." The instructors then gave "Memory Lane" to those participants who were willing to take part in the study. Each person was asked to complete and return the questionnaire by March 23rd, 1985. A copy of the letter which the instructors read to their classes may be found in Appendix B.

One hundred and thirty questionnaires were distributed to volunteer subjects. This number is 50% of the total number of adults enrolled in programs at the False Creek Community Centre.

Research Design

A descriptive survey approach was used with "Memory Lane: a leisure enjoyment clarification tool." Some of the items were open-ended questions that allowed the individual to describe his or her feelings. Examples are: what were the expressions on your face; what did you hear; I think that my experience shows that I value...; and describe your innermost feelings at the time." These questions were asked in order to remind the person of as many details of this

past experience as possible. They were not given a score but are summarized in Chapter IV.

For future use as a self-clarification tool, no scores will be generated. For the purposes of this study, some scoring was done. Four of the items that were scored are in the Second Section (B) and will be called Instrument Flow (IF) scores. The scored questions are: would you describe yourself as so involved in what you were doing that you forgot about everything else; did you notice more details about what was happening around you; did you forget about your worries while you were involved in the experience; and did you feel that you could really let your feelings go. These questions were asked in order to clarify whether the individual had experienced flow (Csikszentmihayli, 1974) or a depth of involvement (Ellis and Witt, 1982) that exemplified a significant leisure experience. The scores were on a 2-1-0 basis with 2 being "very much," 1 being "somewhat," and 0 being "not at all."

A written evaluation form concerned with the effectiveness of "Memory Lane" was completed by the participants. Section B of the evaluation form repeated these four questions (IF), in a slightly different way, in order to determine the amount of flow the person achieved while answering "Memory Lane." These questions were: while you were answering "Memory Lane" you were so involved in what you were doing that you forgot about everything else (EF-1); you were aware of more details of what was happening

around you (EF-2); you were not aware of your worries while you were answering (EF-3); and you were able to really express your feelings (EF-4).

All four questions were answered by the subjects on a 5-point Likert scale (strongly agree, agree, undecided, disagree, and strongly disagree). A score of 4-3-2-1-0 with 4 being strongly agree and 0 being strongly disagree. The total of the five questions determined the subject's Evaluation Flow (EF) score.

These two scores, IF and EF, are measuring the subject's reported "flow state" of the leisure memory they chose for use in the questionnaire (IF) and the "flow state" they reported in answering the questionnaire as a whole (EF). An argument can be made that if the instrument is reliable, subjects IF and EF scores would be positively correlated. This measurement of internal consistency (coefficient alpha) was established for the questionnaire.

When establishing the validity of "Memory Lane," it is important to remember the purpose of the instrument. This is (1) to clarify leisure values, (2) to provide insight into leisure capabilities and skills, and (3) to increase choices of future satisfying leisure experiences. Because this instrument is meant to be a self-administered and non-scored questionnaire much of its measurement of relevance relies on the perception of the subject.

Section A of the evaluation form asked the participants to what extent each of the three goals of

"Memory Lane" were achieved. The questions were: to what extent were the goals of this tool achieved in (1) clarifying your leisure values (score called EG-v); in (2) providing insight into some of your leisure capabilities and skills (score called EG-s); and (3) in increasing your choices of future satisfying leisure experiences (score called EG-c). The four possible responses were "to a great extent," "very much," "somewhat," or "not at all."

The Evaluation Goal (EG) score was a 4-point scale (3-2-1-0) with 3 being "to a great extent" to 0 being "not at all." The maximum score for each of EG-v, EG-s, and EG-c obtained by this procedure is 3 or the composite score is 9. A score of 1 or 0 or a composite score of 3 or below is indicative of not achieving the goals of "Memory Lane." Validity will be in part established by what the person reports in the evaluation form, in other words, what their EG score was, as to the usefulness or the validity of the exercise to him or to her.

Congruent validity is concerned with establishing a correlation between new and existing instruments. The questions which assessed to what extent flow was achieved on both the instrument "Memory Lane" and the evaluation form were based on the work of Csikszentmihayli (1974) and Ellis and Witt (1982).

Csikszentmihayli developed an interview coding sheet which scored the "incidence of elements of flow in subjects." This coding sheet was used when interviewing

subjects who found a great deal of enjoyment through rock dancing. The scores were compared with those subjects who did not find flow in rock dancing. The researchers next step was to develop a simple questionnaire and interview coding system that permitted them to estimate how many elements of the flow experience a person derived from an activity. They expected to provide validity for a quantitative evaluation of flow to complement the qualitative evaluations. The ratios for each subject showed that this method was useful for determining the presence or absence of flow in individual subjects.

Ellis and Witt developed a Leisure Diagnostic Battery (LDB) which was designed to assess leisure functioning. The LDB was based on a review of social psychology of leisure literature and on attribution theory and the concepts of flow, arousal theory, and playfulness. Review of Csikszentmihayli's work on flow lead to the development of the Depth of Involvement in Leisure scale which assessed the subjects ability to experience "flow." The LDB was examined relative to stability and internal consistency.

One of the main issues in the development of "Memory Lane" is the use of memory to "re-experience" a leisure experience. One assumption of this study is that the leisure memory is a valid representation of a leisure experience. In order to accept this assumption, expert validity must be applied from the counseling theories of Haley (1963), Grinder and Bandler (1976), Kosslyn (1980),

and Gunn (1981). The client describes an experience which is interpreted as a valid representation by the therapist.

Data Analysis

All completed instruments were computer scored. The data was directly typed into a Kaypro 16 microcomputer and analysed with Walonick Associates' STAT PAC which is a microcomputer equivalent of the Statistical Package for the Social Sciences (Nie et al., 1975).

A frequency statistic was generated for every item that could be quantified on the questionnaire. A further evaluation of the goals (EG) was carried out by cross-tabs analyses of the three questions by sex and age. The alpha level for statistical significance was set at 0.05 (Terrace and Parker, 1971).

Similar cross-tabs analyses were applied to the IF and EF questions. In addition, a Spearman's Rank-order correlation coefficient was calculated between subjects IF and EF scores.

A descriptive statistical analysis was applied to the subjects ranking of the elements in the flow experience (competition, relaxation, etc.). Similar descriptive analyses were applied to the interval data recording the number of skills the subjects described in their experience. These were categorized as "well developed," "adequately developed," and "not well developed."

CHAPTER IV

RESULTS AND DISCUSSION

The results of the study are presented in this chapter. This presentation includes item analysis, reliability and validity analyses, and discussion.

Results

One hundred and thirty questionnaires were distributed to recreation classes at the False Creek Community Centre. Forty-six were returned, for a return rate of 35%.

The percentages of the demographic characteristics of the total sample were computed and the results are presented in Table I.

These results indicated that the percentages of subjects who were female was 54.3% and who were male was 45.7%. The percentages of those subjects who were thirty-five years of age and younger was 69.6% and those who were thirty-six years of age and older was 30.4%.

Item Analyses

A wide variety of leisure experiences were reported by the subjects. These included outdoor experiences such as horseback riding, skiing, picnicking, exploring, touring,

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF THE TOTAL SAMPLE

		Sample	%
SEX	Female	25	54.3%
	Male	21	45.7%
AGE	35 or younger	32	69.6%
	36 or older	14	30.4%

walking in the woods, picking wild flowers, as well as dancing, working with clay, sewing, cooking, playing guitar, and socializing. The results of the response frequencies and percentages for items regarding specific details about their leisure memory are reported in Table II.

These results indicated that 39.2% of the subjects were with good friends when their special memory took place, 13.0% were with family, 13.0% were alone, 2.2 were with acquaintances, 2.2 were with strangers, and 30.4% gave a multiple response. When asked whether who they were with was important to the experience, 59.1 reported very much, 29.5 reported somewhat, and 11.4% reported not at all. In response to the question "was it important that your experience happened where it did," 58.7% reported very much, 37.0% reported somewhat, and 11.4% reported not at all.

The results of the calculated mean rank, frequency, and percentages of the different flow elements in the subjects' leisure memories are represented in Table III.

These results indicated that in the particular leisure memory that the subjects chose to report on, "relaxation" had a mean rank of 2.6, "feeling close to other people" had a mean rank of 2.8, "creative self-expression" had a mean rank of 2.9, "risk and chance" had a mean rank of 3.7, "solving a problem of some kind" had a mean rank of 4.1, and "competition" had a mean rank of 4.8.

When asked how much they had experienced the 6 elements of flow, 71.1% had experienced "very much" relaxation, 53.3%

TABLE II

MEMORY LANE ITEM RESPONSE FREQUENCIES AND PERCENTAGES:
 DETAILS ABOUT SUBJECTS' "SPECIAL MEMORIES"

SURVEY QUESTION:	FREQ	%
<hr/>		
Were you with...		
Good friends	18	39.2
Alone	6	13.0
Family	6	13.0
Acquaintances	1	2.2
Strangers	1	2.2
Multiple response	14	30.4
Is who you were with important in the enjoyment of this particular experience?		
Very much	26	59.1
Somewhat	13	29.5
Not at all	5	11.4
Was it important that your experience happened where it did?		
Very much	27	58.7
Somewhat	17	37.0
Not at all	2	4.3
<hr/>		

TABLE III

MEMORY LANE ITEM RESPONSE FREQUENCIES AND PERCENTAGES:
 CSIKSZENTMIHAYLI'S FLOW ELEMENTS IN SUBJECTS' MEMORY

FLOW ELEMENTS	MEAN RANK	FREQ	%
Risk and chance?	3.7		
Very much		14	30.4
Somewhat		21	45.7
Not at all		11	23.9
Competition?	4.8		
Very much		8	17.4
Somewhat		6	13.0
Not at all		32	69.6
Creative self-expression?	2.9		
Very much		17	37.0
Somewhat		22	47.8
Not at all		7	15.2
Relaxation?	2.6		
Very much		32	71.1
Somewhat		8	17.8
Not at all		5	11.1
Feeling close to other people?	2.8		
Very much		24	53.3
Somewhat		14	31.1
Not at all		7	15.6
Solving a problem of some kind?	4.1		
Very much		10	21.7
Somewhat		15	32.6
Not at all		21	45.7

had experienced "very much" feeling close to other people, 37.0% had experience "very much" creative self-expression, 23.9% had experienced "very much" risk and chance, 21.7% had experienced "very much" solving a problem of some kind, and 17.4% had experienced "very much" competition.

Cross-tabs analyses were calculated to test independence of male and female responses to the six elements of flow. The chi square statistic ranged from 4.57 for element of risk and chance ($p=0.102$) to 1.329 for element of competition ($p=0.515$). The alpha level for statistical significance was set at 0.05. All cross-tabs analyses are found in Appendix C.

The frequencies and percentages were calculated for items measuring the amount of flow or depth of involvement the subjects recalled experiencing in their chosen leisure memory. The results are shown in Table IV.

These results indicated that 84.8% responded "very much" they could forget about their worries while they were involved in their leisure experience, 78.3% responded "very much" they were so involved in what they were doing that they forgot about everything else, 78.3% responded "very much" they could really let their feelings go, 71.7% responded "very much" extremely excited during their experience, 68.2% responded "very much" actively in control of themselves, 65.2% responded "very much" playful, and 64.4% responded "very much" strong and able to do anything. On the otherhand, 0.0% responded "not at all" when asked if

TABLE IV
 MEMORY LANE ITEM RESPONSE FREQUENCIES AND PERCENTAGES:
 SECOND SECTION ON LEISURE MEMORY

SURVEY QUESTIONS	VERY MUCH		SOMEWHAT		NOT AT ALL	
	FREQ.	%	FREQ.	%	FREQ.	%
Actively in control of yourself?	30	68.2	11	25.0	3	6.8
In control of things around you?	14	30.4	21	45.7	11	23.9
Would you describe yourself as so involved in what you were doing that you forgot about everything else?	36	78.3	8	17.4	2	4.3
Did you get extremely excited at anytime during your experience?	33	71.7	8	17.4	5	10.9
Did you feel strong and seem able to do anything?	29	64.4	15	33.3	1	2.2
Did you notice more details about what was happening around you?	22	47.8	18	39.1	6	13.0
Did you forget about your worries while you were involved in the experience?	39	84.8	7	15.2	0	0.0
Did you feel that you could really let your feelings go?	36	78.3	10	21.7	0	0.0
Did you feel "playful" while you were involved in your experience?	30	65.2	13	28.3	3	6.5

they had forgotten about their worries and 0.0% when asked if they felt they could really let their feelings go.

Cross-tabs analyses were calculated to test independence of female and male responses to flow characteristics and depth of involvement. The chi square statistic ranged from 1.155 for characteristic of forgetting about worries while involved in the experience ($p=0.282$) to 0.265 for characteristic of so involved in what they were doing that they forgot about everything else ($p=0.876$). The alpha level for statistical significance was set at 0.05.

Cross-tabs analyses were calculated to test independence of subjects 35 years of age or younger and subjects 36 years of age or older. The chi square statistic for characteristic of "so involved in what they were doing they forgot about everything else" was 7.165 ($p=0.028$), for characteristic of "they could really let their feelings go" was 3.642 ($p=0.056$), for characteristic of "notice more details about what was happening around them" was 2.823 ($p=0.244$), and for characteristic of "forget about worries while involved in the experience" was 1.493 (0.222).

Three items in the Second Section were not included in Table IV. When asked if they felt actively in control of themselves, 66.7% responded "more than usual," 20.0% responded "less than usual," and 13.3% responded "the same as usual." When asked if they felt in control of things around them, 37.8% responded "more than usual," 33.3% responded "less than usual," and 28.9% responded "the same

as usual." When asked about time passing, 67% responded "faster," 32.6% "slower," and 0.0% "same as usual."

The range, mean, median, mode, and standard deviation were calculated for the subjects' reported level of skills during their leisure memory. The results in Table V.

These results indicated that the subjects reported a mean of 2.7 separate skills that they perceived as well developed, a mean of 2.2 as adequately developed, and only 0.7 as not well developed.

Subjects were asked "Would you like to have experiences similar to your special leisure memory more often?" Fifty-four (54.3) percent reported that "I do occasionally have similar experiences, but would like more," 21.7 % reported that "I don't have similar experiences, but would like to," 19.6% reported "I have similar experiences and I'm satisfied with their frequency," 4.3% reported "Yes, I would like to but in a modified way," and 0.0% reported "No, I do not want to."

Reliability

Internal Consistency

The Spearman's Rank-order correlation coefficient between the subjects' Evaluation Flow (EF) and Instrument Flow (IF) score was $r=0.154$. Only 31 valid cases were used due to a number of subjects not completing their Evaluation Flow analysis. The evaluation results of the subjects

TABLE V

MEMORY LANE ITEM RESPONSE DESCRIPTIVE STATISTICS:
SUBJECTS' REPORTED SKILLS IN LEISURE MEMORY

LEVEL OF DEVELOPMENT	RANGE	MEAN	MEDIAN	MODE	SD
Well developed	8	2.7	3	2 & 4	1.65
Adequate	5	2.2	2	2	1.41
Not well developed	4	0.7	0	0	0.93

experiencing flow while completing "Memory Lane" are represented in Table VI.

These results indicated that while the subjects were answering "Memory Lane," 76.4% agreed and 2.9% disagreed that they were really able to express their feelings, 64.7% agreed and 8.8% disagreed that they were not aware of their worries, 54.5% agreed and 30.3% disagreed that they were so involved in what they were doing they forgot about everything else, 41.1% agreed and 38.3% disagreed that they were aware of the passage of time, and 26.5% agreed and 50.0% disagreed that they were more aware of the details around them.

Validity

Validity is measured by the subjects' rating of the instruments achievement of three specified goals. The results of the frequency and percentages are reported in Table VII.

These results indicated that 82.2% reported that the questions were clear and understandable "to a great extent" or "very much," 80.4% reported they had enjoyed answering Memory Lane "to a great extent" or "very much," 80.4% reported that the goal of clarifying their leisure values had been achieved "to a great extent" or "very much," 62.3% reported that the goal of providing insight into some of their leisure capabilities and skills had been achieved "to a great extent" or "very much," and 50.0% reported that the

TABLE VI
 SUBJECT EVALUATION OF FLOW EXPERIENCE WHILE
 ANSWERING MEMORY LANE (EF)

EVALUATION QUESTION	STRONGLY AGREE	AGREE	UNDE- CIDED	DIS- AGREE	STRONGLY DISAGREE
	FREQ/%	FREQ/%	FREQ/%	FREQ/%	FREQ/%
While you were answering 'Memory Lane', you were:					
so involved in what you were doing that you forgot about everything else	4/12.1	14/42.4	5/15.2	10/30.3	0/0.0
aware of more details of what was happening around you	5/14.7	4/11.8	8/23.5	13/38.2	4/11.8
not aware of your worries while you were answering	6/17.6	16/47.1	9/26.5	2/5.9	1/2.9
able to really express your feelings	3/8.8	23/67.6	7/20.6	1/2.9	0/0.0
aware of the passage of time	1/2.9	13/38.2	7/20.6	9/26.5	4/11.8

TABLE VII
SUBJECT EVALUATION OF GOALS OF MEMORY LANE

EVALUATION QUESTIONS	TO A GREAT EXTENT	VERY MUCH	SOME- WHAT	NOT AT ALL
	FREQ/%	FREQ/%	FREQ/%	FREQ/%
To what extent did you find the questions clear and understandable?	13/28.3	25/54.3	8/17.4	0/0.0
To what extent were the goals of this 'tool' achieved:				
in clarifying your leisure values?	15/32.6	22/47.8	8/17.4	1/2.2
in providing insight into some of your leisure capabilities and skills?	7/15.6	21/46.7	16/35.6	1/2.2
in increasing your choices of future satisfying leisure experiences?	8/17.4	15/32.6	20/43.5	3/6.5
To what extent did you enjoy answering the questions in 'Memory Lane'?	10/21.7	27/58.7	8/17.4	1/2.2

goal of increasing their choices of future satisfying leisure experiences had been achieved "to a great extent" or "very much."

Cross-tabs analyses were calculated to test independence of female and male responses to the Evaluation Goal score of clarifying leisure values. The chi square statistic was 0.908 ($p=0.824$). For the Evaluation Goal score of providing insight into leisure capabilities and skills, the chi square statistic was 4.295 ($p=0.231$). For the Evaluation Goal score of increasing choices of future leisure experiences, the chi square statistic was 5.494 ($p=0.139$). The alpha level for statistical significance was set at 0.05.

Cross-tabs analyses were calculated to test independence of subjects who were 35 years of age and younger and subjects who were 36 years of age and older in their responses to the Evaluation Goal scores. For the Evaluation Goal score of clarifying leisure values, the chi square statistic was 2.518 ($p=0.472$). For the Evaluation Goal score of providing insight into leisure capabilities and skills, the chi square statistic was 5.631 ($p=0.131$). For the Evaluation Goal score of increasing choices of future leisure experiences, the chi square statistic was 0.539 ($p=0.910$). The alpha level for statistical significance was set at 0.05.

The first hypothesis stated that there would be no positive correlation between the subjects' score obtained

for Instrument Flow (IF) and the score obtained for Evaluation Flow (EF). The Instrument Flow results are presented in Table IV and the Evaluation Flow results are presented in Table VI. The Spearman's Rank-order correlation coefficient between the subjects' Evaluation Flow and Instrument score was $r=0.154$. The first null hypothesis is not rejected based on these results.

The second hypothesis stated that a statistically significant difference would not be shown between female and male Evaluation Goal-values score, Evaluation Goal-skills score, and Evaluation Goal-choices score. The cross-tabs analyses resulted in no significant differences between males and female on these three questions. The second null hypothesis is not rejected based on these results.

The third hypothesis stated that a statistically significant difference would not be shown between the Evaluation Goal-values score, Evaluation Goal-skills score, and Evaluation Goal-choices score of subjects who were 35 years of age or younger and subjects 36 years or older. The cross-tabs analyses resulted in no significant differences between the two age groups on these three questions. The third null hypothesis is not rejected based on these results.

Discussion

The relatively low return rate of the questionnaire (35%) indicates that the completion of "Memory Lane" was not

an easy task. The objective of designing a simple instrument does not seem to have been met even though "Memory Lane" does meet the objectives of being self-directed and non-scored.

For those subjects who did complete and return the questionnaire, the guided visualization technique appears to have been successful. This technique elicited a leisure memory from the subject and met the objective of helping them to imagine the experience in great detail. This is indicated by both the amount and the wealth of details recorded by subjects in the First Section.

This is supported by reviewing the results of the multiple choice questions in Section One. The following observations can be made. The subjects' evaluation of the elements of flow in their leisure memory (Csikszentmihayli, 1974) indicated that the relaxation (71.1% reported "very much") and feeling close to other people (53.3% reported "very much") were the most frequent elements in the subjects' leisure experiences. On the other hand, competition (69.6% reported "not at all") was the least frequently experienced by the subjects and 11.1% reporting that relaxation and 15.6% reporting that feeling close to other people were "not at all" part of their leisure experiences. This seems to indicate a tendency toward relaxation and feeling close to others as very important in leisure experiences.

The results of this study showed that there was no

significant difference in responses by females or males in regard to the frequency of experiencing the elements of relaxation, feeling close to others, creative self-expression, risk and chance, problem solving, and competition.

The results of this study showed a frequent response of "very much" that subjects forgot about their worries (84.8%) while being involved in their leisure experience. There was also a frequent response of "very much" for being so involved in what they were doing they forgot about everything else (78.3%) and really letting their feelings go (78.3%). No-one (0.0%) reported feeling that they did not forget about their worries or that they could not really let their feelings go. These results indicate that the subjects reported the major characteristics of flow (Csikszentmihayli, 1974).

Whereas the cross-tabs analyses results showed no significant difference between the characteristics of flow for females and males, there was, however, a significant difference between the 35 and younger and the 36 and older subjects on two flow characteristics. The older subjects chose lower ratings on two scales. The characteristic of "so involved in what they were doing they forgot about everything else" was significant at the $p=0.05$ level ($p=0.028$). The characteristic of "they could really let their feelings go" was identified as being of a low probability ($p=0.056$). There could be several reasons for

this occurrence. Subjects who are 36 years and older may have felt more inhibited in answering these questions than the younger ones or they may, in fact, be answering more honestly. Further research could explore these and other reasons for this occurrence.

Subjects reported many more skills that were well developed as opposed to adequate or not well developed in their leisure memories. This supports Csikszentmihayli's (1974) theory that well developed skills are necessary for enjoyable flow experiences and that these skills need to be in balance with the challenges presented to the individual in the situation.

Most subjects reported that they "occasionally have similar experiences, but would like to have more" (54.3%) and "don't have similar experiences but would like to" (21.7%) as compared to only 19.6% reporting that they "have similar experiences and are satisfied with their frequency." This implies that "Memory Lane" was able to elicit special and unique leisure memories from the subjects' past experiences.

In the Fourth and Fifth Sections of "Memory Lane," the subjects took the best feelings, values, and skills identified in their leisure memory and applied them to new leisure choices. These sections were completed by subjects in some detail and the Evaluation Goal-choices (EV-c) question on the evaluation form reflects its usefulness. Of interest, however, were comments by subjects on how they

enjoyed the first three sections much more than these latter two. Many found it difficult to match the powerful feelings from their leisure memory with possible leisure choices. They reported some frustration in imagining leisure choices of which they had no experience. Further research and refinement should concentrate on the Fourth and Fifth Sections of "Memory Lane."

Reliability

The low correlation coefficient between the IF and EF scores could indicate that (1) the instrument is not reliable or that (2) the assumption is not valid that the questions in the Second Section (IF) and the questions in the evaluation section (EF) are measuring the same concept. This is supported by some subjects reporting the difficulty with the Fourth and Fifth Sections. Another factor that should be considered in further research is that some subjects reported that they had been interrupted while completing "Memory Lane" and this may have effected the EF score.

Validity

Of the three goals of "Memory Lane," the goal of clarifying leisure values was rated the highest (80.4% answered "to a great extent" or "very much"). Less highly evaluated, but still favored by over half of the subjects was the goal of providing insight into leisure capabilities

and skills (62.3% answered "to a great extent" or "very much"). Least valid was the third goal of increasing subjects' choices of future satisfying leisure experiences although 50% agreed that this goal was achieved "to a great extent" or "very much." Although there is considerable favorable evaluations by subjects of this instrument, further research and refinement is necessary.

CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

This chapter contains a summary of the study, the findings derived from the analysis of the data, conclusions, and recommendations.

Summary

This study was designed to determine:

a) If a: positive correlation existed between the subjects' Instrument Flow (IF) and their Evaluation Flow (EF) scores.

b) If a: statistical difference existed between female and male Evaluation Goal-values (EG-v), Evaluation Goal-skills (EG-s), and Evaluation Goal-choices (EG-c) scores.

c) If a: statistical difference existed between the Evaluation Goal-values (EG-v), Evaluation Goal-skills (EG-s), and Evaluation Goal-choices (EG-c) scores of subjects 35 years or younger and subjects 36 years or older.

The 46 subjects were volunteers from adult recreation programs at the False Creek Community Centre who agreed to

participate in this study. The subjects were given a copy of the "Memory Lane" instrument by the instructors of the programs. The subjects took the instrument home with them and were to return it to the community centre office.

Findings

The data collected in this study was analyzed and yielded the following findings:

1. Hypothesis one was not rejected indicating no positive correlation between the subjects' experiencing flow in their leisure memory and flow they might experience while answering questions about that leisure memory.

2. Hypothesis two was not rejected indicating no statistically significant difference between females and males in achieving the goals of (1) clarifying leisure values, (2) gaining insight into personal leisure skills, and (3) increasing choices of future leisure choices.

3. Hypothesis three was not rejected indicating no statistically significant difference between the age groups in achieving the goals of (1) clarifying leisure values, (2) gaining insight into personal leisure skills, and (3) increasing choices of future leisure choices.

Conclusions

Based upon the findings and within the limitations of this study, it was concluded that "Memory Lane: a leisure enjoyment clarification tool" is a useful instrument for

clarifying the enjoyable ingredients of a leisure experience. As a self-administered leisure education tool, it is most effective in clarifying leisure values, less effective in providing insight into personal capabilities and skills, and least effective in increasing choices of future satisfying leisure experiences.

Recommendations

In reviewing the methods, procedures, and results of this study, the following recommendations are warranted:

1. A sample that consists only of subjects who express an interest in improving their leisure lifestyle. The subjects would be highly motivated and, consequently, there may be a higher return rate of questionnaire. Also, the subjects may find the goals of "Memory Lane" more readily achieved.

2. There is a need for improvement of the Evaluation Flow (EF) questions if it is to remain a measure of reliability for "Memory Lane." A test-retest method may be used as long as the subjects chose the same memorable leisure experience.

3. There is a need for further development of the Fourth and Fifth Sections where future leisure choices are examined.

4. As a leisure education tool, the three different sections of clarifying leisure values, gaining insight into leisure capabilities and skills, and increasing future

leisure experiences need to be separated into three instruments which may be completed at different times.

5. A control group, which would complete "Memory Lane" in a group sitting with the researcher giving the subjects verbal instructions instead of the subjects reading the directions, may generate different results. This research design may have implications for the usefulness of "Memory Lane" as a self-administered leisure education instrument.

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APPENDIX A

LETTER TO PARTICIPANTS

1105-E Lamey's Mill Road,
Vancouver, B. C., V6H 3P5

March 15, 1985

Dear Willing Participant,

I am a Master's student in the School of Leisure Sciences and I need your help. You are being asked to participate in my study by completing 'Memory Lane: a leisure enjoyment clarification tool' and the accompanying evaluation form. Your participation is completely voluntary, confidential and anonymous.

The goal of my study is to develop a pencil and paper questionnaire that will assist people in clarifying the feelings that they have enjoyed in leisure experiences. From there, they may gain some ideas of what they might like to try in the future based on what they've enjoyed in the past. 'Memory Lane' is to be a self-administered and evaluated questionnaire for the individual and is not meant to be scored by anyone.

However, for the purposes of my research thesis, I need to review completed questionnaires and receive feedback from those of you who've answered 'Memory Lane'. Therefore, I ask that you return the completed questionnaires with the accompanying evaluation form by March 23rd (thesis deadline).

If you choose to take part in my survey, please wait to begin 'Memory Lane' until you are not in a hurry. It is important that you give yourself the time to be relaxed.

If you wish to have a copy of 'Memory Lane' for your own interest, I would gladly give you one. Please contact me at the above address.

Thanks for your help!

Nancy Reynolds

APPENDIX B

MEMORY LANE: A LEISURE ENJOYMENT CLARIFICATION TOOL

MEMORY LANE: a leisure enjoyment clarification tool

One of the marvelous qualities about being human is our ability to experience the feelings of enjoyment.

When we are in one of the many kinds of enjoyable 'states of mind', we could categorize ourselves as being 'at leisure'. For the purposes of the questions in 'Memory Lane', we will define leisure as 'those occasions when we are experiencing enjoyment.'

As an individual, how you understand the meaning of enjoyment is unique and special. The idea behind 'Memory Lane' is to assist you in discovering more information about yourself.

When we are involved in the 'action' of enjoying ourselves, we don't stop to think about the specific, smaller parts of the larger experience that might be necessary to our feelings of enjoyment.

Fortunately, however, our memories of enjoyable occasions are full of valuable information, and we can look back at them in some detail.

'Memory Lane' is designed to help you explore your favorite leisure experiences and, if you agree to participate fully, bring to the surface some of the ingredients that made these memories 'special'.

Briefly, the goals of 'Memory Lane: a leisure enjoyment clarification tool' are for you to:

- * Clarify your personal leisure values,
- * Provide insight into some of your leisure capabilities and skills,
- * Increase your choices of future satisfying leisure experiences.

We have defined LEISURE as occasions where your feelings, thoughts, and sensations are very enjoyable for you. Remember, there is no scoring and there are no right or wrong answers for this tool! Your responses are useful only to yourself. Take your time and have a stroll down memory lane.....

Memory Lane: a leisure enjoyment clarification tool

THE FIRST SECTION (A)

Are you feeling relaxed and ready to use your imagination?

In a moment we will ask you to stop reading, relax in your seat, and close your eyes. Before starting, read carefully through both of the steps below until you understand the instructions.

First Step

Go back into your personal memories, as far back in time as you wish to go, and find an occasion where you experienced special feelings of enjoyment. Take your time and give yourself permission to find an occasion that you haven't thought about for awhile. Your leisure memory may spring instantly to mind or you may have to do some searching to find the one you want. Choose an experience that is unique and special in your memory.

Second Step

Try remembering the experience in a way you may never have tried before, as vividly as possible - with all the sights, sounds, smells and sensations that were present.

First of all, try to step visually outside of yourself and watch what you looked like, see what you were doing and hear what you sounded like from a distance. You want to be able to be an onlooker of the total scene, viewing yourself from outside. Think of yourself as a movie camera recording the scene from above. You are in control of the camera, and can move it around at will.

Then, after you have relived the scene by watching as an onlooker, change your perspective and remember your special memory from the viewpoint of how you actually experienced it - starting with what you saw, then with what you heard, then noting the scents and smells around you, and finally, recalling your innermost feelings at the time.

Following these steps will help you to remember your special memory more intensely.

Are you feeling comfortable with the instructions for this exercise? If so, relax in your seat, close your eyes and try it! Stop reading here and come back to the questions on the next page when you're ready - there is no hurry! Enjoy yourself....

Memory Lane: a leisure enjoyment clarification tool

EXPLORING THE DETAILS OF YOUR 'SPECIAL' MEMORY

Is the experience still vivid in your mind? Try answering, in your own words and with as much detail as possible, these questions about your leisure memory.

**What were you doing?* _____

**Where were you?* _____

**Having watched yourself from a distance, use two adjectives to describe yourself for each question below :*

What were the expressions on your face?

What were you wearing?

How did your body look?

**After listening to the sounds around you, what did you hear?*

.....
.....

**What smells or fragrances were there?*

.....

**Now, in your own words, describe your innermost feelings at the time:*

.....
.....

Now for some specific questions about your special memory....

**Were you with...(circle one or more)*

good friend(s)? acquaintance(s)? family? alone? strangers?

**Is who you were with important in the enjoyment of this particular experience? (circle one)*

VERY MUCH SOMEWHAT NOT AT ALL

**Was it important that your experience happened where it did?*

VERY MUCH SOMEWHAT NOT AT ALL

Memory Lane: a leisure enjoyment clarification tool

**What are the "best" feelings, thoughts, and/or sensations that you experienced on this occasion?*

*		*	
*		*	
*		*	

*Would you describe your leisure memory as having elements of:
(tick the most appropriate column)*

	<i>very much</i>	<i>some- what</i>	<i>not at all</i>	RANK
<i>* risk and chance?</i>				_____
<i>* competition?</i>				_____
<i>* creative self-expression?</i>				_____
<i>* relaxation?</i>				_____
<i>* feeling close to other people?</i>				_____
<i>* solving a problem of some kind?</i>				_____

**Now, going back over the above question, judge and rank the six elements in order of their importance IN YOUR SPECIAL LEISURE EXPERIENCE. Place the numbers on the right-hand side, under "RANK", and number them "1" as most important, "2" as next important and so on, ending with "6".*

The last task in this section is to reflect back over your responses about your special memory, and ask yourself what you judge are the thoughts, feelings, and/or sensations that you value most about yourself, that is, which of your responses are the most important to you in your lifestyle?

"I think that my experience shows that I value"

Memory Lane: a leisure enjoyment clarification tool

THE SECOND SECTION (B)

Thinking back again about your special leisure memory, did you feel:

(Circle one)

- | | | | |
|--|---------------------------|------------------------------|--------------------------------|
| <i>*Actively in control of yourself?
Less or more than usual?</i> | <i>very much
more</i> | <i>somewhat
the same</i> | <i>not at all
less</i> |
| <i>*In control of things around you?
Less or more than usual?</i> | <i>very much
more</i> | <i>somewhat
the same</i> | <i>not at all
less</i> |
| <i>*Would you describe yourself as so
involved in what you were doing that
you forgot about everything else?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you get extremely excited at
anytime during your experience?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you feel strong and seem able to
do anything?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you notice more details about what
was happening around you?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you forget about your worries while
you were involved in the experience?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you feel that you could really let
your feelings go?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did you feel "playful" while you were
involved in your experience?</i> | <i>very much</i> | <i>somewhat</i> | <i>not at all</i> |
| <i>*Did time pass...
(circle one)</i> | <i>SLOWER?</i> | <i>FASTER?</i> | <i>THE SAME?
AS USUAL?</i> |

Memory Lane: a leisure enjoyment clarification tool

THE THIRD SECTION (C)

You have now explored the "ingredients" of your special leisure memory and clarified some of your personal leisure values. In this section, we will look at any challenges you experienced in your special leisure memory and explore exactly what capabilities and skills you possessed in meeting your challenges.

We sometimes forget and take for granted the capabilities and the variety of skills that we possess, having developed them over the years.

Reflecting back again to your memory, begin to list any skills that you used in your experience on the left-hand side of the column below.

Let's use a very wide concept of skills - your skill could be anything from your ability to be "honest with others", to having "good co-ordination", to being able to "read navigation charts". Be as open as possible and list anything that might possibly be a skill. After creating your list, go back over it and judge each item as to what your skill level was at the time of your special experience, ticking the appropriate column as you move down the list.

SKILLS

Well developed	Adequate	Not well developed

Now, going back over the above question, star (*) those skills that you value and would like to continue with and develop even further at this point in your life.

Memory Lane: a leisure enjoyment clarification tool

THE FOURTH SECTION (D)

Would you like to have experiences similar to your special leisure memory more often? (check one)

- * _____ "I have similar experiences, and I'm satisfied with their frequency"
- * _____ "I do occasionally have similar experiences, but would like more"
- * _____ "I don't have similar experiences, but would like to"
- * _____ "Yes, I would like to, but in a modified way"
- * _____ "No, I do not want to."

In order for you to have new leisure choices in your lifestyle that include those feelings, values and skills that are meaningful for you, we will pause for a moment and summarize some of the information you have written so far.

On page 4, you wrote down the best feelings, thoughts, and/or sensations that you experienced during your special memory. On the same page, you also answered the question "I think that my experience shows that I value". You starred(*) some skills that you value on page 6. Copy your answers to the spaces on the left, below. For now, leave the spaces under "LEISURE CHOICE" blank.

"BEST FEELINGS..."

LEISURE CHOICE

"I THINK THAT MY EXPERIENCE SHOWS THAT I VALUE"

LEISURE CHOICE

THOSE SKILLS THAT I STARRED(*)

LEISURE CHOICE

Memory Lane: a leisure enjoyment clarification tool

Can you imagine having similar feelings, thoughts, and/or sensations to those you experienced in your leisure memory on other, different occasions? Some occasion that is possible in your present lifestyle? It may be 'something' you've never tried or 'something' you used to do.

Return to the previous question and try to find at least one possible "LEISURE CHOICE" for each of the feelings, values and skills that you listed. Don't stop to critique your ideas at this time, just write them down in the space provided. Let your imagination go....

THE FIFTH SECTION (E)

Now its time to look more closely at those "LEISURE CHOICES" you've just created. Sometimes when we try something new, we stumble over obstacles which we hadn't foreseen and end up feeling discouraged or, after a great deal of effort, we realize that this leisure choice isn't something we really like after all.

We want to test out some of your new leisure choices. In your imagination.

You have already 're-experienced' some of the feelings, thoughts, and sensations of a past leisure experience by allowing it to become vivid in your memory. Now you can ask your imagination to help you feel what it might be like to try some of these possible "LEISURE CHOICES" by the same process that you used to detail your leisure memory!

Choose one of the most intriguing and novel of your "LEISURE CHOICES" above and, taking your time, imagine the experience with all the sights, sounds, smells and sensations that might be there! Find a comfortable position, relax and close your eyes.

EVALUATION OF

'MEMORY LANE': a leisure enjoyment clarification tool

Now that you have completed 'MEMORY LANE: a leisure enjoyment clarification tool', please assist me in improving these questions so that they may be more useful for others.

1. To what extent did you find the questions clear and understandable?
2. To what extent were the goals of this 'tool' achieved:
 - in clarifying your leisure values?
 - in providing insight into some of your leisure capabilities and skills?
 - in increasing your choices of future satisfying leisure experiences?
3. To what extent did you enjoy answering the questions in 'Memory Lane'?

To a great extent	Very much	Some-what	Not at all

4. PLEASE READ EACH OF THE STATEMENTS BELOW AND THEN CIRCLE THE ANSWER WHICH SHOWS HOW YOU FEEL ABOUT THE STATEMENT.

while you were answering 'Memory Lane', you were:

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| * so involved in what you were doing that you forgot about everything else | SA | A | U | D | SD |
| * aware of more details of what was happening around you | SA | A | U | D | SD |
| * not aware of your worries while you were answering | SA | A | U | D | SD |
| * able to really express your feelings | SA | A | U | D | SD |
| * aware of the passage of time | SA | A | U | D | SD |

Are you: female male (circle one)

Are you: 35 or younger 36 or older (circle one)

5. Do you have any suggestions for the author of 'Memory Lane'?

APPENDIX C

CROSS-TAB TABLES

CROSSTABS OF SEX BY INSTRUMENT FLOW RANKING

FORGET ABOUT WORRIES IN EXPERIENCE? - (Y Axis)
 BY
 SEX OF RESPONDENT - (X Axis)

	Number	FEMALE	MALE	
Row %				Row
Column %		F	M	Totals
Total %				
		2	5	
SOMEWHAT	S	28.6	71.4	7
		8.0	23.8	15.2
		4.3	10.9	
		23	16	
VERY MUCH	V	59.0	41.0	39
		92.0	76.2	84.8
		50.0	34.8	
Column		25	21	46
Totals		54.3	45.7	100.0

Corrected Chi square = 1.155 Valid cases = 46
 Degrees of freedom = 1 Missing cases = 0
 Probability of chance = 0.282 Response rate = 100.0 %

CROSSTABS OF SEX BY INSTRUMENT FLOW RANKING

----- BY ----- FEEL YOU COULD LET FEELINGS GO? - (Y Axis)
SEX OF RESPONDENT - (X Axis)

	Number	FEMALE	MALE	Totals
SOMEWHAT	10	4	6	10
	Row %	40.0	60.0	21.7
	Column %	16.0	28.6	8.7
	Total %	8.7	13.0	
VERY MUCH	36	21	15	36
	Row %	58.3	41.7	78.3
	Column %	84.0	71.4	45.7
	Total %	45.7	32.6	
	Column	25	21	46
	Totals	54.3	45.7	100.0

Corrected Chi square = .45 Valid cases = 46
Degrees of freedom = 1 Missing cases = 0
Probability of chance = 0.502 Response rate = 100.0 %

CROSSTABS OF SEX BY INSTRUMENT FLOW RANKING

----- BY ----- NOTICE MORE DETAILS WHAT HAPPENING? - (Y Axis)
SEX OF RESPONDENT - (X Axis)

		Number	FEMALE	MALE	
		Row %			Row
		Column %			Totals
		Total %	F	M	
		-----	-----	-----	-----
		I	I	I	I
		I	4	2	I
		I	66.7	33.3	I
NOT AT ALL	N	I	16.0	9.5	I 13.0
		I	8.7	4.3	I
		-----	-----	-----	-----
		I	9	9	I
		I	50.0	50.0	I 18
SOMEWHAT	S	I	36.0	42.9	I 39.1
		I	19.6	19.6	I
		-----	-----	-----	-----
		I	12	10	I
		I	54.5	45.5	I 22
VERY MUCH	V	I	48.0	47.6	I 47.8
		I	26.1	21.7	I
		-----	-----	-----	-----
		Column	I 25	I 21	I 46
		Totals	I 54.3	I 45.7	I 100.0

Chi square = .504 Valid cases = 46
 Degrees of freedom = 2 Missing cases = 0
 Probability of chance = 0.777 Response rate = 100.0 %

CROSSTABS OF SEX BY INSTRUMENT FLOW RANKING

----- BY ----- INVOLVED SO FORGOT ABOUT ALL ELSE? - (Y Axis)
 SEX OF RESPONDENT - (X Axis)

		Number	FEMALE	MALE	Totals
		1	1	1	2
		50.0	50.0	50.0	50.0
NOT AT ALL	N	4.0	4.8	4.3	4.3
		2.2	2.2	2.2	2.2
		5	3	8	8
		62.5	37.5	62.5	62.5
SOMEWHAT	S	20.0	14.3	17.4	17.4
		10.9	6.5	10.9	10.9
		19	17	36	36
		52.8	47.2	52.8	52.8
VERY MUCH	V	76.0	81.0	78.3	78.3
		41.3	37.0	41.3	41.3
Column		25	21	46	46
Totals		54.3	45.7	100.0	100.0

Chi square = .265 Valid cases = 46
 Degrees of freedom = 2 Missing cases = 0
 Probability of chance = 0.876 Response rate = 100.0 %

CROSSTABS OF AGE BY INSTRUMENT FLOW SCORE

FORGET ABOUT WORRIES IN EXPERIENCE? - (Y Axis)
 BY
 AGE OF RESPONDENT - (X Axis)

	Number	I 36 OR OLDER	I 35 OR YOUNGER	I
	Row %	I	I	I
	Column %	I	I	I
	Total %	I	I	I
		I 0	I Y	I Totals
		I 4	I 3	I
		I 57.1	I 42.9	I 7
SOMEWHAT	S	I 28.6	I 9.4	I 15.2
		I 8.7	I 6.5	I
		I 10	I 29	I
		I 25.6	I 74.4	I 39
VERY MUCH	V	I 71.4	I 90.6	I 84.8
		I 21.7	I 63.0	I
	Column	I 14	I 32	I 46
	Totals	I 30.4	I 69.6	I 100.0

Corrected Chi square = 1.493
 Degrees of freedom = 1
 Probability of chance = 0.222

Valid cases = 46
 Missing cases = 0
 Response rate = 100.0 %

CROSSTABS OF AGE BY INSTRUMENT FLOW SCORE

----- BY ----- FEEL YOU COULD LET FEELINGS GO? - (Y Axis)
 AGE OF RESPONDENT - (X Axis)

	Number	I 36 OR OLDER	I 35 OR YOUNGER	I
Row %				
Column %				Row
Total %		O	Y	Totals
		6	4	
SOMEWHAT	S	60.0	40.0	10
		42.9	12.5	21.7
		13.0	8.7	
		8	28	
VERY MUCH	V	22.2	77.8	36
		57.1	87.5	78.3
		17.4	60.9	
Column		14	32	46
Totals		30.4	69.6	100.0

Corrected Chi square = 3.642
 Degrees of freedom = 1
 Probability of chance = 0.056

Valid cases = 46
 Missing cases = 0
 Response rate = 100.0 %

CROSSTABS OF AGE BY INSTRUMENT FLOW SCORE

----- BY ----- NOTICE MORE DETAILS WHAT HAPPENING? - (Y Axis)
 AGE OF RESPONDENT - (X Axis)

		Number	I 36 OR	I 35 OR	I
		Row %	I OLDER	I YOUNGE	I
		Column %	I	I R	I Row
		Total %	I 0	I Y	I Totals
			I-----I	I-----I	I-----I
			I 1	I 5	I
			I 16.7	I 83.3	I 6
NOT AT ALL	N		I 7.1	I 15.6	I 13.0
			I 2.2	I 10.9	I
			I-----I	I-----I	I-----I
			I 8	I 10	I
			I 44.4	I 55.6	I 18
SOMEWHAT	S		I 57.1	I 31.3	I 39.1
			I 17.4	I 21.7	I
			I-----I	I-----I	I-----I
			I 5	I 17	I
			I 22.7	I 77.3	I 22
VERY MUCH	V		I 35.7	I 53.1	I 47.8
			I 10.9	I 37.0	I
			I-----I	I-----I	I-----I
		Column	I 14	I 32	I 46
		Totals	I 30.4	I 69.6	I 100.0

Chi square	= 2.823	Valid cases	= 46
Degrees of freedom	= 2	Missing cases	= 0
Probability of chance	= 0.244	Response rate	= 100.0 %

CROSSTABS OF AGE BY INSTRUMENT FLOW SCORE

----- BY ----- INVOLVED SO FORGOT ABOUT ALL ELSE? - (Y Axis)
 AGE OF RESPONDENT - (X Axis)

		Number	I 36 OR OLDER	I 35 OR YOUNGER	I
		Row %	I 100.0	I 0.0	I
		Column %	I 14.3	I 0.0	I Row
		Total %	I 4.3	I 0.0	I Totals
NOT AT ALL	N				
			2	0	2
			100.0	0.0	4.3
			14.3	0.0	
			4.3	0.0	
SOMEWHAT	S				
			4	4	8
			50.0	50.0	17.4
			28.6	12.5	
			8.7	8.7	
VERY MUCH	V				
			8	28	36
			22.2	77.8	78.3
			57.1	87.5	
			17.4	60.9	
		Column	14	32	46
		Totals	30.4	69.6	100.0

Chi square = 7.165 Valid cases = 46
 Degrees of freedom = 2 Missing cases = 0
 Probability of chance = 0.028 Response rate = 100.0 %

CROSSTABS OF VARIABLE 33 AND VARIABLE (#)

		EXTENT GOALS CLARIFY LEISURE VALUES? - (Y Axis)			
BY		SEX OF RESPONDENT - (X Axis)			
	Number	FEMALE	MALE		
	Row %			Row	
	Column %			Totals	
	Total %	F	M		
NOT AT ALL	0	1	0	100.0	0.0
		4.0	0.0	2.2	2.2
		2.2	0.0		
SOMEWHAT	1	4	4	50.0	50.0
		16.0	19.0	17.4	17.4
		8.7	8.7		
VERY MUCH	2	12	10	54.5	45.5
		48.0	47.6	47.8	47.8
		26.1	21.7		
TO A GREAT EXTEN	3	8	7	53.3	46.7
		32.0	33.3	32.6	32.6
		17.4	15.2		
Column		25	21	46	46
Totals		54.3	45.7	100.0	100.0

Chi square	= .908	Valid cases	= 46
Degrees of freedom	= 3	Missing cases	= 0
Probability of chance	= 0.824	Response rate	= 100.0 %

CROSSTABS OF VARIABLE 34 AND VARIABLE (#)

----- BY ----- EXTENT GOALS INSIGHT TO SKILLS & CAPABIL - (Y Axis)
SEX OF RESPONDENT - (X Axis)

	Number	FEMALE	MALE	Totals
	1	1	0	1
	100.0	0.0		
NOT AT ALL	0	4.2	0.0	2.2
	2.2	0.0		
	6	10		16
	37.5	62.5		
SOMEWHAT	1	25.0	47.6	35.6
	13.3	22.2		
	14	7		21
	66.7	33.3		
VERY MUCH	2	58.3	33.3	46.7
	31.1	15.6		
	3	4		7
	42.9	57.1		
TO A GREAT EXTEN	3	12.5	19.0	15.6
	6.7	8.9		
Column	24	21		45
Totals	53.3	46.7		100.0

Chi square = 4.295 Valid cases = 45
Degrees of freedom = 3 Missing cases = 1
Probability of chance = 0.231 Response rate = 97.8 %

CROSSTABS OF VARIABLE 35 AND VARIABLE (#)

----- BY -----
 EXTENT GOALS INCREASE FUTURE CHOICES? - (Y Axis)
 SEX OF RESPONDENT - (X Axis)

	Number	FEMALE	MALE	Totals
NOT AT ALL	0	2	1	3
		66.7	33.3	
		8.0	4.8	6.5
		4.3	2.2	
SOMEWHAT	1	7	13	20
		35.0	65.0	
		28.0	61.9	43.5
		15.2	28.3	
VERY MUCH	2	10	5	15
		66.7	33.3	
		40.0	23.8	32.6
		21.7	10.9	
TO A GREAT EXTEN	3	6	2	8
		75.0	25.0	
		24.0	9.5	17.4
		13.0	4.3	
Column Totals		25	21	46
Totals		54.3	45.7	100.0

Chi square = 5.494 Valid cases = 46
 Degrees of freedom = 3 Missing cases = 0
 Probability of chance = 0.139 Response rate = 100.0 %

CROSSTABS ANALYSIS FOR VARIABLE 43 BY VARIABLE 33

----- BY ----- EXTENT GOALS CLARIFY LEISURE VALUES? - (Y Axis)
 ----- AGE OF RESPONDENT - (X Axis)

	Number	36 OR OLDER	35 OR YOUNGER	Totals
NOT AT ALL	0	1	0	1
		100.0	0.0	2.2
		7.1	0.0	
		2.2	0.0	
SOMEWHAT	1	2	6	8
		25.0	75.0	17.4
		14.3	18.8	
		4.3	13.0	
VERY MUCH	2	7	15	22
		31.8	68.2	47.8
		50.0	46.9	
		15.2	32.6	
TO A GREAT EXTENT	3	4	11	15
		26.7	73.3	32.6
		28.6	34.4	
		8.7	23.9	
Column Totals		14	32	46
Totals		30.4	69.6	100.0

Chi square = 2.518 Valid cases = 46
 Degrees of freedom = 3 Missing cases = 0
 Probability of chance = 0.472 Response rate = 100.0 %

CROSSTABS ANALYSIS FOR VARIABLE 43 BY VARIABLE 34

----- BY ----- EXTENT GOALS INSIGHT TO SKILLS & CAPABIL - (Y Axis)
 ----- AGE OF RESPONDENT - (X Axis)

	Number	I 36 OR	I 35 OR	I
	Row %	I OLDER	I YOUNGE	I
	Column %	I	I R	I Row
	Total %	I 0	I Y	I Totals
NOT AT ALL	0	I 1	I 0	I 1
		I 100.0	I 0.0	I 1
		I 7.1	I 0.0	I 2.2
		I 2.2	I 0.0	I
SOMEWHAT	1	I 3	I 13	I 16
		I 18.8	I 81.3	I 16
		I 21.4	I 41.9	I 35.6
		I 6.7	I 28.9	I
VERY MUCH	2	I 9	I 12	I 21
		I 42.9	I 57.1	I 21
		I 64.3	I 38.7	I 46.7
		I 20.0	I 26.7	I
TO A GREAT EXTEN	3	I 1	I 6	I 7
		I 14.3	I 85.7	I 7
		I 7.1	I 19.4	I 15.6
		I 2.2	I 13.3	I
Column Totals		I 14	I 31	I 45
Totals		I 31.1	I 68.9	I 100.0

Chi square = 5.631 Valid cases = 45
 Degrees of freedom = 3 Missing cases = 1
 Probability of chance = 0.131 Response rate = 97.8 %

CROSSTABS ANALYSIS FOR VARIABLE 43 BY VARIABLE 35

----- BY ----- EXTENT GOALS INCREASE FUTURE CHOICES? - (Y Axis)
 AGE OF RESPONDENT - (X Axis)

	Number	I 36 OR I OLDER	I 35 OR I YOUNGE I R	I I Totals
NOT AT ALL	0	I 1 I 33.3 I 7.1 I 2.2	I 2 I 66.7 I 6.3 I 4.3	I 3 I 6.5
SOMEWHAT	1	I 5 I 25.0 I 35.7 I 10.9	I 15 I 75.0 I 46.9 I 32.6	I 20 I 43.5
VERY MUCH	2	I 5 I 33.3 I 35.7 I 10.9	I 10 I 66.7 I 31.3 I 21.7	I 15 I 32.6
TO A GREAT EXTEN	3	I 3 I 37.5 I 21.4 I 6.5	I 5 I 62.5 I 15.6 I 10.9	I 8 I 17.4
Column Totals		I 14 I 30.4	I 32 I 69.6	I 46 I 100.0

Chi square = .539 Valid cases = 46
 Degrees of freedom = 3 Missing cases = 0
 Probability of chance = 0.910 Response rate = 100.0 %

VITA \

Nancy Anne Reynolds

Candidate for the Degree of

Master of Science

Thesis: EXPLORATION OF OPTIMAL LEISURE EXPERIENCES: THE
DEVELOPMENT OF A LEISURE ENJOYMENT CLARIFICATION
TOOL

Major Field: Health, Physical Education and Leisure
Services

Biographical:

Personal Data: Born in Vancouver, British Columbia,
Canada, May 25, 1951, the daughter of Beryl and
Archibald Reynolds.

Education: Graduated from Handsworth Secondary School,
North Vancouver, British Columbia, Canada, in
June, 1969; received a Bachelor of
Recreation-Education from the University of
British Columbia, in April, 1975; completed the
requirements for the Master of Science degree
at Oklahoma State University in May 1985.

Professional Experience: Program worker for the
Vancouver Y.W.C.A., 1973-1977; Activity Worker
for the Mental Health Department of the
Provincial Government of British Columbia,
1977-1978; Childcare Worker for the Share
Society, Coquitlam, British Columbia, 1978-1979;
Recreation Programmer for the Vancouver Board of
Parks and Recreation, 1980-present.

Publications: Co-author of Leisure Knows No Handicap
with C. Joy and K. Tisshaw. Published by Project
Playmate through the Department of Leisure
Sciences, Oklahoma State University, 1983.

Professional Organization: The British Columbia
Recreation Association.