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LEISURE ATTITUDES OF  
SINGLE ADULTS

by

Gerald Van Ackeren

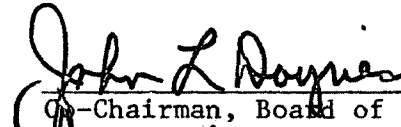
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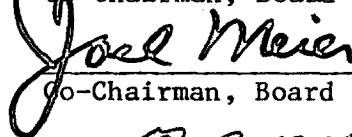
Presented in Partial Fulfillment of the Requirements for the Degree of  
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1977

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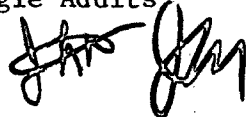
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ABSTRACT

Van Ackeren, Gerald A., M.S., May 1978      Recreation

Leisure Attitudes of Single Adults

Director: John Dayries 

The purpose of this study was to determine the leisure attitudes of single adults in Missoula, Montana. Also investigated was the effect that the socio-economic variables of sex, income, occupation, and education had upon the resultant factor scores. One hundred and seventeen single adults responded to the questionnaire survey. Factor analysis was used to determine the independent attitude areas. Multiple regression was utilized to test the effect of the socio-economic variables. Three factor dimensions were yielded from the factor analysis portion. The variable of occupation was significant at the .01 level to score variance within Factor I (Affinity and Lack of Guilt for Amount of Leisure Time and Activities). Both income and occupation were shown to be significant, .10 and .01 respectively, to score variance within Factor III (Capacity to Persevere in a Life of Leisure).

## ACKNOWLEDGMENTS

For her neverending encouragement, optimism, and love; my most sincere gratitude is bestowed on my wife, Nancy.

Special gratefulness is extended to my committee; John Dayries, Joel Meier, and Dennis O'Donnell, whose dedication to this project was truly vigilant.

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## CHAPTER I

### INTRODUCTION

As America enters the last quarter of the 20th Century, the opportunities for leisure time and leisure pursuit grow markedly. This upsurge can be attributed to such factors as fewer working hours per week, the rising numbers of quality public and private recreational programs and facilities, and an automated lifestyle that eliminates many time-consuming tasks in everyday life. (10:3)

Whether or not Americans wisely occupy their added amounts of free time is yet another question. According to Weiskopf, "A major problem for society will be the task of creating a civilization that does not degenerate under leisure." (18:5)

The term leisure has different connotations to different groups of people. It is very probable that an executive will interpret his leisure time and needs differently than an assembly line worker. For this reason, it is important that research be conducted on leisure attitudes to gain a full understanding of the needs of various groups in American society. Carlson, Deppe, and Maclean state: "Learning more about the individual and the interaction of people in groups should make possible new services in the recreation movement." (2:153)

Traditionally, leisure research has been directed toward three primary areas of study: 1) leisure time activities, 2) expenditures of time and money for leisure, and 3) the meanings and roles of leisure in one's daily life. (29:54) Of these, the meanings of leisure have been explored the least. However, the recent works of Murphy (Concepts

of Leisure, 1974) and others have added greatly to the philosophical and theoretical conceptualizations that encompass leisure. (13) In view of these interpretations, it is imperative that contemporary leisure research be guided accordingly. Perhaps Field and Burdge summarized the situation most accurately when they reported:

"We are exploring an emerging major behavioral phenomenon which represents a reflection of society's development and change--namely, behavior in leisure and recreation--in which all existing sociological theory and methods must be employed." (26)

This "behavioral phenomenon" has made it necessary to determine what, if anything, leisure signifies to society.

One method used to assess society's reaction to leisure has been to examine attitudes. Currently there are two aspects of attitude research: 1) the measurement of attitudes and 2) the problems of changes in attitude. (14:115) Although not universally agreed upon, Krech, Cauchfield, and Ballachey defined attitude as follows:

"An attitude can be defined as an enduring system of three components centering about a single object: the beliefs about an object - the cognitive component; the affect connected with the object - the feeling component; and the disposition to take action with respect to the object - the dependency component." (14:116)

It has been shown that information relative to attitude differences between participants and non-participants in physical recreation are valuable in organizing, programming, conducting, and evaluating physical recreation programs. (38:3) In the area of leisure attitude research, Bartholomew found that extensive differences in recreational interests do exist, and Bartholomew concluded that socio-economic variables and scholastic aptitude are not necessarily associated with recreational interests. (35:142)

Neulinger and Breit also have made significant contributions in leisure attitude research, and their survey instrument has been applied to a variety of sub-groups and populations. In this survey, the attitudes of the subjects are typed approximately to each of 5 factor dimensions. The factor dimensions include: 1) Affinity for leisure, 2) Society's role in leisure planning, 3) Self definition through leisure or work, 4) Amount of leisure perceived, and 5) Amount of work vacation desired. (22:113)

The Neulinger-Breit attitude survey has been applied to a variety of population sub-groups. Three such groups have been 1) a national sample of 40-50 year olds, 2) a group of alcoholics in a treatment program, and 3) 343 members of Mensa (intellectual elite). (31:196) Independent research studies using the survey, such as Hawkin's study of 36 selected females, also have contributed information. It appears that it is essential to make repeated applications of this survey to effectively assess the leisure attitudes of heterogeneous populations in society.

#### The Problem

The first problem in this study was whether or not Neulinger's norm group and various sub-groups were really representative of the American public. A close look at Neulinger's norm group shows that thirty-six percent were Jewish; 2) the educational level of the group was quite high (median category: "some college"); and 3) the entire sample was obtained in New York City. Therefore, the first concern of the study was whether or not the leisure dimensions of Neulinger's "norm group" were applicable to a population sub-group of single

adults living in Missoula, Montana.

This study was undertaken to determine the leisure attitudes of a distinct population sub-group, namely a representative sample of single males and females (18-29 years old) selected from the work force in Missoula, Montana in 1976, and to identify the leisure attitudes of single adults according to the factor dimensions that were found characteristic of this population sub-group. The study also sought to determine if significant differences existed within the factor sources of the sub-group according to the independent variables of income, sex, education, and occupation. Thus, this study attempted to determine the relationship between leisure attitudes and selected demographic variables of single adults within the work force in Missoula, Montana.

#### Need for the Study

At the present time, several population sub-groups are becoming more noticeable on the American scene. One such group is the single adult. The following profile supports the growing presence of this group as a whole. There are now approximately 39,875,000 American single adults or almost 30 percent of the adult population. Included in these numbers are 22,865,000 adults who have never been married; 11,775,000 who are widows and widowers; and 5,235,000 who are divorced. With regard to sex, 23,254,000 (nearly 60 percent of the total figure) are females, and 16,621,000 are males. According to age, almost half of the total group are under the age of thirty. There are 18,224,000 (46 percent) between the ages of 18 and 29; approximately 4,657,000 (12 percent) are between 30 and 44 years old, and 7,665,000 (19 percent)

are between 45 and 64 years old. There are 9,335,000 (23 percent) over the age of 65. Today, single people represent almost 1 out of every 3 adults. Census studies indicate that the number of single adults will grow in years to come, and by 1980, experts predict the figure will rise to nearly 46 million. (32:55) This large segment of the American population is an intriguing subject for research because of the distinct age segments therein. Therefore, this study has been concerned with only the largest segment, that is; those single adults between the ages of 18 and 29 years of age.

In a transitional American society, a detailed analysis of the leisure attitudes of various sub-populations is indispensable. Economists, social workers, politicians, psychologists, leisure educators, and recreation professionals need such information to successfully meet the changing needs of the people they serve. Thus, as Carlson, Deppe, and Maclean noted, "The direction of study should turn more and more toward the effects of the experiences on the participant within the group." (2:515)

#### Research Questions

In looking at the socio-economic differences associated with leisure attitudes, there was question as to whether Neulinger's five leisure dimensions (affinity for leisure, society's role in leisure planning, self-definition through work or leisure, amount of leisure perceived, and amount of work or vacation desired) were applicable or shared with a sub-group within a population of single adults residing in Missoula, Montana; and area with notably varied leisure potential unlike that of New York City. To analyze this question, a factor

analysis program was employed to determine the factor dimensions of the population sub-group. The next step then being to compare those dimensions of the sub-group with Neulinger's original dimensions for possible differences.

The second research question encountered in the study was whether the socio-economic variables of income, sex, education, and occupation are significant contributors to the definition of the population single adults, 18-29 years of age, in Missoula. To analyze this research question, the statistic of multiple regression was used to determine the relationship between the subjects and the socio-economic (or predictor) variables.

Therefore, the present research becomes an empirical study, based upon a sampling of a potentially different sub-population.

### Definitions

The following key words were relevant to this study and have been defined accordingly:

#### Attitudes

An attitude can be defined as an enduring system of three components centering about a single object: the beliefs about an object - the cognitive component: the affect connected with the object - the feeling component: and the disposition to take action with respect to the object - the action dependency component. (14:166)

#### Leisure

Leisure refers to a time element, i.e., the time an individual is not working, the time that can be spent as one pleases, one's free

time, the time that is left over after formal duties and the necessities of life have been cared for, the time beyond existence and subsistence time. (1:6)

### Single Adults

In this study, single adults were classified as non-married males and females between the ages of 18-29 inclusive, who were employed as full-time workers in Missoula, Montana in 1976, and who were not enrolled currently in university coursework.

### Delimitations

The delimitations of this study are:

1. The identification and examination of the leisure attitudes includes only single adults working in Missoula, Montana in 1976.
2. The subjects are an incidental sample of employees from selected businesses in Missoula, Montana during 1976.
3. A condensed version of the "Study of Leisure, Form 0769" was used. (Appendix III) and
4. The information obtained from this study is applicable only to the sample selected.

### Limitations

The sample obtained for this study is not a true random sample because an inclusive and current listing of all prospective subjects in the Missoula population was not available. The sample was chosen from businesses, institutions, and self-employed individuals selected to participate in the study. The selection of businesses, institutions, and

self-employed individuals was based on their large employee populations; their immediate availability; and their range of occupational levels and positions.

Several demographic variables were not taken into account or analyzed in this study. There were race, health, and length of Missoula residency.

#### Assumptions

It was assumed that particular aspects of the Neulinger-Breit "Study of Leisure" form adequately assesses the leisure attitudes of the sub-groups. It was assumed that the subjects responded frankly to the survey questionnaire, and that they are representative of the community. In addition, the survey questionnaire was assumed to be pertinent to this study and also to its population sub-groups.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Because of the nature of the study, four distinct areas of research were selected and reviewed: 1) Sociology of leisure; 2) Attitude theory and measurement; 3) Leisure attitudes; and 4) Demographic variables and leisure. An inspection of these four areas was necessary to establish a fuller understanding of the parameters of the study.

The first section (Sociology of Leisure) provides information and theories on the role of leisure in past and present civilizations, and also points out the socio-economic influences of leisure. The second section (Attitude Theory and Measurement) furnishes interpretations on the concept of attitudes, the development of attitudes, information regarding the relationship between attitudes and behavior, and measurement techniques of attitudes. The third section (Leisure Attitudes) describes the development of leisure attitudes and also provides a review of research findings that are concerned primarily with leisure attitudes. The last section (Demographic Variables and Leisure) reviews selected research that has employed those demographic variables associated with this study (sex, education, occupation, and marital status).

### Sociology of Leisure

Researchers generally have believed that the lifestyles of the aristocratic classes in traditional civilizations were leisure-oriented. Dumazedier, however, argues that this status quo cannot be described as leisure. He emphasized that such aristocrats achieved leisure at the expense of their servants; therefore, this leisure cannot be defined in relation to work, because it is neither a complement to, nor a compensation for work, but simply a substitute. (3:15)

Dumazedier emphasizes that two conditions have to be met in order for the majority of individuals to gain leisure:

"Activities in society are no longer regulated as a whole by ritual obligations prescribed by the community. At least some of them, such as work and leisure, are not covered by collective rituals. Individuals are free to decide how to use their free time, although their choice is socially determined"

"Remunerated work is demarcated from other activities. Its delineation is arbitrary rather than regulated by nature. Its specific organization clearly separates it from free time or makes such a separation possible." (3:15)

Note: These two conditions relate only to industrial and post-industrial societies.

Of the many social factors or determinants that seem to influence leisure perspectives, three are basic: 1) technical progress; 2) traditional holdovers; and 3) the socio-economic condition. (4:45)

The changes in leisure have not evolved only as a result of progressive and deliberate technological phenomena. Each society is viewed as individualistic, which in turn sets limits on change. (4:47) For example, when the early forms of a society disappear, the old mentality often survives beneath the new structure and can serve either to redress or to impede the necessary progress of leisure in society. (4:53)

Despite its relative importance in society, the subject of socio-economic influences has been neglected in sociological circles; but it is socio-economic determinants that objectively influence the conditioning of leisure. For example, the low purchasing power of the working class determines the standards of consumption, and this, in turn, predominates expenditures in general. Also leisure activities, which exceed working-class standards of consumption, will rarely be indulged in by workers, even if these activities are less expensive than those that do not conform to these standards. (4:63)

To summarize, research has indicated that people generally have some freedom to organize their lives, despite varied societal influences. Rapoport and Rapoport stress that a characteristic of modern society is the emphasis placed on freedom of choice as a social value. Economic and political advances were analyzed by researchers in terms of their power to make these choices available. (16:1)

#### Attitude Theory and Measurement

Development of attitude theories have centered around definitions, attitude development, and the relationship between attitudes and behavior. Inherent to this topic is a review of attitude measurement techniques that have evolved from popular attitude theories.

No less than a hundred years ago the term "attitude" was used in regard to a person's thinking processes. At the present time, "attitude" refers to the psychological orientation rather than the immediately physical orientation of a person. (15:106) Generally, attitudes have been viewed as abstractions, although the individual sees them as real in nature. (15:106) Although people often have similar beliefs or

attitudes, attitudes among select groups of people differ, and unless this is considered when doing research, the results may be inaccurate. (15:106) For this reason, an allowance must be made for the possibility that the attitudes under investigation may not be present in part of the sample. Also, there may be hidden components and underlying factors that can determine attitude statements in unexpected ways. (15:107) In his essay on definition of attitudes, Allport maintains that there are two essential components of the concept of attitude. Attitudes provide conceptual bridges between psychological status and objects relative to the individual; and attitudes must be defined to allow for differences between individuals. (8:22)

#### Definition of Attitude

Despite the many definitions of the concept of attitudes, there is general agreement that an attitude is a state of readiness; a tendency to act or react in a certain manner when confronted with certain stimuli. (15:105)

The following are typical definitions of attitude: (8:19)

Attitude equals the specific mental disposition toward an incoming (or arising) experience, whereby that experience is modified; or, a condition of readiness for a certain type of activity. (Warren, Dictionary of Psychology, 1934)

An attitude is a mental disposition of the human individual to act for or against a definite object. (Droba, 1933)

In her study of Leisure Attitudes of Selected Female Populations, Hawkins formulated the following attitude definition:

"Attitudes are mental postures composed of a complex of feelings, desires, fears, convictions, prejudices, values, etc., which pre-disposes an individual to respond (overtly or covertly, negatively or positively) to any object or situation in a preferential manner." (36:6)

In this particular study, attitude is defined as follows:

An attitude can be defined as an enduring system of three components centering about a single object - the cognitive component; the affect connected with the object - the feeling component; and the disposition to take action with respect to the object - the action dependency component. (14:116)

### Development of Attitudes

According to Neulinger's definition of attitude, three components lead to attitude formation. They are cognitive component, the emotional or feeling component; and the behavior or action dependency component.

The cognitive component involves an individual's beliefs about the "attitudinal object," (12:112) and these beliefs work in a variety of ways. For example, they take into account previous experience to allow future situations in society to be more predictable and meaningful. (12:112)

Asch postulated two propositions about the cognitive aspect of attitudes.

The first proposition is that an attitude is a reflection with a reference to an object. It is a hierarchial structure with the parts functioning as a whole.

The second proposition is that any attitude, functioning as part of a whole, is open to change. (8:32)

Very often the terms "attitude" and "preconception" are considered the same, and when this happens, the result is to believe that attitudes are stereotyped. (8:39) "This is, in effect, to deny that anything constructive can take place in the functioning of attitudes or that there can be attitudes that strive toward understanding." (8:35)

The second component of attitude formation is the emotional or feeling component. This component is measured on a scale ranging from

"extremely negative" to "extremely positive" with a neutral area in the middle. (12:114)

Research literature revealed that the emotional components of attitudes involves the psychological element of stress. In some instances, attitudes were developed in the process of making tension-reducing responses to various classes of objects. (8:279) In his essay, "Social Attitudes and the Resolution of Motivational Conflict," Sarnoff feels that the attitude toward any object depends on the role that object has played in reducing tension or resolving conflicts. (8:279)

The third component of attitude, which explains how the person acts in relation to an object or a group, is the behavior or action dependency component. While beliefs and emotional reactions influence behavior, the converse has also been show to be true. (12:115) Bem's theory of radical behaviorism stated that people become aware of their own attitudes in much the same way that they learn the attitudes of other people. (12:115) Because of this, measures of the behavioral component can be difficult to interpret. Unless beliefs are clearly articulated or emotions are intense, observation of behavior will be a powerful determinant of beliefs and emotions. (12:118)

In summary, it has been shown that attitudes develop from personal experiences, from the influence of other people's thoughts and behavior, and from emotional reactions. Of these three sources, the influence of other people appears to be the most dominant in attitude formation. In addition, an absence of experience with a particular object can lead to negative reactions toward that object. (12:153)

### Relationship Between Attitudes and Behavior

Many researchers have argued that there is little point in studying verbally expressed attitudes, because no one knows how they will be reflected in relevant actions or behavior. (8:211)

In his "Watered Down Theory", Wrightsman proposed that in controlled situations, attitudes will not predispose behavior if the following statements are true:

- 1) A person's responses to general objects may vary from his responses to specific objects;
- 2) Behavior is complex and multi-determined;
- 3) Among the complex determinants of behavior are more than one attitude;
- 4) Situational factors influence behavior; and
- 5) A threshold analysis may explain discrepancies between attitudes and behavior. (19:284)

In other words, because of these factors, the relationship between attitudes and behavior is vague or "watered down."

The cognitive dissonance (Festinger) and self-conception (Bem) theories have revitalized the consideration of the relationship between attitudes and behavior. (19:286) These theories have claimed that behavior changes, or even forms, attitudes. The cognitive dissonance theory predicts that a person is motivated to remove any dissonance that exists as a result of conflicting attitudes or behavior.

The self-perception theory asserts that attitudes do not cause behavior, but that behavior causes attitudes. Wrightsman also suggested that attitudes and behavior can affect one another; in other words: mutual cause and effect. (19:286)

Cook and Sellitz amplified these points by stating that all definitions of attitudes specify that behavior can be taken as an indicator of attitude. (8:335) The usual assumption is that there is a simple relationship between the nature of the behavior and the nature of the underlying attitude. For example, a friendly behavior toward a member of a given class of objects indicates a favorable attitude toward the object-class. (8:335)

Middlebrook reminds the empirical researcher that the extent to which attitudes can be translated into consistent behavior depends upon several variables: a) the accuracy with which a subject's attitudes are measured; b) the subject's attitudes about other aspects of the situation; c) the subject's desire or fear of influence; d) the extent to which the subject feels he is able to act on his attitudes; and e) the extent to which the subject is personally involved with this issue. (12:148)

#### Measurement of Attitudes

As a measurement of attitudes, the method of attitude scaling has been widely accepted. The scaling technique is a measuring scheme that assigns symbols or numbers to subjects or their behavior, and this assignment determines the subject's hold of a corresponding amount of whatever the scale claims to measure. (7:100)

Presently three notable forms of attitude measurement or scaling have been identified: a) Likert-type or summated rating scales; b) Thurstone-type or equal-appearing interval scales; and c) scalogram analysis.

The Likert-type or summated rating scales contain a set of items



that are considered equal in attitude or value loading. The subject chooses a response from a scale on which selections range between two extremes. (7:100) For example, extremes may be agree-disagree, like-dislike, or accept-reject. The position responses or scores for the separate scales are summed, or summed and averaged to provide the subject's attitude score. The primary concern of Likert-type scales is unidimensionality; that is, all items should measure the same thing. (15:133)

Isaac believed that summated rating scales seem to be the most powerful in behavioral research. They have been characterized by ease of development and give data similar to the more complex equal-appearing interval scale. A definite advantage of the summated scale is the greater variance that can be obtained. (7:100)

Reliability of Likert-type scales seems to be good. Because of the wide range of answers to choose from, the reliability is often higher than that of the corresponding Thurstone scales. A reliability coefficient of 0.85 is often achieved. (15:140)

A disadvantage of this type of scale is its imperfection of reproducibility; in other words, the same total score may be achieved in a variety of ways. (15:140) Because of this, such a score is said to have little meaning, and the pattern of response becomes more interesting than the total score.

The second form used to measure attitudes is the Thurstone-type or equal-appearing interval scales which not only place the subject on an agreement continuum for a given attitude but also scale the attitude items themselves. Each response is given a "scale value" showing the strength of attitude for an agreeable response. Contrary to summated

rating scales, the items in the scale are viewed as differentially ordered instead of equal. It is more difficult to construct than the Likert-type scale, but it yields approximately the same results. (7:100)

Steps in the development of a Thurstone-type scale include the following:

- 1) Collect a series of short, concise statements reflecting attitudes of all shades toward a particular object or event.
- 2) Have a group of judges, working individually, sort these statements into a series of eleven piles, A through K, according to their relative degree of favorableness to unfavorableness.
- 3) For each item, plot the distribution of scaled values (1-11) assigned by the various judges, locating the median of this distribution (its scaled value).
- 4) Eliminate items whose Q value (semi-interquartile range) is excessively large, indicating a major discrepancy among the judges.
- 5) Check for irrelevance by presenting the remaining items to a group of respondents, asking them to mark those statements with which they agreed. Items with poor internal consistency, statistically, are then eliminated.
- 6) Select from those items remaining the statements whose scale values are equally spaced along the attitude continuum ("equal-appearing interval"). (7:100)

The reliability of the Thurstone-type scales appears acceptable; in addition, there is the advantage that a parallel form may arise from analysis. This advantage has been useful when attitudinal change is investigated. (13:132) Often, validity has been determined by applying the scale to select groups whose attitudes are known already. However, it should be noted that these results may be less reliable than the scales being validated or may refer to different attitudes. (15:132) Because of this, doubts do remain.

The third type, the scalogram analysis (Guttman), seeks to solve the two problems of unidimensionality and reproducibility. (15:143) This method enables the researcher to determine exactly from the subject's

scores which items the subject has supported, and with less than 0.10 error. (15:144) Scalogram analysis is characterized by items ordered in difficulty, complexity, or value-loading (from low to high) so that approving the last item implies success or approval on all the preceding ones. (7:101) Neglecting or disapproving a middle item implies failure or disapproval on all the subsequent items. (7:101)

Scalogram analysis has been criticized for its exactness of reproducibility as the chief criterion for a "true" scale. (15:150) Researchers usually feel that these are valuable but not essential properties. Isaac asserted that a well-constructed scale may yield reliable measures of a number of psychological variables including: cognitive complexity, tolerance, conformity, group identification, acceptance of authority, and permissiveness. (7:101) Also, a scalogram-analysis presents the building of a single-scale for a universe of content that demands at least two separate scales. This characteristic accounts for the protection of unidimensionality; that is, all items should measure the same thing. (15:151)

#### Leisure Attitudes

Because of the general acceptance of several attitude-development theories and also because attitudes usually can be accounted for or measured, there has been an increased investigations into the development of leisure attitudes as it relates to present-day society.

The family often has been viewed as the primary source of socialization, and it is in this setting that attitudes of children are developed toward all major institutions, including recreation and leisure. Acceptable and unacceptable aspects of behavior also are learned within the

family unit. (6:78)

In different cultures, evidence proves that the typical family relationships and attitudes have a definite effect on its members. For example, in the Mexican culture, the symbolic bull fight relieves family frustration and provides an outlet for socially acceptable aggression. (6:79) In the American family, however, the theme is equality; and the aspect of authority is de-emphasized. While socializing their children in the positive values of society, parents also are expected to be friends with their children. This dual role requires authority and may cause some frustration and aggression in the children, who now have the problem of how to exhibit hostility to a friend. (6:79)

#### Leisure Attitude Research

In the development of the situation-response model of leisure behavior, Witt and Bishop included five "need" theories: 1) surplus energy, 2) relaxation, 3) catharsis, 4) compensation, and 5) task generalization. This Leisure Behavior Inventory (LBI) measured the relationship between the situations that a person might experience and the activities he might choose to participate in. Results of the study indicate that surplus energy, catharsis, and compensation theories were useful in determining the relationship between activities and antecedent situations. (34:76)

Bishop has found that the three dimensions of activity, potency, and status can be used to describe behavior of people during their leisure time, and he feels these dimensions reflect characteristic motives by participants. On the basis of the dimensions, he contends that three motives underlying leisure are: feeling prestige and status, seeking

bodily movement and activity, and seeking a rugged form of austerity.

(20:166)

Perhaps the most notable studies in leisure attitudinal research have been conducted by Neulinger, et al.. Their research has identified the existence of dimensions which depict a person's belief system.

(21:255) Neulinger's work is based on the assumption that one of the primary functions of leisure is that it offers a basis for self-definition.

(21:256)

The current questionnaire, Form 0769, used by Neulinger and his associates, is the result of several preliminary questionnaires, including Form 667, A Survey on Leisure; Form 1067-2, The Ranking of Leisure Activities; and Form 0368, A Study of Leisure. These questionnaires refined leisure-oriented questions; identified the categories that subjects might prefer to use when asked to differentiate leisure activities; and set forth a first draft of the questionnaire. A factor analysis program derived the basic leisure attitude dimensions for the final questionnaire. (14:53) This final draft measures the subject's attitudes on the five following factor dimensions: affinity for leisure, society's role in leisure planning, self-definition through work or leisure, amount of leisure perceived, and amount of work or vacation desired.

The questionnaire has been administered a number of times, and a norm group has been established by Neulinger and his colleagues. This norm group consisted of the following:

The sample consisted of 335 adults working full-time, 198 males and 137 females, ranging in age from eighteen to sixty-eight, with a mean age of thirty-five. Thirty-six percent of the respondents were Jewish, 26 percent Catholic, 15 percent Protestant. Eighteen percent reported no religious preference. Respondents were predominantly white (90 percent), the majority married, and their educational level quite high (median category "some college"), although

all levels were represented. Reported average family income was equally high: in the \$11,000 to \$13,000 bracket. Eighty-nine percent of the respondents were born in the United States. The spectrum of occupations was very broad and included the professions, business, industry and the trades. (22:108)

In another application of Form 0769, Jackson theorized that sub-groups identified as being variants in value orientations also would subscribe to variant leisure attitudes. His sample included 20 American teachers, 20 American custodians, 20 Mexican-American teachers, and 20 Mexican-American custodians. The major finding was that Mexican-American custodians were identified as variant in their value orientations and leisure attitudes. (27:10)

The following conclusions also were made:

The relative influence of socio-economic status and ethnicity on value orientations and leisure attitudes needs clarification.

Mexican-American teachers were the most positively oriented toward vacation and free time. Anglo custodians expressed most affinity for work.

Both Mexican-American teachers and custodians found in leisure a greater measure of self definition than did Anglo teachers and custodians.

Mexican-American custodians perceived leisure and the need for it in the most negative light while Mexican-American teachers were not positively inclined.

Findings on the factor measuring affinity to leisure led to the conclusion that all four groups of subjects expressed a degree of residual committment to the Protestant work ethic.

No group favored a strong role for society in leisure planning, but Mexican-American custodians preferred the least action.

Generalizations on the basis of the findings are subject to limitations of sample size and the use of instruments which were slightly modified from their original structure and content. (27:19-20)

Hawkins used Form 0769 in a study comparing the leisure attitude of 32 married, working women and 29 married, non-working women with

Neulinger's norm group. The results indicated that there were no significant differences in leisure attitudes of women when work is used as a moderating variable. However, Hawkins suggests that a study assessing the leisure attitudes of various age groups in the general population would yield information regarding formation of work and leisure attitude in the maturation process. (36:58)

### Socio-Economic Variables and Leisure

Much of the research conducted today, in virtually all socio-disciplines, investigates the influences that selected demographic variables play in a person's daily life. Similarly, considerable leisure research has been done on understanding the relationship of demographic variables, but those that bring about differences is yet another question. The following profiles of research findings explain those variables associated with this study.

#### Income and Leisure

Finances are one reason varying patterns of leisure activity are found in different social classes. People in non-manual occupations often earn the largest incomes; therefore, they can afford a much wider range of leisure pursuits. (17:26) Rapoport and Rapoport maintain that time and money, the two powerful elements which have in the past divided the masses most sharply, now have been made more broadly available, increasing access to valued resources of the world. (16:6)

In relation to Rapoport's beliefs, Linder formulated the theory of "income elasticity." Generally, this theory explains the way in which demand for goals changes in relation to a change in income. For

example, if the level of income rises, it can be expected that the demand for goods will increase. Linder describes this malady as "pleasure blindness." (11:81)

Ennis (1968) found that at the lowest income and educational levels, the percentage of net income (money after taxes) spent on recreation and leisure is about 2 percent; as income and education rise, the figure continues to increase until, at an income level of \$15,000, it is between 5 and 6 percent for all educational levels. (14:73)

Through his research, Neulinger found that the dimension of self-definition through leisure or work showed a significant relationship to income and the norm group. As the income of the subject increased, the less likely the subject was to identify himself through leisure. Neulinger explains that this finding is related to educational level: a better-educated person with a well-paying job also is more satisfied with his job. (14:99)

#### Sex Roles and Leisure

There seems to be profound differences between the leisure patterns of males and females in our society, and often these differences reflect the variations in the roles that have been traditionally or historically typed to men and women.

Females were reported to have fewer leisure experiences and usually less variety of leisure activities than do males (an exception is the non-working, married females who have no children). Godbey stated this is not unusual because most of the leisure pursuits that adults participate in are learned before marriage. (6:85) This indicates



that females generally have leisure restrictions imposed prior to marriage and that women lack independence toward acquiring leisure habits.

Research shows that men tend to associate with certain leisure interests. For example, men will attend sporting events more frequently than women and often are involved in political associations, but, adult females spend less time on these types of activities that are closely tied to the mass media (sporting and political events). (6:85)

Standlee and Popham explored the relationships between the leisure time activities of public school teachers using five variables: sex, marital status, teaching level, salary, and type of graduating institution. The subjects, 880 Indiana public school teachers, responded to a questionnaire format. The variables that most consistently affected the subjects' leisure activities were sex, teaching level, and salary. Single subjects reported greater commercial and non-commercial participation in spectator activities than did the married teachers. (33:153)

In his development of a paradigm of leisure types, Noe found no significant differences between adult males and females in regard to the amount of cultural leisure; both sexes shared in the transmission of cultural values either as a pair or individually. (30:38)

Robinson (1969) compared the male and female time budgets of a cross section of American adults during 1954 and 1965 to 1966. He found that the job consumed a greater proportion of males' time than females' time, despite the fact that little difference between the total leisure activity hours was listed by males and females. (14:93)

Neulinger's analysis of sex differences revealed only a significant difference for the dimension of "amount of perceived leisure." The female, more than the male felt a lack of leisure, a fact which may have

something to do with the fact that females in this sample are full-time workers. Neulinger explains that under these conditions, females in society have a higher regard for free time. (14:95)

#### Education and Leisure

The participation ratio in a wide range of leisure activities often has been associated with high levels of education. In 1962, the Outdoor Recreation Resources Review Commission concluded that educational findings reflect, to some degree, age and income differences, but that education itself does have distinct bearing on interest in outdoor recreation even after the influence of these other factors is accounted for. (6:43) Cauter and Downham state that people with similar backgrounds in education are more likely to imitate each other in leisure habits, than to follow others in the same class, but with different educations. (6:43)

Roberts cites a French study by Georges and Desaunay which found that highly educated members of a community, as well as the socially deprived, were both frequent viewers of television programs. However, their reasons for television viewing were different, and this emphasizes the fact that researching sub-groups without insight to their motives is of little value in developing conclusions about the significance of leisure in society. (17:4)

Jones studied the relationship between academic achievement and leisure pursuits, and found that below-average achievers did not relate to school-activity programs. The leisure behavior of these students was dictated by television, cars, and peer groups. (37)

To add substance to his attitude-dimension research, Neulinger

surveyed 343 Mensa members. Mensa is an organization whose only membership requirement is a score on an intelligence test higher than that of 98 percent of the general population. Only 8 percent of the respondents had an educational level of 12 years or less; the median level was between 16 and 17 years. Results of that survey showed that the Mensa group differed substantially from the norm group on two of the five leisure dimensions examined. Choice of free-time activity was related to leisure attitudes, and work profiles were obtained. Questionnaire responses of the Mensa subjects indicate that Mensa members showed a higher affinity for leisure, and they scored lower on the amount of work versus amount of vacation desired than did the norm group which was a sample of 335 adults working full-time. (31:196)

Neulinger also concludes from the analysis of the norm group that the more educated person shows a greater desire for vacations than did the less educated person. Although the more educated person showed a higher "affinity for leisure," he tends to identify more with work than does the less educated person. Neulinger suggests that this may reflect the fact that a more educated person finds more meaning in his job. (14:98)

#### Occupation and Leisure

Leisure, most simply, is neither work nor necessary activity. However, leisure may be unconditional or conditioned by its coordination with work or the influence of the roles or constraints of work. Leisure may be freely chosen or a complement to work requirement. (28:61)

It may be drawn from Kelly's statement that work, or the type of work one does, has a direct bearing on that person's leisure habits.

In a widely recognized study, Clark researched the relationship between social status levels (using the North-Hatt Occupational Prestige Scale) and participation in specific leisure activities. He found that most of the relationships were linear or near linear; that is, involvement in certain leisure pasttimes was attributed to persons with regard to their occupational prestige levels. (24:301)

Burdge, in a similar study, found that persons in the highest occupational prestige levels were the most active in all major types of structured leisure. Burdge notes, however, that some class differences in types of leisure behavior can be found and subjects in the highest prestige classes participate in the greatest variety of leisure activities. (23:272)

On the other hand, Cunningham's research indicates a negative occupational influence on leisure interests. He studies the active leisure-time activities of males in a total population in Tecumseh, Michigan. Using different age ranges of 1,695 subjects, he determined percentages for 33 active leisure-time activities. He found there was little or no relationship between participation in active leisure activities and occupational groupings. (25:551-556)

Neulinger, in his analysis of the norm group, uses the following occupational groupings: professional, business-sales, business-service, public service, clerical, tradesman, and miscellaneous. He found that professionals and business-sales people identify themselves more with work than do the people of the remaining occupational groupings, and the professionals also are more vacation-oriented and have a higher affinity for leisure. Neulinger also emphasized a difference between professionals and business-sales people because business-sales people feel they have

enough leisure, but professionals would prefer more. (14:101)

### Single Adults and Leisure

Marital status, to a large degree, has been a useful variable in analyzing and interpreting the results of surveys of leisure behavior. Godbey cites two British surveys that determined the leisure characteristics of single people. The first study, applied to representative urban areas of Britain, provided data on the recreational patterns of domestic age groups. The results of this study show that single people (15-22 yrs.) place the greatest emphasis on physical recreation; however, this interest drops to secondary importance as marriage and parenthood are approached. Although smaller in scope, the second study surveyed the leisure activities of 17-32 year-olds in a community north of London. The results show that single people engage in a wider range of activities outside the home than married people, and there is a greater degree of homogeneity and equality in the leisure practices of the sexes. (6:70)

Godbey points out that single people are fortunate in regard to financing their leisure, because they have at their disposal a greater proportion of discretionary money than do married people with the same incomes. However, because of this preferred lifestyle, single people are inclined to indulge themselves in work rather than become involved in "playful" leisure. (6:22) In his analysis of the norm group, Neulinger found that marital status accounts for the largest difference in relation to the dimension of amount of work or vacation desired; however, Neulinger found single people were less work-oriented than married people, and people separated or divorced are even less work-oriented than singles. Singles identify more with leisure (Self-definition through leisure or work) than do married people, and widowed, separated, and divorced

persons feel they have less leisure than other singles (Amount of perceived leisure). (22:113)

### Summary

To summarize the review of literature, there appears to be a growing acceptance of attitude concepts and measurements of attitudes, however, the extent to which attitudes affect behavior, or vice versa, remains a point of controversy among researchers. Because of this controversy, specific research aimed at the relationship between attitudes and behavior requires immediate attention.

With regard to leisure attitude research, ample support has been given to Neulinger's works in the form of duplication studies by other researchers. These studies, however, have failed to adequately assess the representativeness of Neulinger's norm group; thus, unfair comparisons may have been made between population sub-groups and the "norm group."

The demographic variables and leisure section investigates the effect certain demographic variables have on a person's leisure life. For the most part, the research indicates a general agreement on the effects of income, sex, education, occupation, and marital status. Although the stated research has identified a trend in evaluating the determinants of leisure behavior, the fact remains that minimal research has been conducted specifically with the single adult in mind.

In conclusion, the review of literature shows that sociological theories concerning cultural leisure have been subscribed to, but it appears that greater emphasis is necessary in the direction of applied research of population sub-groups.

## CHAPTER III

### PROCEDURE

#### Review of the Problem

The purpose of this study is to survey the leisure attitudes of single adults (18-29 years old) in Missoula, Montana (1976). The proposed design intends to identify the leisure attitudes of non-college, full-time working single adults according to the factor dimensions outlined by Neulinger. In turn, these factor scores are analyzed for significant differences according to the demographic variables of sex, income, education, and occupation.

#### Selection of Subjects

An incidental sample of single adults was taken from the total employee populations of eleven businesses and institutions in the immediate Missoula area. These eleven businesses and institutions were selected because of their large employee populations; their immediate availability; and their range of occupational levels and positions. The sample also included a group of self-employed individuals selected at random within the community. The businesses and institutions involved in the study were:

- 1) Montana Power Company;
- 2) The Missoulian (city newspaper);
- 3) Western National Bank;
- 4) Evans Corporation;

- 5) City of Missoula Employees;
- 6) Champion International;
- 7) St. Patrick's Hospital;
- 8) Missoula School District #1;
- 9) Community Hospital;
- 10) Hoernor-Waldorf; and
- 11) Mountain Bell Telephone Company.

A list of 476 subjects eligible for this study was obtained. The size of the sample was determined by the availability of self-employed individuals and the number of single people employed by each of the businesses and institutions.

#### Collection of Data

Prior to the sampling process, the personnel managers of each of the businesses and institutions were contacted personally to explain the purpose of the study, to introduce the survey questionnaire, and to define the characteristics of the subjects desired. Because of personnel privacy policies, five of the businesses and institutions (St. Patrick's Hospital, Missoula School District #1, Community Hospital, Hoernor-Waldorf, and Mountain Bell) chose to distribute the questionnaire themselves. In these cases a list of guidelines was supplied to those responsible for distribution (see Appendix I). The number of questionnaires distributed in this way was 193, or 40 percent of the total prospective sample. Cover letters and questionnaires were sent directly to the listed home addresses of the employees of the remaining businesses and institutions (see Appendix II and III). The number of questionnaires mailed directly to the subject's home addresses was 265, or 56 percent of the total prospective sample. Eighteen questionnaires were given to self-employed subjects, or 4 percent of the total sample. In each case,



a stamped, self-addressed return envelope was provided, and the subjects were given three weeks to return the questionnaires. Those not returned within this time were not used. Because a sufficient number of questionnaires were returned, a follow-up study was not needed.

### Questionnaire

The questionnaire used in this study is a condensed version of the "Study of Leisure, Form 0769". This condensed version used only the 26 factor definers analyzed by Neulinger (see Appendix III). His original questionnaire consisted of 80 attitude items plus questions relating to standard socio-economic variables. Twenty-six of the items were included in the study for the purpose of replication. These items were identical to the highest factor-loading items in each of their previously identified leisure dimensions.

### Treatment of Data

The University of Montana computer center was utilized to compute the factor analysis portion of the study. A factor analysis program designed by Dr. James Walsh of the University of Montana was employed to determine the factor dimensions herein. The principal component method and Varimax rotation were applied in this procedure. Factor loadings, means, and standard deviations were derived in this process also. The factor scores for the entire sample were then calculated individually, using the same formula described by Neulinger.

The formula used for the procedure follows:

$$F = \frac{\sum z_l^2}{N}$$

$z$  =  $z$  score ( $z = (X - \bar{X}) / \text{standard deviation}$ )

$l$  = Factor Loading

$N$  = # of questions (24)

$F$  = Factor Score (14:Appendix I)

The factor scores and coded demographic information on each subject were key-punched on separate IBM cards, and using the "Statistical Package for the Social Sciences" (SPSS) sub-program for multiple regression analysis, the factor scores were then subjected to hypothesis testing. The critical value of  $F$  at .01 (Degrees of Freedom = 4, 112) 4.03, was employed to determine whether or not one or more of the socio-economic variables were responsible for score variance within a particular factor dimension (Overall  $F$ -test).

#### Factor Analysis

Factor analysis is a multivariate statistical method used in the analysis of tables, or matrices, of correlation coefficients. These coefficients are usually, but not necessarily, product-moment correlation coefficients.

Most of the variables used in the application of factor analysis are in the form of psychological tests. This method is very common and can be applied to correlations between variables of any type. Direct inspection of any large matrix of correlation coefficients indicates immediately that no simple interpretation of the pattern of interrelations between the variables is possible. The application of factor

analysis reduces the original set of variables to a smaller set of variables, called factors, which lend themselves to interpretation. The information which a complex pattern of interrelations contains can then be understood. In multiple regression, a distinction is made between a dependent variable or variables, and a set of independent variables. Factor analysis usually is applied to data when no distinction between dependent and independent variables is possible. The main concern is a study of interdependencies and the discovery of structure among interdependencies. (5:404)

The basic factor analytic model is a score of individual 'i' on a variable 'j' that can be conceptualized as the weighted sum of scores on a smaller number of derived variables, called factors. This is a linear model and is expressed in standard-score form as follows:

$$z_{ji} = a_{j1}F_{1i} + a_{j2}F_{2i} + \dots + a_{jm}F_{mi} + d_jU_{ji}$$

The quantity of ' $z_{ji}$ ' is the standard score of individual 'i' on variable 'j'. ' $F_{1i}$ ' is the standard score of individual 'i' on the first common factor; ' $F_{2i}$ ' is his standard score on the recorded common factor; and ' $F_{mi}$ ' is his score on the 'in'th common factor. The quantity ' $U_{ji}$ ' is the standard score of individual 'i' on what is called a unique factor; that is involved in a single variable only, in this case variable 'j'. The coefficients ' $a_{j1}$ ', ' $a_{j2}$ ' . . . . , ' $a_{jm}$ ' are factor loadings. These are weights which attach to the common factor scores. The coefficient ' $d_j$ ' is the weight which attaches to the unique factor score. Factor analysis is concerned primarily with the determination of the coefficients, or loadings, ' $a_{j1}$ ', ' $a_{j2}$ ', . . . . , ' $a_{jm}$ '. It

is not usually concerned with estimation of factor scores, ' $F_{j1}$ '.

(5:408)

#### Rotation of Factors into Terminal Factors

There are two major rotational methods used: 1) an orthogonal rotational method (uncorrelated), and 2) oblique rotational method (correlated) to define the underlying dimensions of the same set of data. Orthogonal factors are mathematically simpler to handle, while the oblique factors are empirically more realistic. Neither method has an advantage over the other, and the choice should be made on the basis of the particular needs of a given research problem. (9:472-3)

The unrotated factors derived through various factoring methods may or may not give a meaningful patterning of variables, but if the unrotated factors are expected to be meaningful, the user may specify that no rotation is to be performed. In general, however, rotation will be desired because it simplifies the factor structure. (9:482)

One type of orthogonal rotation is Varimax. In contrast to the Quartimax rotational method, which centers on simplifying the rows of a factor matrix. In the Quartimax method, many variables can load high or close to high on the same factor (because the main focus is on simplifying the rows), but Varimax defines a simple factor as one with only 1's and 0's in the column. Such a simplification is equivalent to maximizing the variance of the squared loadings in each column; hence, the name Varimax. This method of rotation is the most widely used and is, in a way, a modification of Quartimax. The varimax rotation was chosen to derive factor dimensions which have minimal inter-correlations. The factor scores are dependent variables in this study and it is desirable to

specify them as independently as possible for clarity of definition.

### Multiple Regression

Multiple regression is a statistical technique that analyzes the relationship between a dependent or criterion variable and a set of independent or predictor variables. Multiple regression may be viewed either as a 'descriptive' tool by which the linear dependence of one variable on others is summarized, or as an "inferential" tool by which the relationships in the population are evaluated from the examination of sample data. (9:321)

The general form of the (unstandardized) regression is:

$Y' = A + B_1X_1 + B_2X_2 + \dots + B_kX_k$  where  $Y'$  represents the estimated value for  $Y$ , ' $A$ ' is the  $Y$  intercept, and the ' $B_i$ ' are regression coefficients. The ' $A$ ' and ' $B_i$ ' coefficients are selected in such a way that the sum of squared residuals  $(Y - Y')^2$  is minimized. The least squares criterion implies that other values for ' $A$ ' and ' $B_i$ ' would yield a larger  $(Y - Y')^2$ . Selection of the optimum ' $A$ ' and ' $B_i$ ' coefficients, using the least-squares criterion, also implies that the correlation between the actual ' $Y$ ' estimated values is maximized, while the correlation between the independent variables and the residual values  $(Y - Y')$  is reduced to zero.

The actual calculation of ' $A$ ' and ' $B$ ' requires a set of simultaneous equations derived by differentiating  $(Y - Y')^2$  and equating the partial derivatives to zero. A standard form of such equations for two predictor variables is the following:

$$A + B_1\bar{X} + B_2\bar{X}_2 = \bar{Y}$$

$$B_1(SP_1) + B_2(SP_{12}) = SP_{y1}$$

$$B_1(SP_{12}) + B_2(SS_2) = SP_{y2}$$

where 'SS' and 'SP' stand for sum of squares and sum of products, or variation and covariation, respectively. For example:

$$SS_1 = \sum (X_{1i} - \bar{X}_1)^2$$

$$SP_{12} = \sum (X_{1i} - \bar{X}_1) (X_{2i} - \bar{X}_2) \quad (9:328-9)$$

### Interpreting Multiple Regression

The uses of multiple regression as a descriptive tool are:

1) to find the best linear prediction equation and evaluate its prediction accuracy; 2) to find structural relations and provide explanations for seemingly complex multivariate relationships.

Imagine a researcher interested in predicting political tolerance (the dependent variable) from education, occupation, and income (the independent variables), all of which have been measured at least on interval scales for a sample of respondents. Using multiple regression, the researcher can obtain a prediction equation that indicated how scores on the independent variables can be weighted and summed to obtain the best possible prediction of political tolerance for the sample. The researcher will obtain statistics that indicate how accurate the prediction equation is and how much of the variation in political tolerance is accounted for by the joint linear influences of education, occupation, and income. The researcher may also wish to simplify the prediction equation by deleting independent variables that

do not add substantially to prediction accuracy, once he is certain other independent variables are included. For instance, if the contribution of income to explaining variation in political tolerance is small when used in combination with education and occupation, the researcher may decide to delete income from predictors. The main focus of the analysis is the evaluation and measurement of overall dependence of a variable on a set of other variables.

Instead of focusing on prediction of the dependent variable and its overall dependence on a set of independent variables, the researcher may concentrate on the examination of the relationship between the dependent variable and a particular independent variable. For example, the researcher may wish to examine the influence of education on tolerance. However, a simple regression of tolerance on education will not provide an appropriate answer because the level of education is confounded with occupation and income; that is, the more educated person is more likely to have a higher status occupation and higher income. Occupation and income levels may themselves affect tolerance; therefore, the researcher would want to examine the impact of education while controlling for variation in occupation and income, and would use multiple regression to get a variety of "partial coefficients". Emphasis in this case is on the examination of particular relationships within a multivariate context. (9:321-2)

## CHAPTER IV

### ANALYSIS AND DISCUSSION OF DATA

#### Sample Population

Of the questionnaires distributed, 145 were returned (30 percent) and 117 were appropriate for use in the study. The other 28 were invalid because the subjects exceeded the age requirement of 29 years old.

#### The Single Male Sample

Forty eight returned questionnaires from single males were used in the study. The mean age for the single male sub-group was 24 years, with an age range from 18 to 29 years. Religious preference was split between Protestant (29 percent) and Catholic (29 percent), and the median income of the subjects was \$7,001 - \$11,000 per year. Seventy five percent of the single males had at least some college education, and the majority of the subjects placed themselves in the "tradesman" (27 percent) and "miscellaneous" (27 percent) categories. Twenty three percent considered themselves to be professionally employed.

#### The Single Female Sample

Sixty nine completed questionnaires were received from single females, and the mean age was 24, with a range from 18 to 29 years. The majority of the subjects were Protestant (39 percent), and 61 percent of the single females reported yearly incomes of \$7,000 or less. Four out of every five females (80 percent) had at least "some college" education, but only 49 percent of the single females considered themselves as professionally employed.



### The Total Single Adult Sample

One hundred and seventeen questionnaires made up the total single adult sample. The mean age for the single adult group was 24 with a range from 18 to 29. The majority of the subjects were Protestant (35 percent). Fifty four percent of the subjects reported yearly incomes of \$7,000 or less, and the majority of the subjects (78 percent) had at least "some college" education. Thirty eight percent of the subjects considered themselves to be professionally employed, while 15 percent were engaged in "miscellaneous" occupations. A summary of the background information for the single male sub-group, single female sub-group, and the total sample is provided in Table 1.

### The Factor Dimensions

Three factor dimensions were obtained from the factor-loading Varimax process (denormalized). Factor I (Affinity and lack of guilt for amount of leisure time and activities) accounted for 12 items in the questionnaire. Item 6g ("Leisure activities are more satisfying") contained the highest factor loading: .805. Factor II (Individual and societal evaluation of leisure time and activities) accounted for 10 items from the questionnaire. Item 16, which is "Participation in social affairs", contained the highest factor loading: .624. Factor III (capacity to persevere in a life of leisure) accounted for 2 items from the questionnaire, while Item 2 ("Given the most ideal conditions, how many weeks of vacation should a person work"?) contained the highest factor loading: .680. Two items from the questionnaire, 6b and 6f, were deleted because of low factor loadings: .241 and .326, respectively. Detailed descriptions of Factor I, Factor II, and Factor III are provided

TABLE 1

## SUMMARY OF BACKGROUND INFORMATION BY SEX

Category	Males (N=48)	Females (N=69)	Total (N=117)
Mean age (years)	24	24	24
Range	18-29	18-29	18-29
Religious Preference			
Protestant	29%	39%	35%
Catholic	29%	23%	26%
Jewish	2%	1%	2%
Other	21%	16%	18%
None	21%	20%	21%
Income			
Under \$5,000	19%	33%	35%
\$5,001 - \$7,000	13%	28%	21%
\$7,001 - \$9,000	21%	17%	19%
\$9,001 - \$11,000	23%	19%	21%
\$11,001 - \$13,000	23%	3%	11%
\$13,001 - \$15,000	2%	-	1%
\$15,001 - \$20,000	-	-	-
\$20,000 or over	-	-	-
Education			
To 6 years	-	-	-
7 - 9 years	2%	-	1%
10 - 11 years	-	-	-
12 years (High School Graduate)	23%	20%	21%
13 - 15 years (Some College)	35%	41%	38%
16 years (College Graduate)	23%	28%	26%
17 years or more (Graduate work)	17%	12%	14%
Occupation			
Professional	23%	49%	38%
Business - Sales	-	-	-
Business - Service	4%	10%	8%
Public-Service	8%	10%	9%
Clerical	-	15%	9%
Tradesman	27%	4%	14%
Self-Employed	10%	4%	7%
Miscellaneous	27%	7%	15%

in Tables 2, 3, and 4.

The factor dimensions were defined and labeled according to the questionnaire items that were yielded in the three relatively independent factors. For instance, Factor I (Affinity and lack of guilt for amount of leisure time and activities) contained questionnaire items with reference to personal satisfaction (6a, 6c, 6e, 6g, 6i, and 1l); desire for additional leisure (4, 5, 6h, 3, and 9); and perceived guilt with regard to leisure (7c). Factor II (Individual and societal evaluation of leisure time and activities) contained questionnaire items with reference to personal evaluation of select leisure activities (1a, 1b, 1c, 1d, and 1e); the role of leisure in society (7d). Factor III (Capacity to persevere in a life of leisure) contained 2 questionnaire items (2 and 7a) that made reference to personal desire to engage in an unlimited amount of leisure time.

The first research question encountered in the study was whether or not the five leisure dimensions found by Neulinger (affinity for leisure, society's role in leisure planning, self-definition through work or leisure, amount of leisure perceived, and amount of work or vacation desired) were applicable or shared with a population sub-group of single adults residing in Missoula, Montana.

The factor analysis portion of this study yielded only three factor dimensions for the single adult sub-group; thus indicating a failure to accept Neulinger's five dimensions as being applicable to a sub-group of single adults. Therefore as previously mentioned, there is a strong contention that Neulinger's norm group was not a truly representative norm group. As reported, 36 percent of Neulinger's norm group were Jewish; the educational level was high (median category: "some

TABLE 2  
 FACTOR LOADING, STANDARD DEVIATION, AND ITEM MEAN  
 for  
FACTOR DIMENSION I

AFFINITY AND LACK OF GUILT FOR AMOUNT OF LEISURE TIME AND ACTIVITIES

N=The Number of Items=12

Item Number	Statement	Factor Loading	Stand. Dev.	Item Mean
6g.	Leisure activities are more satisfying..	.805	1.86	4.46
6i.	Leisure activities express talents and capabilities .....	.739	1.86	4.17
6a.	Ambitions more realized on job than free time .....	.680	1.80	4.03
4.	How many days per week you want to work.	.659	.90	4.19
5.	Given the present state what should be the work week .....	.652	.81	4.27
6e.	More important to be good in free time than work activities .....	.643	1.58	3.23
11.	Self-description through free time activities .....	.613	11.83	33.52
6h.	I would like more free time than I have.	.515	1.67	5.05
3.	How many weeks of vacation would you like to have .....	.501	8.42	6.29
9.	Free time versus work time allotment ...	.492	5.10	18.30
7c.	Would you feel guilty about leading such a life .....	.477	17.05	22.59
6c.	Prefer fame for job rather than something done in free time .....	.456	1.72	3.87

TABLE 3  
 FACTOR LOADING, STANDARD DEVIATION, AND ITEM MEAN  
 for  
FACTOR DIMENSION II

INDIVIDUAL AND SOCIETAL EVALUATION OF LEISURE TIME AND ACTIVITIES

N=The Number of Items=10

Item Number	Statement	Factor Loading	Stand. Dev.	Item Mean
1b.	Participation in social affairs .....	.624	1.04	4.99
1d.	Productive efforts .....	.623	.88	5.50
1a.	Mental endeavors .....	.619	1.03	5.34
1c.	Creative and/or artistic efforts .....	.607	1.05	5.36
1e.	Physical exercise .....	.582	.87	6.16
6d.	I always have more things to do than I have time for .....	.510	1.79	5.17
7b.	How long could you stand such a life ..	.505	21.19	24.83
10.	Leisure time felt to be boring .....	.501	.83	2.16
8.	How much free time is "killing time" ..	.498	18.31	23.40
7d.	Would you like your children to live such a life .....	.489	17.05	19.62

TABLE 4  
 FACTOR LOADING, STANDARD DEVIATION, AND ITEM MEAN  
 for  
FACTOR DIMENSION III  
 CAPACITY TO PERSEVERE IN A LIFE OF LEISURE

N=The Number of Items=2

Item Number	Statement	Factor Loading	Stand. Dev.	Item Mean
2.	Given the most ideal conditions how many weeks of vacation should a person receive after 10 years of employment .....	.680	6.85	6.14
7a.	How much would you like to lead such a "life of leisure" .....	.501	16.08	22.05

college"); and the entire sample was obtained in New York City. Hence, the results imply that comparative analysis of any population sub-group to Neulinger's norm group is in jeopardy when Neulinger's five factor dimensions do not exist within such sub-groups.

#### Analysis of Socio-Economic Determinants of Sample

Three factor dimensions were obtained by factor analytic procedures in the study. Each subject received one factor score for each respective dimension. (The scoring technique was presented earlier in Chapter III.) Using the statistic of multiple regression, the individual factor scores for each dimension were then analyzed separately in relation to the subject's demographic data (sex, education, income, and occupation). Therefore, factor scores are needed to determine score variance according to the demographic characteristics of the individual.

#### Factor Dimension Scores

Factor scores were computed for each subject on each of three factor dimensions. The range of scores on Factor I (Affinity and Lack of Guilt for Amount of Leisure Time and Activities) was - .573 to .480 for the single male sub-group and - .471 to .566 for the single female sub-group. The range of scores on Factor II (Individual and Societal Evaluation of Leisure Time and Activities) was - .241 to .395 for the single male sub-group and - .335 to .654 for the single female sub-group. The range of scores on Factor III (Capacity to Persevere in a Life of Leisure) was - .259 to .455 for the single male sub-group and

- .271 to .349 for the single female sub-group. Tables 5 and 6 summarize the factor scores of the subjects for each of the three factor dimensions.

### The Leisure Attitudes of Single Adults

The second research question encountered in this study was whether the socio-economic variables of income, sex, education, and occupation were significant contributors to the definition of a population of single adults, 18-29 years., in Missoula, Montana.

Overall F-tests were computed for the single adult sample. The critical value of F at the .01 level was applied to each of the three dimensions found. Application of the overall F-test indicated that one or more of the socio-economic variables were responsible for score differences on Factor I (Affinity and Lack of Guilt for Amount of Leisure Time and Activities) and Factor III (Capacity to Persevere in a Life of Leisure).

Results of the application of the overall F-test to Factor II (Individual and Societal Evaluation of Leisure Time and Activities) indicated that none of the socio-economic were responsible for score variance. Because of this, Factor II is no longer relevant when accounting for score differences according to the selected socio-economic variables. Results of the overall F-tests for Factors I and III are shown in Tables 7 and 8.

The  $R^2$  statistic was included to evaluate the accuracy of the prediction equation or to determine the amount of error associated with the predictions. The  $R^2$  indicates proportions of variance explained and unexplained, respectively. For example, in Factor I, the  $R^2$



TABLE 5

## FACTOR SCORES FOR THE SINGLE MALE SUBGROUP

Subject	Factor I	Factor II	Factor III
001	.055	.284	.085
002	-.263	-.040	-.155
003	-.232	-.202	-.154
004	.357	.313	.152
005	.028	.197	.036
006	-.315	-.039	-.133
007	-.214	-.079	-.135
008	-.157	.082	-.034
009	.131	.108	.013
010	-.276	-.235	-.145
011	-.393	-.208	-.215
012	.182	.265	.222
013	-.181	.144	-.020
014	-.135	-.053	-.050
015	-.319	-.091	-.106
016	.290	.388	.106
017	.168	.255	.100
018	.073	.064	-.048
019	-.071	-.178	-.092
020	.018	.085	.031
021	-.221	-.214	-.140
022	.120	.154	-.008
023	-.137	.010	-.089
024	-.068	.191	-.009
025	.135	.334	.063
026	-.033	-.103	-.073
027	.108	.246	.032
028	.330	.254	.265
029	.219	.198	.113
030	-.217	-.001	-.128
031	-.082	.042	-.045
032	-.033	.065	.060
033	-.166	.189	.008
034	.123	.259	.141
035	.055	.158	.020
036	.164	.170	.120

I - Affinity and Lack of Guilt for Amount of Leisure Time and Activities  
 II - Individual and Societal Evaluation of Leisure Time and Activities  
 III - Capacity to Persevere in a Life of Leisure

TABLE 5 (continued)

## FACTOR SCORES FOR THE SINGLE MALE SUBGROUP

Subject	Factor I	Factor II	Factor III
037	.273	.309	.211
038	.480	.271	.455
039	.118	.260	.116
040	.420	.395	.219
041	-.573	-.201	-.259
042	.323	.282	.178
043	-.153	-.241	-.149
044	.211	.294	.143
045	-.178	-.060	-.144
046	.148	.196	.068
047	.108	.080	-.039
048	.344	.272	.160

I - Affinity and Lack of Guilt for Amount of Leisure Time and Activities  
 II - Individual and Societal Evaluation of Leisure Time and Activities  
 III - Capacity to Persevere in a Life of Leisure

TABLE 6

## FACTOR SCORES FOR THE SINGLE FEMALE SUBGROUP

Subject			
101	.057	.169	-.010
102	-.058	.130	-.010
103	.566	.654	.349
104	-.086	.120	-.040
105	-.244	-.100	-.109
106	-.203	-.026	-.089
107	.015	.150	.001
108	.039	.190	.054
109	-.001	-.022	-.030
110	-.223	-.074	-.113
111	-.059	.000	-.035
112	-.412	-.219	-.220
113	-.227	-.113	-.153
114	-.298	-.104	-.158
115	.087	.044	-.019
116	-.058	.016	-.063
117	-.088	.270	.019
118	.235	.388	.198
119	.096	.332	.060
120	-.243	-.001	-.128
121	.250	.371	.098
122	-.253	-.056	-.115
123	.222	.408	.156
124	-.250	-.044	-.162
125	.173	.151	-.023
126	-.134	-.002	-.015
127	-.060	.127	-.043
128	-.170	.130	-.048
129	-.268	-.073	-.109
130	-.104	-.045	-.151
131	.046	.332	.122
132	-.214	.132	-.049
134	.367	.068	-.143
135	.227	.298	.125
136	-.241	.018	-.082

I - Affinity and Lack of Guilt for Amount of Leisure Time and Activities  
 II - Individual and Societal Evaluation of Leisure Time and Activities  
 III - Capacity to Persevere in a Life of Leisure

TABLE 6 (continued)

## FACTOR SCORES FOR THE SINGLE FEMALE SUBGROUP

Subject	Factor I	Factor II	Factor III
137	-.274	.020	-.089
138	-.022	-.040	-.054
139	-.050	.158	-.003
140	-.471	-.335	-.271
141	-.062	.083	-.053
142	-.066	.068	-.062
143	-.140	.148	-.007
144	.072	.318	.168
145	.320	.412	.190
146	-.198	-.020	-.114
147	-.305	-.039	-.190
148	-.100	.002	-.059
149	-.170	.088	-.068
150	-.180	-.137	-.086
151	-.061	-.230	.175
152	.098	.120	.050
153	-.228	.097	-.073
154	-.310	-.166	-.176
155	.070	.233	.011
156	-.134	.100	-.058
157	-.067	-.002	-.070
158	.190	.270	.046
159	.003	.186	.028
160	.040	.195	.043
161	.111	.081	.034
162	.188	.245	.087
163	-.089	.020	-.091
164	-.135	.017	-.080
165	-.016	.177	.051
166	-.134	.031	-.078
167	-.266	.056	-.069
168	-.056	.065	-.058
169	-.194	.138	-.029

I - Affinity and Lack of Guilt for Amount of Leisure Time and Activities  
 II - Individual and Societal Evaluation of Leisure Time and Activities  
 III - Capacity to Persevere in a Life of Leisure

represented 14.6% variation in Factor I scores. For Factor III, the  $R^2$  represented 10.7% variation in Factor III scores.

#### The Leisure Attitudes of Single Adults According to Income

Regression coefficient t-tests (regression coefficient  $F^2$ ) for each of the factor dimensions were computed for the single adult sample. The critical value of t at the .10 level was applied. Application of the t-test for income indicated that income did not cause score variance on Factor I (Affinity and Lack of Guilt for Amount of Leisure Time and Activities). However, results did indicate that income was a contributing variable for score variance on Factor III (Capacity to Persevere in a Life of Leisure). Therefore, as a person's income level rises, he or she is less likely to identify with a total leisure lifestyle. This finding is in agreement with those found by Neulinger. Neulinger explains that this finding is related to educational level: a better educated person with a well-paying job also is more satisfied with his job. A summary of t-tests for income on Factors I and III are shown in Tables 7 and 8 respectively.

#### The Leisure Attitudes of Single Adults According to Sex

The critical value of t at the .10 level was applied for each of the three dimensions. Application of the t-test for sex indicated that sex was not a contributing variable for score variance on either Factor I or Factor III. The results further support previously mentioned research that had found little difference between male and female leisure lifestyles; thus this indicated that single males and females are fairly homogeneous groups with regard to leisure attitudes on

Factors I and III. Neulinger's findings implied that the female, more than the male, felt a lack of leisure. A fact which may have something to do with being married or not. That is, the single female has less family or marriage related responsibilities and is more apt to be active in leisure pursuits. A summary of the t-tests for the variable of sex are shown in Tables 7 and 8 respectively.

#### The Leisure Attitudes of Single Adults According to Occupation

The critical value of t at the .10 level was applied to each of the three factor dimensions. Application of the t-test indicated that occupation was a contributing variable when accounting for score variance on both Factor I and Factor III. With regard to Factor I, the findings imply that people at lower occupational levels have a greater affinity and less perceived guilt for leisure time and activities, but as occupational levels rose (i.e. greater job satisfaction) people felt more guilt about leisure and less affinity toward it. For Factor III, the findings indicated that people at lower occupational levels were able to define themselves better through leisure than through work. As a person's occupational level rose, the more likely he or she was to identify better with work than with leisure. Neulinger, in his analysis of the norm group, found that professionals and business-sales people identify themselves more with work than do the people of the remaining occupational groupings. Neulinger also emphasized a difference between professionals and business-sales people because business-sales people feel they have enough leisure, but professionals would prefer more. A summary of the t-tests for occupation for Factors I and III are shown in Tables 7 and 8 respectively.

The Leisure Attitudes of Single Adults According to Education

The critical value of  $t$  at the .10 level was applied to each of the three factor dimensions. Application of the  $t$ -test indicated that education was not a contributing variable for score variance on either Factor I or Factor III. In relation to the literature review, the results are contradictory to the previous research in which education was a significant influence on leisure attitudes and pursuits. For instance, Neulinger concluded from the analysis of the norm group that the more educated person shows a greater desire for vacations than did the less educated person. Although the more educated person showed a higher affinity for leisure, he tends to identify more with work than does the less educated person. Neulinger suggests that this may reflect the fact that a more educated person finds more meaning in his job. However, as earlier noted, minimal research concerned primarily with young single adults has been conducted. Therefore, the present study implies that single adults (18-29 yrs.) may well be a distinct and unique population sub-group with regard to the relationships of educational level to leisure attitudes. A summary of the  $t$ -tests for education for Factors I and III are shown in Tables 7 and 8 respectively.

TABLE 7  
REGRESSION ANALYSIS OF FACTOR I

CONSTANT (Y Intercept)	INCOME	SEX	OCCUPATION	EDUCATION	R <sup>2</sup> Adj.	F	CRITICAL VALUE OF F AT .01 (DF=4, 112)
-.0068	-.01986 <u>a</u> t=1.42	+0.05379 <u>a</u> t=1.245	+0.02472 <u>a</u> t=3.29 s <sup>''</sup>	-.0036 <u>a</u> t=0.000	.146	5.96	4.03

a = Unstandardized regression coefficient  
s<sup>''</sup> = significant at the .01 level (2,576)

TABLE 8  
REGRESSION ANALYSIS OF FACTOR III

CONSTANT (Y Intercept)	INCOME	SEX	OCCUPATION	EDUCATION	R <sup>2</sup> Adj.	F	CRITICAL VALUE OF F AT .01 (DF=4, 112)
-.06133	-.01567 <u>a</u> t=1.854 s'	-.02942 <u>a</u> t=1.124	+0.01436 <u>a</u> t=2.845 s <sup>''</sup>	+0.01611 <u>a</u> t=1.40	.107	4.49	4.03

a = Unstandardized regression coefficient  
s' = significant at the .10 level (1.645)  
s<sup>''</sup> = significant at the .01 level (2.576)



## CHAPTER V

### SUMMARY, FINDINGS, DISCUSSION OF FINDINGS & RECOMMENDATIONS

#### Summary of Findings

The purpose of this study was to determine the leisure attitudes of single adults in Missoula, Montana (1976) through factor-analytic procedures and then explore the influence of selected demographic variables upon the newly found factor dimensions. A condensed version of the Neulinger-Breit questionnaire -- A Study of Leisure, Form 0769 -- using only the twenty-six factor definers analyzed by Neulinger, was used to assess the leisure attitudes of 117 single adults.

The 5 factor dimensions of Neulinger's norm group were first compared to those found characteristic of the single adult sample. A factor analysis program, using the principal component method and Varimax rotation, was applied in this procedure, but this yielded only 3 separate factor dimensions: 1) Affinity and lack of guilt for amount of leisure time and activities; 2) Individual and societal evaluation of leisure time and activities; and 3) Capacity to persevere in a life of leisure. This implies that comparative analysis of the 5 factor dimensions of Neulinger's norm group might be impossible because such dimensions may not exist in a population of single adults. For this reason, the results show that there is significant differences in the leisure attitude dimensions of single adults and Neulinger's norm group.

This study also explored the question of whether or not selected

socio-economic characteristics (i.e., occupation, sex, etc.) can be used to predict factor scores. The results indicated that variances in factor scores were attributable to one or more of the selected demographic variables employed. For Factor II, the results indicated acceptance of the null hypothesis implying that the multiple correlation was zero in the population from which the sample was drawn. Therefore, Factor II was no longer relevant when accounting for score differences due to the socio-economic variables employed in the study.

The t-test statistic was employed to determine which socio-economic variables (income, sex, occupation, and educational level) were significant to Factors I and III. The results indicated the following:

- 1) That income, sex, and educational level are non-significant variables when accounting for score variance on Factor I.
- 2) That occupation is a significant variable when accounting for score variance on Factor I.
- 3) That sex and educational level are non-significant variables when accounting for score variance on Factor III.
- 4) That income and occupation are significant variables when accounting for score variance on Factor III.

#### Discussion of Findings

The initial problem confronted in this study explored the question of Neulinger's norm group being distinctive of the American Public. The results have implied that there are differences between Neulinger's five factor dimensions and those found characteristic of the single adult sample, thus indicating that single adults because of their marked life-

style, most likely have different leisure attitude perspectives. Though the three factor dimensions of the single adult sample are similar in definition to Neulinger's five dimensions, the single adults grouped or combined several dimensions into one area. For example, Neulinger's first dimension was "Affinity for Leisure". The single adults first dimension was defined (according to the items contained in it) as "Affinity and Lack of Guilt for Leisure Time and Activities".

The second area of concern was what influence the socio-economic variables of sex, occupation, income and education had upon the resultant factor scores of the individuals.

With regard to Factor I, the only variable to cause significant score variance was occupation. The findings implied that single adults at lower occupational levels have a greater affinity and less perceived guilt for leisure time and activities. As occupational levels rose, single adults had less affinity toward leisure and felt more guilt toward it. Therefore, despite one's sex, income or education, occupation becomes most important when predicting an individual's guilt and affinity to leisure time and pursuits. Occupation is then viewed as a "time" variable. That is to say, as higher levels of occupation are achieved, the more time the job consumes, thus making decisions toward leisure more difficult to justify. \*

With regard to Factor III, both income and occupation level proved to be significant variables when accounting for score variance. The results indicated that as a single adult's income and occupation levels rose, he or she was less likely to identify with a total leisure lifestyle. Obviously, a person must continue to work in order to retain a higher level of income or substance. Hence, a complete life of leisure

becomes unattractive, or better yet, not instrumental to obtaining a desired lifestyle. As for occupation being significant, occupation is often related to job satisfaction. Expressed in another way, people at professional levels of occupation most likely derive as much or more job related satisfactions as they would participating in leisure. Therefore, people at upper level positions are more accustomed to a sense of fulfillment in their jobs and the responsibilities which belong to the job than people at lower levels of employment.

Noteworthy is the fact that income, sex and occupation were not significant to Factor I, and sex and education were not significant to Factor III. One must remember that the statistic of multiple regression examines the impact of one particular dependant variable while controlling for variation in the remaining dependant variables. Therefore, multiple regression describes the entire structure of relationships between the Factor scores and the socio-economic variables. For the purpose of this study, the significance of occupation on Factor I implies that sex, income, and education do not affect peer relationships and other such pressures to engage in leisure activities as much as the characteristic of an occupation would. The same is true for the significance of occupation and income on Factor III, "Capacity to Persevere in a Life of Leisure". Sex and Education alone do not add sufficiently to the desires of the individual to pursue a life free of work.

#### Recommendations

It appears that further research should be conducted on the influence that socio-economic variables have on leisure attitudes within sub-groups that prevail within society. Specifically, this should include

a comparison of family backgrounds and present leisure attitudes. A study of this nature might yield important information on attitude formation.

In addition, researching a wider range of age groups of single adults may present significant data regarding leisure attitude changes, and such data would be of extreme benefit to local, state, and federal agencies in their recreation program and facility planning.

Finally, considerable refinement of the Neulinger-Breit survey must be conducted. Comparisons of various sub-groups might be undertaken, and this might provide totally inaccurate findings, if the Neulinger-Breit survey is used as it is.

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## APPENDIXES

APPENDIX I

GUIDELINES FOR DISTRIBUTION

## A STUDY OF LEISURE ATTITUDES

In order to maintain control and validity in this study, it is felt necessary that the following criteria should be met.

## Directions for distribution:

- 1) Announce by appropriate and effective means to the desired subjects that they will be requested to complete a leisure attitudes survey in the near future.
- 2) Know exactly the number of questionnaires that will be handed out. Supply this figure when all questionnaires are completed.
- 3) Distribute the questionnaires in such a way as to facilitate prompt return.
- 4) Insure to the subjects that anonymity will prevail in this study.

## Directions for Pick-up:

- 1) Provide a simple means, preferably several, for subjects to return completed questionnaires.
- 2) If needed, a follow-up investigation of questionnaires not completed may have to be conducted. This is necessary to insure a high percentage of completed questionnaires by the desired subjects at your business or institution.

\*\*\*The subjects must be single, between and including the ages of 18 through 29 years, and of both sexes.

Thank you,

Gerald Van Ackeren  
Graduate Student  
WC 109  
Phone: 243-2802  
University of Montana

APPENDIX II

SAMPLE COVER LETTER

You are one of a selected group of people in Missoula chosen to participate in a survey sponsored by the Leisure Studies Division of the University of Montana. You are being asked to complete the enclosed questionnaire for the purposes of obtaining information about your leisure attitudes

\*\*\*\*\*

Many prominent scholars and economists feel that leisure may become a serious problem in the near future. An excess of free time may have great psychological and social implications. With this questionnaire we are trying to obtain information that will help to evaluate leisure in all its aspects.

\*\*\*\*\*

This questionnaire is a short one and will take only about 4-5 minutes of your time. You are guaranteed complete confidentiality and anonymity. Your questionnaire will be identified by a number only and nobody, not even the staff of the project will know who the person is who completed a questionnaire.

Thus, we ask you to answer the questions as openly and sincerely as possible. Think about the questions; take your time in answering them. We are not trying to trick you into any answers or play games with you. The kind of questions asked are not questions of fact: there are no true or false answers. This is not an intelligence test!

We are interested in opinions, specifically your feelings, beliefs, and attitudes about leisure.

In completing the questionnaire, please disregard the numbers in parentheses that are next to the items. These are for purposes of IBM coding only.

Your cooperation in this study is very important, and your answers are important in order to make this survey representative of people like yourself.

Thank you in advance for your participation. Please return the completed form in the enclosed stamped, self-addressed envelope as soon as possible.

Sincerely,

Gerald Van Ackeren  
Recreation Specialist  
University of Montana

APPENDIX III

SURVEY INSTRUMENT











## BACKGROUND INFORMATION

Sex: male \_\_\_\_\_ (1)  
 (37) female \_\_\_\_\_ (2)

Marital status: (46)  
 single, never married \_\_\_\_\_ (1)  
 married \_\_\_\_\_ (2)  
 separated, divorced \_\_\_\_\_ (3)  
 widowed \_\_\_\_\_ (4)

Age: \_\_\_\_\_ (38,39)

Race: (40)  
 White \_\_\_\_\_ (1)  
 Black \_\_\_\_\_ (2)  
 Oriental \_\_\_\_\_ (3)  
 Other \_\_\_\_\_ (4)

Religious preference: (47)  
 Protestant \_\_\_\_\_ (1)  
 Catholic \_\_\_\_\_ (2)  
 Jewish \_\_\_\_\_ (3)  
 Other \_\_\_\_\_ (4)  
 None \_\_\_\_\_ (5)

What is your occupation or profession: (41)

Professional \_\_\_\_\_ (1)  
 Business-sales \_\_\_\_\_ (2)  
 Business-service \_\_\_\_\_ (3)  
 Public-service \_\_\_\_\_ (4)  
 Clerical \_\_\_\_\_ (5)  
 Tradesman \_\_\_\_\_ (6)  
 Miscellaneous \_\_\_\_\_ (7)

What was the last grade you completed in school? (42)

to 6 years \_\_\_\_\_ (1)  
 7-9 years \_\_\_\_\_ (2)  
 10-11 years \_\_\_\_\_ (3)  
 12 years (high school graduate) \_\_\_\_\_ (4)  
 13-15 years (some college) \_\_\_\_\_ (5)  
 16 years (college graduate) \_\_\_\_\_ (6)  
 17 years or more (graduate work) \_\_\_\_\_ (7)

Adding up the income from all sources, what was your total annual income last year? (43)

under \$5,000 _____ (1)	\$11,001-13,000 _____ (5)
\$5,001-7,000 _____ (2)	\$13,001-15,000 _____ (6)
\$7,001-9,000 _____ (3)	\$15,001-20,000 _____ (7)
\$9,001-11,000 _____ (4)	\$20,001 or over _____ (8)

What is your present work status? (44)

work full-time _____ (1)	laid off, or on strike _____ (5)
work part-time _____ (2)	retired _____ (6)
unemployed _____ (3)	housewife _____ (7)
student _____ (4)	other: _____ (8)

Physical fitness: (45)

poor _____ (1)	good _____ (3)
fair _____ (2)	excellent _____ (4)