

379
N81d
No. 407

THE INTERRELATIONSHIPS OF LEISURE SATISFACTION,
JOB SATISFACTION, AND LIFE SATISFACTION
AMONG SELECTED THERAPEUTIC RECREATION
FACULTY IN HIGHER EDUCATION
INSTITUTIONS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of
DOCTOR OF PHILOSOPHY

By

Terrance J. Wickman, B.S., M.S.

Denton, Texas

December, 1994

379
N81d
No. 407

THE INTERRELATIONSHIPS OF LEISURE SATISFACTION,
JOB SATISFACTION, AND LIFE SATISFACTION
AMONG SELECTED THERAPEUTIC RECREATION
FACULTY IN HIGHER EDUCATION
INSTITUTIONS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of
DOCTOR OF PHILOSOPHY

By

Terrance J. Wickman, B.S., M.S.

Denton, Texas

December, 1994

Wickman, Terrance J., The Interrelationships of Leisure Satisfaction, Job Satisfaction, and Life Satisfaction Among Selected Therapeutic Recreation Faculty In Higher Education Institutions. Doctor of Philosophy (Higher Education), December 1994, 107 pp., 9 tables, 1 illustration, 90 titles.

The purpose of this study was to determine the relationship of leisure satisfaction, job satisfaction, and life satisfaction among selected faculty in higher education institutions whose specialty teaching subject area was therapeutic recreation. This study also investigated the relationship of specific demographic variables to leisure satisfaction, job satisfaction, and life satisfaction. The variables included age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations.

The population for this study consisted of 162 faculty whose specialty teaching subject area was therapeutic recreation. Subjects were selected from colleges and universities of the United States listed in the curriculum catalog published by the Recreation and Park Association, Society of Park and Recreation Education for the year 1993-1994. A questionnaire, which included The Leisure Satisfaction Scale (Beard & Ragheb, 1980), The Job

Satisfaction Index (Brayfield & Rothe, 1951), The Life in General Scale (Beard & Ragheb, 1980), and demographic information, was mailed to 162 subjects. One-hundred-thirty (80.25%) of the faculty returned completed questionnaires that were used for the study. On the questionnaires 65 faculty (50.0%) reported to be female, 64 faculty (49.2%) reported to be male and 1 faculty (.08%) did not categorize him/herself as male or female.

Pearson Product-Moment Correlation coefficients and multiple regression analysis were the statistical methods employed to test the interrelationships with the independent demographic variables. The Statistical Package for the Social Sciences (SPSS) Program was utilized to analyze all the data.

Six hypotheses were tested at the .05 level of significance. The results of the data analyses supported rejection of five of the six hypothesis.

ACKNOWLEDGEMENTS

It is with gratitude that I thank those who helped me complete this work, especially the faculty of the Department of Counseling, Development and Higher Education at the University of North Texas.

My commitment and resolve are attributed to my wife, Diana, and my sons, Joseph and John. I thank them for their support.

I know for certain that this study would not have been completed without my friend, Doris Curry. Her dedication and patience were the sine qua non for getting me through this...

Another special note of thanks is extended to Te-sheng Chang (Albert). His expertise on statistical matters is deserving of my highest regard.

I am sincerely grateful to Dr. Jean Tague for her willingness to assist me and to stand by me throughout this work.

Ultimately, this entire process would not have been possible without the tact, diplomacy and astute candidness of Dr. Barry Lumsden. His integrity and courage to stand up for others and for what is right, in the face of demagoguery are valued characteristics seldom found in men.

Most importantly, I thank God for His blessings.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Statement of the Problem	9
Purposes of the Study	9
Null Hypotheses	10
Significance of the Study	11
Theoretical Frame of Reference	12
II. REVIEW OF THE LITERATURE	13
Interrelationships of Satisfaction	13
Interrelationships of Demographic Variables	17
III. METHODOLOGY	24
The Population	25
Selection of the Sample	25
Research Design	26
Definitions of Terms	26
Limitations	28
Assumptions	28
Instruments	29
Testing of Null Hypotheses	38
Reporting of Data	40
IV. PRESENTATION OF THE FINDINGS	41
Demographic Profile of the Study	41
Descriptive Statistical Information	51
Analysis of Statistical Information	52
Satisfaction and Demographic Analysis	62

V. SUMMARY, DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS	67
Summary	67
Discussion	69
Conclusions	73
Implications	75
Recommendations for Further Studies	81

APPENDICES

A. Permission to Conduct Study from Recreation and Park Association, Society of Park and Recreation Education	83
B. University of North Texas Graduate School Permission to Conduct Study	85
C. Cover Letter to Participants	87
D. Questionnaire	89
E. Follow-up Cover Letter to Participants	96
F. Pert Chart	98
REFERENCE LIST	100

LIST OF TABLES

Table	Page
I. Demographic Profile of the Subjects	42
II. Statistics Relative to Leisure, Job and Life Satisfaction	51
III. Pearson Product Moment Correlation Among Leisure Satisfaction, Job Satisfaction, and Life Satisfaction	53
IV. Predictor Variables of Leisure Satisfaction	55
V. Predictor Variables of Job Satisfaction	57
VI. Predictor Variables of Life Satisfaction	60
VII. Predictor Matrix of Variables for Leisure Satisfaction	64
VIII. Predictor Matrix of Variables for Job Satisfaction	64
IX. Predictor Matrix of Variables for Life Satisfaction	65

CHAPTER I

INTRODUCTION

The life satisfaction of professionals such as faculty is thought to be affected by many factors. Sleep deprivation, persistent hunger, or physical exhaustion are just a few examples of what may affect the satisfaction of faculty.

In addition, feelings about oneself can affect an individual. For example, feeling satisfied with one's life, job and leisure frequently impact an individual's well being. Some research indicates that an individual's life satisfaction, job satisfaction, self-esteem and physical well-being are all interrelated and affect quality of life.

Life and job satisfaction and psychophysiological symptoms were found to be significantly related to job stress, self-esteem, body cathexis, overall social support, supervisor support, and maximum oxygen consumption were found to moderate the effects of job stress on quality of life indicators. (Horowitz, Blackburn, Edington & Kloss, 1988, p.29)

Individual satisfaction levels pertaining to life satisfaction, leisure satisfaction and job satisfaction may all be interrelated. According to Crohan, Antonucci, Adelman & Coleman (1989), job characteristics, especially job satisfaction, and control variables, particularly marital status and income, are related to life satisfaction.

Occupational status and role stress have also been found to be related to individual well-being.

In a study completed by George (1991), job satisfaction was found to be positively related to perceptions of time being spent at work if the experience was purposeful and structured. This relationship was found to be the same with life satisfaction. It was concluded that the perception of how time is experienced at work mediates job and life satisfaction.

Faculty who are dissatisfied with aspects of their life or job may not perform at their optimum levels in the classroom.

Direct reports of work-nonwork conflict represent subjectively experienced interactions between work and nonwork domains of life. In this sense, work-nonwork conflict is a single variable that reflects both work and nonwork concerns. The present results suggest that traditional work variables such as job satisfaction are influenced by nonwork considerations (to the extent that work-nonwork conflict reflects nonwork concerns). These results also suggest that quality of life variables such as global life satisfaction and nonwork satisfaction are influenced by work considerations (to the extent that work-nonwork conflict reflects work concerns). (Rice, Frone & Dean, 1992, p. 167)

If faculty are not satisfied with aspects of their job or life, students may not be receiving the best instruction possible from these faculty.

The question may arise as to what can be done to positively affect global satisfaction variables in order to maximize teacher performance. According to Iso-Ahala, Seppo & Weissinger (1987), leisure education and counseling can

build a positive effect. They also report that such efforts combined with attempts to increase people's leisure repertoires could significantly reduce boredom. Counseling and education programs may be helpful in providing optimum levels of satisfaction.

Briefly, the optimal arousal theory stresses the need for stimulation at an optimal level; if an activity either provides too little or too much stimulation, it is not satisfying. Individuals participate in activities in order to find the right degree of stimulation. (Purcell & Keller, 1989, p. 18)

The importance of understanding that too much or too little stimulation can affect satisfaction may be that, by placing more emphasis on improving the level of faculty satisfaction in their lives, jobs and leisure, their performance in the classroom may be improved. Student learning may be positively affected if the levels of faculty satisfaction with life, job and leisure could be determined and increased.

Demographic variables may also be associated with levels of satisfaction. Age of the faculty, location of teaching institution or the student population of institutions may affect levels of satisfaction. Most likely, there are numerous other variables that may affect faculty satisfaction levels.

Contrary to commonly-held beliefs, workers rated personal fulfillment as the most important success factor in life, followed in declining order of importance by family relationships, security, professional fulfillment, contribution to society, and, last, status/wealth. (Parker & Chusmir, 1991, p. 1302)

It may be beneficial to learn what faculty perceive to be important to them in relation to their performance. If performance levels could be raised by implementing new plans or changing conditions related to faculty satisfaction, then perhaps student performance levels could also be positively affected. For example, if faculty skills are underutilized, their performance may be adversely affected. Clinical psychologists have noted that when psychologists are underemployed or unable to find work in their profession, there is a negative impact not only on their job satisfaction, but also on their life satisfaction.

Our empirical data emphasize the overall importance of the utilisation [sic] of general skills for the job satisfaction of psychologists. When psychologists are employed under their university level there is a negative impact not only on their job satisfaction but also on their life satisfaction. Research on the psychological impact of precarious forms of work should therefore also pay attention to skill utilisation [sic] and underemployment. The impact of the utilisation [sic] of specific skills is more limited but nevertheless substantial. The impact is especially important for clinical psychologists because specific psychological skills are important for their training and job. (De Witte & Lagrow, 1990, p. 19)

Perhaps if satisfaction levels are not in balance, faculty performance may be adversely affected. That is, if satisfaction levels are low in one area such as in life satisfaction, leisure satisfaction or job satisfaction, overall performance by the faculty may be affected in a negative way.

However, if satisfaction levels are low in one area, it might be possible for another area of satisfaction to be raised to compensate.

From an applied perspective, the results suggest that improving life satisfaction by enhancing job satisfaction will be most successful for employees who place high importance on work in their lives. A direct relation between job satisfaction and life satisfaction is also important, based on its significance in the regression equation, irrespective of the value people place on their work. This direct relation suggests general support for the spill-over model. (Steiner & Truxillo, 1989, p. 38)

An approach to this concept may be to have the sum total of all satisfaction levels fall into a range that is considered acceptable. It may be that if a faculty person is experiencing low levels of job satisfaction, increasing life satisfaction or increasing leisure satisfaction levels may positively affect the job satisfaction level.

There is no complete agreement on what constitutes a good quality of life. For instance, [it] has [been] argued that given time, place and society, both necessities and amenities are culturally defined. Therefore, quality of life is highly relative and valuative, and what is beneficial to one group of people may be detrimental to another. In a similar tone, [it also has been] observed that "whatever contributes to the quality of life of a population of people is ultimately determined by them, not by elites of any kind, and people's notion of life quality is thoroughly infused with normative values concerning what is good and right in life." The above reasoning makes it imperative that every study on the quality of life of any people or place must be based on their conception of the good life. (Oppong, Ironside & Kennedy, 1987, p. 605)

The future of education depends partly upon the quality and effectiveness of faculty. The trend seems to be that classroom sizes are increasing and that faculty are being

given additional responsibilities. Salary levels and other compensations often are not commensurate with increases in responsibilities. This trend may have a deleterious impact on faculty and their satisfaction levels.

Historically, faculty have been among the most talented individuals in our communities and are viewed to be significant contributors toward the positive development of students and society. Today, many of society's best faculty are being hired by private industry for full-time employment and have left their role as educators. Undoubtedly, there are various reasons for the shift of some educators from the teaching field into private industry. Low salary levels may be a primary cause. Undesirable classroom environments including poor facilities, lack of equipment and large class loads may be contributing factors. Increased government intervention, perceived diminished respect by society for teachers, or an increase in classroom violence may affect teachers' decisions to change careers.

The United States seems to be moving into an age of fiscal conservatism. The Congress and the American public appear to be looking for ways to cut spending in order to balance the budget. Various components of one's life are looked at for possible savings. Leisure, historically, has been one of those areas to which the government has looked for financial savings. During periods of time when government initiates cost containment initiatives, leisure

services are frequently considered non-essential and prioritized for cut-backs.

"Throughout history, leisure has sometimes been suspect and other times it has been legitimized for a variety of reasons" (Goodale & Godbey, 1988, p. 104). During the Industrial Revolution, it was thought that productivity could be increased if workers were given time off to revitalize themselves.

Even today, while there are undoubtedly generous motives based on human welfare, industrial recreation is still rationalized on the grounds of lower absenteeism, lower employee turnover, higher morale, and higher productivity. The company picnic and the company bowling league induce a corporate family and corporate community at a time when family and community are besieged. But industrialism legitimized leisure in another way, in some respects, an opposite way. For while leisure is still legitimized for its utility for production, it is now also legitimized for its utility for consumption. Consumption takes money, it also takes time. Without evenings and weekends, the entertainment business would collapse; without vacations, so would tourism. In fact leisure, not work, is driving mature industrial capitalism. Therein lies its new legitimacy. Unemployment is a problem in such economies, not because of the loss of work but because the unemployed do not have much money to spend. The modern economic problem is not the inability to produce but the inability to consume enough to keep everyone at work producing. (Goodale & Godbey, 1988, pp. 104,105)

It appears that the leisure activity of the American people is being affected by their available discretionary income.

Our educational systems also seem to be under attack by budget calls that demand lower expenditures, more productivity, and a bigger 'bang' for the dollar. One area that inevitably is looked at for 'trimming' the budget is

higher education. As a result, administrators in higher education are forced to make economic decisions that sometimes may be viewed as adversely affecting educational opportunities for those individuals who seek education. Faculty in these same institutions are often asked to do more with less. Classrooms are filled to capacity with students while others are waiting to get in the door.

Yet, faculty are often criticized by others for not doing enough. Of course, those individuals who are faculty know better. That is, faculty often have to work long hours, twelve months of the year in order to maintain an acceptable standard of living.

In an extensive review of the literature, it becomes apparent that there is a significant amount of material and research being done on various topics of recreation therapy. However, there seems to be little information on the interrelationships of leisure satisfaction, job satisfaction and life satisfaction among selected faculty or faculty in higher education.

This study attempted to provide information regarding the possibility that work, leisure and life satisfaction may be interrelated. When participating in activity that is intrinsically motivating, enjoyable and self-fulfilling, that activity, when integrated with other satisfaction components, can be very satisfying. In support of this integration theory, McDowell (1982) wrote:

For this reason, we feel leisurely of leisure and leisable about something we do. Viewed in this light, work has the potential to be leisure. We can attest to this at those moments when we enthusiastically and intensely get involved in the work we are doing and find pleasure in the experience. Examining these interrelationships is a difficult task and is a complex process especially when determining the extent to which one impacts upon the other. (p. 5)

Understanding these interrelationships is a significant task and is likely to involve a complex process, especially when determining the extent to which one component affects the other. The information gained by this study may facilitate a better understanding of how satisfaction levels affect the quality of life of selected faculty in higher education. It may also yield information on how teacher performance may be affected by income, classroom size, workload and other demographic variables.

Statement of the Problem

The problem addressed in the study was the relationship of leisure, job and life satisfaction among selected faculty in higher education institutions whose specialty teaching subject area is therapeutic recreation. This problem also includes demographic variables that may be associated with satisfaction.

Purposes of the Study

The primary purpose of the study was to better understand the relationship of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in

higher education whose specialty teaching subject area was therapeutic recreation. A correlation, if any, between life satisfaction and leisure satisfaction, life satisfaction and job satisfaction, and leisure satisfaction and job satisfaction was examined. The study also investigated the relationship that specific demographic variables have on leisure satisfaction, job satisfaction and life satisfaction.

Null Hypotheses

The following null hypotheses were examined at the .05 alpha level of significance:

1. There is no significant correlation between life satisfaction and leisure satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation.

2. There is no significant correlation between life satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation.

3. There is no significant correlation between leisure satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation.

4. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic

recreation organizations account for no significant variance in leisure satisfaction.

5. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in job satisfaction.

6. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in life satisfaction.

Significance of the Study

This study focused upon the self-reported written responses of questionnaire data from selected faculty in higher education whose specialty teaching subject area was therapeutic recreation and attempted to determine the relationship between those data. The study is significant in that it attempted to: (a) identify a relationship, if one exists, between life satisfaction, leisure satisfaction and job satisfaction among selected faculty in higher education whose specialty teaching subject area is therapeutic recreation, (b) facilitate a better understanding of what constitutes faculty satisfaction in higher education, and (c) stimulate thought for enhancing the quality of education by suggesting methodologies for maximizing satisfaction

levels of faculty in higher education. It is also significant in understanding some of the sources of satisfaction and dissatisfaction in relation to different components of existence such as leisure, job and life.

Theoretical Frame of Reference

A four-part survey instrument was developed for the purpose of this study. A central criterion for obtaining objective responses to the survey instrument was that the subjects accurately report their experiences. "Social phenomenology has traditionally emphasized observational research practices." (Pilarzyk and Bharadwaj, 1979, p. 18)

This phenomenological study examined the perception of leisure satisfaction, job satisfaction and life satisfaction based on satisfaction experiences that were made on the questionnaire by the subjects. When subjects were asked to describe their experiences as they saw them, Nieswiadomy (1987), described this as a study that examines "lived experiences."

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature is divided into two parts, "Interrelationships of Satisfaction" and "Interrelationships of Demographic Variables". "Interrelationships of Satisfaction" discusses literature pertaining to the variables within the null hypotheses to include the subject of leisure and the interrelationships of leisure satisfaction, job satisfaction, and life satisfaction. Studies completed in the area of job satisfaction, leisure satisfaction and life satisfaction are also discussed in the first category.

"Interrelationships of Demographic Variables" discusses the demographic variables of age, gender, education, income level, health, tenure, marital status, and type of institution where employed. Attitude as an individual perception is discussed in reference to Maslow's hierarchy of needs (Murphy, 1974).

Interrelationships of Satisfaction

A preponderance of information exists on the subject of leisure, but little or no information is available on the interrelationships of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in higher

education. No information exists on the interrelationships of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in higher education whose teaching subject area is therapeutic recreation. There is information available on a number of studies completed in the areas of job satisfaction, leisure satisfaction and life satisfaction (Vaughan 1980, Pittman 1983 and Sanchez 1984). In addition to this information, V. Vroom (1964) discussed several models and theories to include "intrinsic satisfactions" and the "work principle" as they relate to job satisfaction, leisure satisfaction and life satisfaction. This information was used to enhance the knowledge base of this study.

Vaughan (1980) investigated the relationship of life satisfaction, work satisfaction, and leisure satisfaction of rehabilitation counselors in the southeast area of the United States and found that life satisfaction and work satisfaction were positively correlated. In the study it was ascertained that when life satisfaction was high in rehabilitation counselors, work satisfaction was also high. However, no correlation was found between work satisfaction and leisure satisfaction. Information for this study was obtained by mailing a questionnaire to the rehabilitation counselors.

Pittman (1983) investigated the interrelationships of leisure satisfaction, job satisfaction and life satisfaction

among park and recreation directors in the southwest region of the United States. The findings of the study revealed that a positive relationship exists between life satisfaction and leisure satisfaction and that a positive relationship exists between job satisfaction and life satisfaction. In contrast to the other studies, Pittman found a positive relationship between leisure satisfaction and job satisfaction. This finding may be attributed to the unique population that was used for this study. Responses by the subjects for this study were obtained by mailing a questionnaire to the park and recreation directors.

Sanchez (1984) investigated the interrelationships of leisure satisfaction, job satisfaction and life satisfaction of therapeutic recreation specialists who had been granted professional certification by the National Council for Therapeutic Recreation Certification (NCTRS). The findings of the study revealed that a positive relationship exists between life satisfaction and leisure satisfaction and that a positive relationship exists between job satisfaction and life satisfaction. No significant relationship was found between leisure satisfaction and job satisfaction in this study. Responses by the subjects for this study were obtained by mailing a questionnaire to the therapeutic recreation specialists. The recreation specialists were selected by using a computerized random sample.

Gonnett (1983) investigated the relationship of job satisfaction with eleven variables such as advancement, salary and working conditions of full-time two-year public community college faculty members located throughout the United States. The findings of the study revealed that the job itself and interpersonal relationships were significant variables that affected satisfaction of the faculty. Variables pertaining to life satisfaction and leisure satisfaction were not discussed but were hypothesized to contribute to satisfaction of the faculty. Information for this study was obtained by a panel that utilized a questionnaire.

Hashemi (1985) investigated the relationship of job satisfaction with gender, rank, and types of activity such as opportunity for promotion, tenure and research of full-time faculty at a large multi-purpose university in the Dallas-Fort Worth metroplex. The findings of the study revealed that pay, opportunity for promotion, research and tenure were significant variables that affected satisfaction of the faculty. Health of the faculty was not discussed but could be hypothesized to contribute to satisfaction of the faculty. Information for this study was obtained by using a two-part questionnaire that consisted of the Job Description Index and The Faculty Data Sheet.

Interrelationships of Demographic Variables

It has been reported that generally there exists a positive relationship between activity and well-being, but this relationship is affected by the presence or absence of personal and social resources, solvency, good health, a compatible living spouse and acceptable housing (Fengler, 1984). Perceptions may also affect levels of satisfaction. People often perceive time, money and circumstances as external barriers toward levels of satisfaction (Francken & Raaij, 1981). Even though there may be no need for a supplemental income, it has been shown that employment can affect satisfaction in the elderly (Riddick, 1985).

It appears that certain elements of Maslow's need structure correspond to leisure satisfaction, job satisfaction, and life satisfaction. Romsa, Bondy and Blenman (1985) view leisure activities as an important component in fulfilling Maslow's set of needs. Without leisure satisfaction, job satisfaction and life satisfaction, which may be an underlying part of our basic needs, the self-revitalization process may be difficult or even impossible to realize.

In a study of rehabilitation counselors employed in the state/federal vocational rehabilitation agencies in the Rehabilitation Services Administration Region IV, the demographic variables of age, gender, education, marital status, salary and tenure were found to affect work, leisure

and life satisfaction (Vaughan, 1981). The demographic variables were matrixed and were found to account for 23% of the variance of work satisfaction and 3% of the variance of leisure satisfaction. The findings were not consistent with this study or other studies (Palmore & Luikart, 1972 and Sanchez, 1984) in that little or no relationship was found between these same variables and life satisfaction. Health was not discussed and was not reported to be a variable that affected satisfaction in this study but, was found to be a significant factor in other similar studies (Pittman 1983 and Sanchez 1984). One might suspect that the level of health of the rehabilitation counselors in this study may contribute to their satisfaction.

The data in the study by Vaughan indicate that there is some relationship between job and life satisfaction. "In accounting for the variance in life satisfaction by work and leisure satisfaction, the results supported work satisfaction's contribution at a high percentage level (23%) whereas the contribution of leisure satisfaction was minimal (3%)" (Vaughan, 1980).

The relationship between job and life satisfaction as reported by Vaughan could be attributed to other factors such as personality, disposition or general attitude of the subjects.

Why are job and life satisfaction related? A number of explanations have been advanced. For example, a dispositional perspective suggests that characterological differences are central: A person

who is basically happy (or unhappy) is likely to be happy (or unhappy) whether at work or at play. However, perhaps the most widely accepted explanation for the relationship between job and life satisfaction is rooted in role theory and rests on the premise that it is difficult to separate feelings about work from other life domains, particularly because work occupies such a substantial portion of an individual's time and energy. (Thompson, Kopelman & Schriesheim, 1992, p. 738)

In the past, even when the economy of the United States was in a recession, Americans were reluctant to cut back on spending for their leisure (U. S. News and World Report, 1980). Yet, at some financial point, especially for ethnic populations, family support and voluntary associations, may be significant avenues for overcoming economic constraints for leisure satisfaction, job satisfaction and life satisfaction (Aguire & Bigelow, 1983). At this time, there are indications that the American people and the United States government are experiencing financial and economic difficulty. The indicators include proposed budget cuts in all levels of government, significant tax increases and high unemployment. It seems that people are using more of their leisure time to find better paying jobs or to work at a second job to increase income. This may be so because of the need to increase income in order to maintain an acceptable or desirable standard of living. The use of leisure time for this purpose may be affecting spending for leisure since people appear to be using available leisure time for other purposes.

Having more leisure time does not necessarily mean that people are enjoying themselves more. When people become older, it is generally thought that more time is available for enjoyment. But there are factors other than having more free time that may significantly impact leisure satisfaction, job satisfaction and life satisfaction.

"These five components are: zest for life as opposed to apathy; resolution and fortitude as opposed to resignation; congruence between desired and achieved goals; high physical, psychological and social self-concept; and a happy, optimistic mood tone" (Adams, 1969, p. 470).

Attitude may also be a factor to consider (Ragheb & Beard, 1982). Intimacy, relaxation, achievement and power may be other variables that are relevant to satisfaction during free-time and work (Pierce, 1980).

Technology and human fascination cannot be overlooked in one's quest to become more satisfied (Nord, 1977). Video games are an excellent example of technological magical suggestion and fascination that has found a new niche in our society. The behavior of people and the forces that drive them are often a result of trying to seek satisfaction (Hawes, 1978). It is a wonder that a person can play a video game or watch television for hours and derive leisure satisfaction by tantalizing the brain.

Some theorists would argue that components in the zest for life are basic regardless of race, age or gender (Hoyt &

Creech, 1983). There just may be variations on how one attains it. Housing and income levels may have a different effect on satisfaction between various races and between males and females (Deimling, 1983). The Job Descriptive Index and the Life Quality Inventory may be useful research tools for more closely analyzing perceived quality of life in relation to satisfaction (Desury, 1981).

As we age, life span manifestations of work, play and daily living tasks become factors that influence satisfaction (Smith, Kielhofner & Watts, 1986). Driving an automobile, walking around the block or preparing a meal may be insignificant tasks for some people, but for others, they may be very satisfying accomplishments. Because people are unique and have skills and limitations that vary, levels of satisfaction for specific tasks are also undoubtedly different. Understanding the variable sources of leisure satisfaction, job satisfaction and life satisfaction and their interrelationships may be a determinant of desired conditions for expected pleasure. More specifically, a feeling of leisure satisfaction might not come from jogging, socializing or playing cards. As time goes on, satisfaction levels may shift from the specific activity to the frequency level that one participates in the activity or to the level of competency that the participant achieves with the activity. "Discovering the sources of satisfaction is important for its contribution to individuals' happiness and

well-being as an ultimate goal of life" (Ragheb, 1980, p. 140).

Socio-economic class appears to be positively associated with leisure participation levels (Stamps & Stamps, 1985). Race seems to be a factor in leisure participation levels, especially for the middle class, where watching television and partying have been identified as being quite different even though income levels are relatively the same (Stamps & Stamps, 1985).

Promotion opportunity and income opportunity were reported to be the most significant predictors of job satisfaction among faculty at the University of North Texas in 1985 (Hashemi, 1985). Although the University of North Texas is only one of many institutions of higher education in the United States, income and promotion opportunity are likely to be significant predictors of job satisfaction among faculty at other similar institutions.

Gender may also be a factor, but little data exist to support this conclusion.

There has, however, been a notable lack of research on the manner in which these processes operate for men and women, and among different cultural and age groups as well. We are obliged, therefore, to draw upon research findings from other areas, such as gender differences in work/nonwork success, satisfaction, and burnout. For example, both in Israel and in the United States, burnout was found to be associated with the conflict between work and private life and to be stronger among women than among men. (Westman & Etzion, 1990, p. 210)

Experienced faculty interaction with inexperienced faculty and encouragement by faculty have been reported to be the most significant factors in affecting job satisfaction among full-time faculty in eleven community colleges in the United States (Gonnet, 1983). Professional interaction may be helpful as a possible methodology for enhancing leisure, job and life satisfaction.

Given the free choice and intervention continuums, the practitioner's challenge becomes that of: (1) accurately and sensitively assessing the individual's need for therapy, leisure education, or voluntary recreation participation; and (2) providing relevant activities in order for freedom to emerge within the activity.... If and when intervention is necessary, the common denominator should continue to be respect for individual human rights and maximization of human dignity. Finally, activity professionals should strive for optimum, rather than maximum, levels of activity which take into consideration individual differences. Previous life-style and leisure interests, middle-aged roles, personality, and individual values should be indicators for relevant recreation activities. (Robertson, 1988, p. 72)

Education and religion were found in one study to be variables that affected leisure satisfaction (Pittman, 1983). In this study of park and recreation directors in the United states, it was found that education and religion accounted for variances in leisure satisfaction (Pittman, 1983). The study also noted that other variables may have affected leisure satisfaction but did not report any other demographic variables that affected satisfaction.

CHAPTER III

METHODOLOGY

The Recreation and Park Association, Society of Park and Recreation Education publishes a curriculum catalog which lists 162 faculty who have reported that they teach or have an interest in various areas of therapeutic recreation, park administration, or other similar subject areas. Approval was granted to send a questionnaire for this study to the faculty listed in the catalog (Appendix A).

After the subjects had been selected, the instrument, along with a cover letter (Appendix C) explaining the purpose of the study was sent to the faculty asking them to respond to the questionnaire (Appendix D) by a specified date so that the research could be completed in a timely manner. A self-addressed stamped envelope was included with this information for expediting the return of the questionnaire and to provide convenience for the respondent.

Each instrument, although identical, included a unique control number that protected the anonymity of the respondent to the questionnaire, but enabled the researcher to identify what questionnaires had not been returned. This permitted the researcher to initiate a follow-up mailout minimizing repetition and the unnecessary work of sending

the questionnaire to faculty who had already responded to the study. More importantly, this procedure helped insure a desired level of participation.

The data for the study were collected during the spring and summer of 1994 after permission to conduct the study was received from the University of North Texas Graduate School (Appendix B).

A pert chart (Appendix F) shows the flow of organizational design for the study. Conclusions, implications and recommendations were formulated from the analysis of the data.

The Population

The target population of this study consisted of faculty in higher education who teach various aspects of therapeutic recreation. The accessible population used in this study consisted of 162 faculty at universities and colleges in the United States listed in the curriculum catalog which was published by the Recreation and Park Association, Society of Park and Recreation Education for the year 1993-1994.

Selection of the Sample

A detailed examination was made of the Recreation and Park Association catalog to determine the number of faculty who have degrees in therapeutic recreation and also to determine the number of faculty who expressed an academic interest in therapeutic recreation. A complete analysis of

this catalog yielded 162 subjects. Because this number was relatively low, all of the subjects who had been identified were sent a questionnaire. It was anticipated that all of the questionnaires would not be returned in a timely manner. A follow-up questionnaire and follow-up letter (Appendix E) were designed to be mailed to the nonresponding subjects asking them to respond to the study. These data were to represent reported experiences of the faculty as collected from the questionnaire. All information received by the respondents to the life, leisure, and job satisfaction questionnaire were scored so that none of the responses would be scored more than once.

Research Design

A phenomenological nonexperimental design was used to complete this study. The interrelationships of leisure satisfaction, job satisfaction and life satisfaction were studied. The questionnaire used in this study represented perceptions by the respondents based on lived experiences. The demographic data in the questionnaire included age, gender, marital status, health, employment, gross income, institution size and professional information. The demographic data were considered as independent variables.

Definitions of Terms

For the purposes of this study, the following terms were defined:

1. Therapeutic Recreation--refers to a process that includes selection, development, implementation and evaluation of goal-oriented services such as treatment, leisure education, and recreation participation based on individual needs for the purpose of facilitating the development, maintenance, and expression of an appropriate leisure lifestyle (Peterson & Gunn, 1984).

2. Leisure satisfaction--refers to how a person feels about their non-work activities in which the person has a free choice of activity with no obligation. The score of each participant of this study was the result of measurement by the Leisure Satisfaction Scale (LSS) developed by Ragheb & Griffith (1982).

3. Life satisfaction--refers to how a person feels about life in general. The score of each participant of this study was the result of measurement by the Life in General Scale (LGS) adapted by Ragheb & Griffith (1982).

4. Selected faculty in higher education--refers to those individuals who were employed, at the time of this writing, as teachers in an institution of higher education and whose specialty teaching subject area was therapeutic recreation.

5. Higher education--refers to the academy of colleges and universities that specialize, through acceptable accrediting agencies, in granting degrees representing learning competence beyond the high school level diploma.

More specifically, this level of education includes those colleges and universities that offer a minimum four year baccalaureate degree (Carnegie, 1982).

6. Job satisfaction--refers to an individual's attitude toward their work and how they feel about their job. Each participant of this study had their job satisfaction measured by the Job Satisfaction Index (JSI) developed by Brayfield and Rothe (1951).

Limitations

The following factors may be limitations of the study.

1. The convenience sample used may not be representative of the population from which it was drawn.
2. The number and timeliness of responses to the questionnaire by the selected faculty sample in higher education may be insufficient.
3. The cross sectional self-report nature of the data may be representative of personality or other variables and not causality.

Assumptions

For the purposes of this study the following assumptions were:

1. Leisure satisfaction, life satisfaction and job satisfaction are not significantly related.
2. Individual perceptions account for the significant variance in job satisfaction, leisure satisfaction and life satisfaction rather than the demographic variables of age,

gender, education, income level, health, tenure, marital status, and type of institution where employed.

Instruments

A four-part satisfaction questionnaire was used to collect the data (Appendix D). The questionnaire included the Leisure Satisfaction Scale (LSS) (Beard & Ragheb, 1980), the Job Satisfaction Index (JSI) (Brayfield & Rothe, 1951) and Life in General Scale (LGS) (Beard & Ragheb, 1980). The fourth part of the questionnaire was structured to collect demographic data pertaining to the background of the sample.

Leisure Satisfaction

Jacob G. Beard and Morris G. Ragheb reviewed numerous indicators related to the construction of the Leisure Satisfaction Scale. The indicators were reduced to 51 items and developed into six scales. The scales were combined into an instrument for the purpose of measuring leisure satisfaction.

The Leisure Satisfaction Scale (LSS) was designed to provide a measure of the extent to which individuals perceive that certain personal needs are met or satisfied through leisure activities. Leisure satisfaction is defined as the positive perceptions or feelings which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. (Beard & Ragheb, 1980, p. 22)

There are six categories of the LSS which include psychological, educational, social, relaxation, physiological and aesthetic. In the study completed by Beard and Ragheb, 1978, the psychological component had 13

items, a mean of 37.88, a variance of 56.63 and an alpha reliability of .86. The educational component had 12 items, a mean of 30.44, a variance of 61.37 and an alpha reliability of .90. The social component had 11 items, a mean of 28.42, a variance of 49.74 and an alpha reliability of .88. The relaxation component had 4 items, a mean of 12.76, a variance of 9.11 and an alpha reliability of .85. The physiological component had 6 items, a mean of 14.95, a variance of 27.33 and an alpha reliability of .92. The aesthetic component had 5 items, a mean of 12.73, a variance of 13.64 and an alpha reliability of .86.

The alpha reliability coefficient for the totals LSS was quite high, .96 and ranged from .85 to .92 for the six components, indicating that the respondents were generally consistent in responding to the items. The reliabilities of the subscales were substantial considering the small number of items contained in each. The high reliabilities of some of the shorter parts relative to longer ones, Physiological and Psychological for example, are caused by the high degree of homogeneity [sic] of their constituent items. The effect is also seen in the relative reliabilities of the psychological and educational subscales. The educational subscale is more reliable even though it has one fewer item, probably because the educational component was more narrowly defined than the broader psychological component. The data for the subjects were subjected to factor analysis using a varimax orthogonal rotation. (Beard & Ragheb, 1980, pp. 26-27)

A total of 347 subjects (N), who were reported to be mostly students, was administered the instrument. To ascertain the attitudes of the participants regarding the instrument, the LSS was administered several times and, on one occasion, to 160 professionals in the field of Leisure

and Recreation. The comments received were reported to be generally positive.

However, these reactions can only be interpreted as an indication of "face" validity, i.e., that the scale appears to measure leisure satisfaction. The only other indication of validity is that the items were each based on theories and models of leisure, recreation and play which served to insure some degree of "content" validity. (Beard & Ragheb, 1980, p. 30)

The items in the LSS were based on theories and models of leisure, recreation and play which support to some degree content validity. Studies conducted by J. Vaughan and B. Sanchez employed the LSS and indicate acceptable levels of validity and reliability of the LSS.

In the study, The Interrelationships of Leisure Satisfaction, Job Satisfaction, and Life Satisfaction Among Therapeutic Recreation Specialists, B. Sanchez utilized the LSS. The scores ranged from 11.00 to 40.00. The mean was 34.05 and the standard error of the mean was reported to be .315. The standard deviation was 5.08. The relationship of life satisfaction was significant at the .001 level which is clearly beyond the .05 level. Results of this study using the LSS were consistent with expectations, thereby suggesting that the scale is both reliable and valid. The reliability of the reported data demonstrates that the scale, as well as the subscales, are internally consistent.

However, it cannot necessarily be assumed that the scores would be stable over time. We believe that the traits measured are usually stable over an extended period of time, but may change in predictable ways from one major life period to another. However, this has

not been demonstrated and research is needed in this area. (Beard & Ragheb, 1980, p. 31)

Job Satisfaction

Arthur H. Brayfield and Harold F. Rothe developed a comprehensive quantitative index of job satisfaction (JSI) which infers that satisfaction is related to an individual's attitude toward work. Eighteen statements about jobs were constructed in the form of a questionnaire using the Likert scoring technique with responses ranging from strongly agree to strongly disagree.

The following requirements were formulated as desirable attributes of an attitude scale designed to provide a useful index of job satisfaction:

1. It should give an index to "over-all" job satisfaction rather than to specific aspects of the job situation.
2. It should be applicable to a wide variety of jobs.
3. It should be sensitive to variations in attitude.
4. The items should be of such a nature (interesting, realistic, and varied) that the scale would evoke cooperation from both management and employees.
5. It should yield a reliable index.
6. It should yield a valid index.
7. It should be brief and easily scored. (Brayfield & Rothe, 1951, p. 307)

A group of 77 men in an Army Specialized Training Program (ASTP) in personnel psychology at the University of Minnesota in the summer and fall of 1943, provided approximately 1000 statements for consideration for the questionnaire. An additional 75 statements were provided by the investigators for consideration. After careful review, this collection of statements was reduced to 246 and was then given to the ASTP men for judging.

Four specific criteria determined the inclusion or exclusion of items for the preliminary scale. First, it was desired to have items covering the entire range of the attitude continuum at approximately .5 step intervals although the statements at the ends of the continuum were eliminated as being too extreme to be practical. Second, the Q value, which is based on the degree of uniformity in the sorting of statements, was used as an objective measure of ambiguity in accordance with Thurstone's recommendations. Consequently no item was selected which had a Q value of 2.00 or above. Third, from a purely subjective appraisal by the investigators, items were judged as to specificity. Items referring to specific aspects of a job were eliminated since an "over-all" attitudinal factor was desired; thus items regarding pay, working conditions, etc., were eliminated even though it might be argued that they reflect a general attitude. Finally, acceptability to employees and management as judged by the investigators and management representatives was a criterion. (Brayfield & Rothe, 1951, p. 308)

From the use of these criteria, eighteen statements were selected. "The resulting rho was .61 which was converted to an estimated product moment r and boosted by the Spearman-Brown formula to .77" (Brayfield & Rothe, 1951, p. 308).

The JSI was given to 231 female employees who worked in various positions in an office environment.

The range of job satisfaction scores for this sample was 35.87. The mean score was 63.8 with an S.D. of 9.4. The odd-even product moment reliability coefficient computed for this sample was .77 which was corrected by the Spearman-Brown formula to .87. (Brayfield & Rothe, 1951, p. 310)

The investigators concluded that the reliability of the instrument had been established. Confirmation of reliability of this instrument would be made with subsequent use.

The nature of the individual items is partial, although not crucial, evidence for the validity of the scale. This is an appeal to "face" validity.

Additional evidence of a like nature is furnished by the method of constructing the scale. In developing the scale an attitude variable was specified. This was job satisfaction which was to be inferred from verbal reactions to a job expressed along a favorable-unfavorable continuum. The statements used in this scale uniformly had small Q values which indicates a marked consistency among the judges. With the attitude variable specified, 77 adult judges were consistent in saying, "This statement expresses a feeling of satisfaction or dissatisfaction with a job and should be placed at such and such a point along such a feeling continuum". (Brayfield & Rothe, 1951, p. 310)

A more rigorous initiative was made in an attempt to demonstrate the validity of the JSI when the Hoppock Job Satisfaction Blank was administered to 91 adult night school students at the University of Minnesota in 1945 and 1946. The students included 49 male and 42 females who ranged in age from 22 to 54 with 35 years being the median age. "The range of job satisfaction scores for this sample was 29-89. The mean score was 70.4 with an S.D. of 13.2" (Brayfield & Rothe, 1951, p. 310).

This same group was given the Job Satisfaction Index. The results of the Hoppock Job Satisfaction Blank were compared to the Job Satisfaction Index by using product moment correlation which was .92. "Although the two blanks were developed by different methods and contain items which overlap only slightly they give results which are highly correlated" (Brayfield & Rothe, 1951, p. 311). It was concluded from this comparison that the JSI had face validity.

Life Satisfaction

Attitude scales in relation to life satisfaction were first developed as a measure of activity disengagement in the area of gerontology by R. S. Cavan, E. W. Burgess, R. J. Havighurst and H. Goldhamer in 1949. The scales were beneficial for testing activity disengagement theories especially among older adults or retired people.

In 1961, B. L. Neugarten, R. J. Havighurst and S. S. Tobin developed the Life Satisfaction Index A, or LSIA that they claimed was not based on activity or disengagement theory. This was significant in that the LSIA could therefore be used for testing both activity and disengagement theory. It was considered moderately successful and that success was in the age group of persons over 65 years.

V. Wood, M. Wylie and B. Sheafor completed further study on the LSIA and reduced the index from 20 to 13 items. It was called the LSIZ. "This sample received a mean LSIA score of 12.5 with a standard deviation of 3.6 compared with 12.4 and 4.4 for the Kansas City Sample." Adams, 1969, p. 470. This instrument was developed to represent five theoretical components: zest, resolution and fortitude, congruence, self-concept and mood.

Life satisfaction has been assessed by Ragheb and Griffith (1980), Vaughan (1980) and Sanchez (1984) by using eight rating scales whereby responses were made from a

continuum of paired diametrical choices. The eight items or predictors that they used are significant and efficient predictors of life satisfaction. They determined that these eight scales were the most efficient predictors of life satisfaction. This methodology has been more precisely defined as the semantic differential technique.

Cutler (1973), for instance, has recently demonstrated the desirability for such a determination after finding that involvement in voluntary associations makes no independent contribution to life satisfaction when the effects of health and socioeconomic status are held constant. (Edwards & Klemmack, 1973, p. 497)

Morris L. Medley first developed this model for measuring life satisfaction as a whole in 1976.

A fully recursive path model heuristically depicting a causative chain between financial situation, health satisfaction, satisfaction with standard of living, satisfaction with family life, and satisfaction with life as a whole was examined. The model was evaluated via path analysis, with parallel analyses conducted for each sex. The data used in this analysis were collected from a national probability sample of persons aged 18 and over living in noninstitutional dwelling units. This present study included only those persons 65 years and older (N=301). The model was shown to be an effective predictor of satisfaction with life for each sex. Satisfaction with family was found to make the greatest single impact on life satisfaction. Moreover, the model was determined to be generally consistent throughout. (Medley, 1976, p. 448)

The variable, satisfaction with life as a whole, developed by Medley, uses eight rating scales.

Each respondent was asked how he/she felt about his/her present life. Responses fell on a "favorable - unfavorable" continuum (interesting - boring; enjoyable - miserable; worthwhile - useless; friendly - lonely; full - empty; hopeful - discouraging; rewarding - disappointing; brings out the best in me - does not give me a chance). (Medley, 1976, p. 450)

A causal model was hypothesized for this study and the various relationships were analyzed using a process that allows one to separate the exogenous and intervening variables called path analysis. The path coefficients were reported separately for males and females for each category. The mean score for males ($N=109$) was 122.72 and the standard deviation was 24.03. The mean score for females ($N=192$) was 116.67 and the standard deviation was 25.31.

The coefficients of multiple determination show that the entire set of antecedent variables account for 45% of the variation in satisfaction with life among males ($F = 21.01, df 4/104, p < .001$), and 46% among females ($F = 39.94, df 4/187, p < .001$). Thus, this present model is shown to be quite effective in accounting for satisfaction with life. (Medley, 1976, p. 451)

Demographic Information

The fourth part of the questionnaire contains demographic data pertaining to the background of the sample. Independent demographic variables included age, gender, education, income level, health, tenure, marital status, type of institution where employed and information on participation in therapeutic recreation organizations.

In other studies, this type of data was determined to be of significant interest and relevant for making inferences and generalizations from the sample of the population. For the purpose of this study, the findings were presented and the data were analyzed to determine if there was a correlation between leisure satisfaction, job

satisfaction and life satisfaction in relation to the reported demographic information.

Testing of Null Hypotheses

In the testing of null hypotheses, an effort was made to draw inferences about the population studied from which the sample population was drawn (Thomas & Young, 1989). The data were collected and organized for scoring. In accordance with stated null hypotheses, these data were examined as follows:

Null Hypothesis I

A Pearson Product Moment Correlation coefficient was used to determine the relationship between life satisfaction and leisure satisfaction. The significance of the correlation was tested at the .05 alpha level.

Null Hypothesis II

A Pearson Product Moment Correlation coefficient was used to determine the relationship between life satisfaction and job satisfaction. The significance of the correlation was tested at the .05 alpha level.

Null Hypothesis III

A Pearson Product Moment Correlation coefficient was used to determine the relationship between leisure satisfaction and job satisfaction. The significance of the correlation was tested at the .05 alpha level.

Null Hypothesis IV

A multiple regression analysis was used to determine the amount of variance accounted for in leisure satisfaction by the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in therapeutic recreation organizations.

Null Hypothesis V

A multiple regression analysis was used to determine the amount of variance accounted for in job satisfaction by the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in therapeutic recreation organizations.

Null Hypothesis VI

A multiple regression analysis was used to determine the amount of variance accounted for in life satisfaction by the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in therapeutic recreation organizations.

The findings of the study are presented, analyzed, and interpreted in Chapter IV. A summary of the study, discussion, conclusions, implications, and recommendations for future studies are included in Chapter V.

Reporting of Data

Findings are reported in tables and these data are discussed in narrative form. Each table is presented with an appropriate introduction, title and descriptive data. Interpretation was utilized for accepting or rejecting the null hypotheses.

Responses by the subjects to question 58 of the questionnaire, number of years served as an elected officer of a professional organization (Appendix D), were consolidated into the following categories: local, state, NTRS, ATRA, AAHPERD and other. This procedure was used because the population (N), when grouped by year rather than by category, yielded a population (N) that was too small for analysis. The subject responses to this question ranged from never having served as an elected officer of a professional organization to having served as an elected officer in one or more of the listed organizations. The data was recorded to show if the faculty had served as an elected officer of a professional organization. Actual number of years served as an elected officer of a professional organization was not considered in the analysis. In this study, this predictor variable is labeled faculty who served as an elected officer in a professional organization.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The findings of this study are presented in four parts titled "Demographic Profile of the Study", "Descriptive Statistical Information", "Analysis of Statistical Information", and "Satisfaction and Demographic Analysis". "Demographic Profile of the Study" depicts general information about the subjects and the study. "Descriptive Statistical Information" includes descriptive statistics that pertain to the data reported by the subjects. "Analysis of Statistical Information" includes inferential statistics, examines the data and identifies the relationship, if any, to the null hypotheses. "Satisfaction and Demographic Analysis" discusses predictor matrix variables and the relationship, if any, to the null hypotheses.

Demographic Profile of the Study

The 1993-1994 National Recreation and Park Association Society of Park and Recreation Education Curriculum Catalog provided the investigation with 162 subjects who were faculty in higher education and whose specialty teaching area was therapeutic recreation. All of the subjects were mailed questionnaires, a cover letter that briefly explained the purpose of the questionnaire and a self-addressed

stamped envelope for returning the information. A total of one hundred five questionnaires were completed and returned prior to the deadline. This represents 64.81 percent of the target population. A second mailout was completed in the same manner as the first mailout and 59 questionnaires were completed and returned prior to the deadline. The total number of questionnaires returned prior to the final deadline was 130. This represents 80.25 percent of the target population. Four additional questionnaires were returned after the deadline but could not be used because of their untimely receipt. No questionnaires were returned as undeliverable. Also, two questionnaires that were received did not have questions pertaining to life satisfaction completed. All of the remaining questionnaires were complete, sufficient and the subject followed the directions accordingly.

Table I

Demographic Profile of the Subjects

Variable	Number	Percentage
Age		
Under 25	0	0.0
25-34	11	8.5
35-44	49	37.7
45-55	51	39.2
55+	18	13.8
Missing/Blank	<u>1</u>	<u>0.8</u>
Total	130	100.0

(table continues)

Variable	Number	Percentage
Gender		
Female	65	50.0
Male	64	49.2
Missing/Blank	<u>1</u>	<u>0.8</u>
Total	130	100.0
Marital Status		
Single	32	24.6
Married	82	63.1
Separated/Divorced/Widowed	15	11.5
Missing/Blank	<u>1</u>	<u>0.8</u>
Total	130	100.0
Education		
2 Years College	0	0.0
Bachelor's Degree	0	0.0
Master's Degree	20	15.4
Doctorate	107	82.3
Other	<u>3</u>	<u>2.3</u>
Total	130	100.0
Health		
Excellent	85	65.4
Good	45	34.6
Fair	0	0.0
Poor	<u>0</u>	<u>0.0</u>
Total	130	100.0
Tenure (Teacher of Therapeutic Recreation)		
< 5 Yrs.	18	13.8
5 - 8 Yrs.	19	14.6
9 - 12 Yrs.	16	12.3
13 - 17 Yrs.	37	28.5
17 + Yrs.	37	28.5
Missing/Blank	<u>3</u>	<u>2.3</u>
Total	130	100.0

(table continues)

Variable	Number	Percentage
Tenure (Teacher of subjects other than Therapeutic Recreation)		
< 5 Yrs.	37	28.5
5 - 8 Yrs.	19	14.6
9 - 12 Yrs.	14	10.8
13 - 17 Yrs.	22	16.9
17 + Yrs	26	21.0
Missing/Blank	<u>12</u>	<u>9.2</u>
Total	130	100.0
Income Per Year		
< \$20,000	0	0.0
\$20,000-\$24,999	0	0.0
\$25,000-\$34,999	28	21.5
\$35,000-\$44,999	38	29.2
\$45,000)+	58	44.7
Missing/Blank	<u>6</u>	<u>4.6</u>
Total	130	100.0
Student Population		
0 - 9,999	36	28.1
10,000 - 14,999	28	21.2
15,000 - 19,999	12	9.2
20,000 - 24,999	18	13.8
25,000+	34	26.2
Missing/Blank	<u>2</u>	<u>1.5</u>
Total	130	100.0
Type of Institution Where Employed		
State College/University	109	83.8
Private College/University	17	13.1
Other	3	2.3
Missing/Blank	<u>1</u>	<u>0.8</u>
Total	130	100.0
Level of Therapeutic Recreation Courses Taught		
Undergraduate	125	96.2
Graduate Masters	69	53.1
Graduate Doctorate	14	10.8
<u>Note: N=130</u>		

(table continues)

Variable	Number	Percentage
Active Memberships in Professional Organizations		
Local	52	40.0
State	107	82.3
NTRS	104	80.0
ATRA	63	48.5
AAHPERD	33	25.4
Other	47	36.2
<u>Note:</u> N=130		

Served As An Elected Officer In a Professional Organization		
Local	26	20.0
State	71	54.6
NTRS	28	21.5
ATRA	8	6.2
AAHPERD	13	10.0
Other	17	13.1
<u>Note:</u> N=130		

The results of the demographic data are presented in Table 1 and show that no faculty (0.0%) were under the age of 25, 11 (8.5%) were in the 25-34 age range, 49 (37.7%) were in the 35-44 age range, 51 (39.2%) were in the 45-55 age range and 18 (13.8%) were age 55 or older. One faculty (.8%) did not respond to this question. There was a total of 129 responses to this question from a total possible 130 respondents.

Sixty-five faculty (51.2%) reported to be female. Sixty-four faculty (49.2%) reported to be male. One faculty (.8%) did not respond to this question. There was a total of 129 responses to this question from a total possible 130 respondents.

Marital status of the faculty was divided into three categories of single, married and divorced, separated or widowed. Thirty-two faculty (24.6%) reported to be single. Eighty-two faculty (63.1%) reported to be married. Fifteen faculty (11.5%) reported to be separated, divorced or widowed. One faculty (.8%) did not respond to this question. There was a total of 129 responses to this question from a total possible 130 respondents.

Education level was divided into five categories. The first category included two years of college and the second category included a bachelor's degree. No faculty (0.0%) reported having an education in these categories. Twenty faculty (15.4%) reported having a master's degree as their highest level of education. One-hundred-seven faculty (82.3%) reported that they had attained a doctoral degree as their highest level of education. Three faculty (2.3%) responded that they were in the other category as their highest level of education. There was a total of 130 responses to this question from a total possible 130 respondents.

Health was divided into four categories of excellent, good, fair and poor. Eighty-five faculty (65.4%) reported that they were in excellent health. Forty-five faculty (34.6%) reported that they were in good health. No faculty reported that their health was either fair or poor. There

was a total of 130 responses to this question from a total possible 130 respondents.

Tenure, or length of time for teaching therapeutic recreation, was divided into five categories and is described as follows. Eighteen faculty (13.8%) reported that they had taught therapeutic recreation less than five years. Nineteen faculty (14.6%) reported that they had taught therapeutic recreation from five to eight years. Sixteen faculty (12.3%) reported that they had taught therapeutic recreation from nine to twelve years. Thirty-seven faculty (28.5%) reported that they had taught therapeutic recreation from thirteen to seventeen years. Thirty-seven faculty (28.5%) reported that they had taught therapeutic recreation for more than seventeen years. Three faculty (2.3%) did not respond to this question. There was a total of 127 responses to this question from a total possible 130 respondents.

Tenure or length of time for teaching subjects other than therapeutic recreation was divided into five categories and is described as follows. Thirty-seven faculty (28.5%) reported that they taught other subjects for less than five years. Nineteen faculty (14.6%) reported that they taught other subjects from five to eight years. Fourteen faculty (10.8%) reported that they taught other subjects from nine to twelve years. Twenty-two faculty (16.9%) reported that they had taught other subjects from thirteen to seventeen

years. Twenty-six faculty (20.0%) reported that they taught other subjects for more than seventeen years. Twelve faculty (9.2%) did not respond to this question. There was a total of 118 responses to this question from a total possible 130 respondents.

Income was divided into five categories. No faculty reported an annual salary of less than \$20,000. No faculty reported an annual salary of \$20,000-\$24,999. Twenty-eight faculty (21.5%) reported an annual salary of \$25,000-\$34,999. Thirty-eight faculty (29.2%) reported an annual salary of \$35,000-\$44,999. Fifty-eight faculty (44.7%) reported an annual salary of \$45,000 or more. Six faculty (4.6%) did not respond to this question. There was a total of 124 responses to this question from a total possible 130 respondents.

Student population of the facility where the faculty taught was divided into five categories. Thirty-six faculty (28.1%) reported that they taught at facilities with student populations that ranged from 0-9,999. Twenty-eight faculty (21.5%) reported that they taught at facilities with student populations that ranged from 10,000-14,999. Twelve faculty (9.2%) reported that they taught at facilities with student populations that ranged from 15,000-19,999. Eighteen faculty (13.8%) reported that they taught at facilities with student populations that ranged from 20,000-24,999. Thirty-four faculty (26.2%) reported that they taught at facilities

with 25,000 or more students. Two faculty (1.5%) did not respond to this question. There was a total of 128 responses to this question from a total possible 130 respondents.

Type of institution where employed was divided into three categories of state college/university, private college/university and other. One-hundred-nine faculty (83.8%) reported that they taught at a state college/university. Seventeen faculty (13.1%) reported that they taught at a private college/university. Three faculty (2.3%) reported that they taught at other types of institutions. One faculty (.8%) did not respond to this question. There was a total of 129 responses to this question from a total possible 130 respondents.

Level of therapeutic recreation courses taught by the faculty was divided into three categories of undergraduate, graduate masters and graduate doctorate. One-hundred-twenty-five faculty (96.2%) reported that they taught undergraduate courses. Sixty-nine faculty (53.1%) reported that they taught graduate master's courses. Fourteen faculty (10.8%) reported that they taught graduate doctoral courses. Some faculty responded that they taught several categories of courses. All faculty (130) that were given this questionnaire responded to this question.

Active memberships in professional organizations were divided into six categories. Fifty-two faculty (40.0%)

reported that they were members of local professional organizations. One hundred seven faculty (82.3%) reported that they were members of state professional organizations. One hundred four faculty (80.0%) reported that they were members of National Therapeutic Recreation Society (NTRS). Sixty-three faculty (48.5%) reported that they were members of American Therapeutic Recreation Association (ATRA). Sixty-three faculty (25.4%) reported that they were members of American Association of Health, Physical Education, Recreation and Dance (AAHPERD). Forty-seven faculty (36.2%) reported that they were members of other professional organizations that were not listed. All faculty (130) who returned the questionnaire responded to this question.

The question that asked if the subject had served as an elected officer in a professional organization for at least one year was divided into six categories. Twenty-six faculty (20.0%) reported that they once served as an elected officer of local professional organizations. Seventy-one faculty (54.6%) reported that they once served as an elected officer of state professional organizations. Twenty-eight faculty (21.5%) reported that they once served as an elected officer of NTRS. Eight faculty (6.2%) reported that they once served as an elected officer of ATRA. Thirteen faculty (10.0%) reported that they once served as an elected officer of AAHPERD. Seventeen faculty (13.1%) reported that they once served as an elected officer of other professional

organizations that were not listed. All faculty (130) that were given this questionnaire responded to this question.

Descriptive Statistical Information

The descriptive data following the respondents answers to the questionnaire pertaining to leisure satisfaction, job satisfaction and life satisfaction were analyzed and included the variables, the range of scores, the median scores, the standard deviations and the standard error of the mean scores for each satisfaction variable. This information is presented in Table II.

Table II

Statistics Relative to Leisure, Job, and Life Satisfaction Scores

Variable	N	Range	M	SD	SEM	Mode
Leisure	130	81.0	82.07	12.28	1.08	82.0
Job	130	27.0	48.90	4.49	.39	47.0
Life	128	24.0	35.05	4.52	.40	40.0

Values for leisure satisfaction extended from a minimum score of 24 to a maximum score of 105. The range was calculated to be 81. The mean score was 82.07 and the standard deviation was 12.28. The standard error of the mean was computed to be 1.08. The mode was 82.0.

Values for job satisfaction extended from a minimum score of 36 to a maximum score of 63. The range was

calculated to be 27. The mean score was 48.90 and the standard deviation was 4.40. The standard error of the mean was computed to be .39. The mode was 47.0.

Values for life satisfaction extended from a minimum score of 16 to a maximum score of 40. The range was calculated to be 24. The mean score was 35.05 and the standard deviation was 4.52. The standard error of the mean was computed to be .40. The mode was 40.0.

Scores for leisure satisfaction varied the most (range-81), while scores for life satisfaction (range-24) varied the least.

Analysis of Statistical Information

The data were analyzed in order of the null hypothesis that were tested. There were six null hypotheses and they were tested at the .05 level.

Null hypothesis one stated that there is no significant correlation between life satisfaction and leisure satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. To determine the significance of the relationship between the life satisfaction scores and the leisure satisfaction scores, the Pearson Product Moment Correlation coefficient was used.

Table III

Pearson Product Moment Correlation Among Leisure
Satisfaction, Job Satisfaction, and Life Satisfaction

Variable	Leisure	Job	Life
Leisure	1.00		
Job	-0.04	1.00	
Life	0.37*	-0.07	1.00

* Significant at alpha .05, $R^2 = .1369$

Note: $N=128$

The results are depicted in Table III and show that there was a correlation (R) of .37. This is considered to be a weak or moderate relationship. In accordance with the findings, the null hypothesis was rejected.

Null hypothesis two stated that there is no significant correlation between life satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. To determine the significance of the relationship between the life satisfaction scores and the job satisfaction scores, the Pearson Product Moment Correlation coefficient was used. The results are depicted in Table III and show that there was a correlation (R) of $-.07$. This R is not considered to be significant. In accordance with the findings, the null hypothesis was retained.

Null hypothesis three stated that there is no significant correlation between leisure satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. To determine the significance of the relationship between the leisure satisfaction and job satisfaction scores, the Pearson Product Moment Correlation coefficient was used. The results are depicted in Table III and show that there was a correlation (R) of $-.04$. This R is not considered to be significant. In accordance with the findings, the null hypothesis was retained.

For null hypotheses one through three, two respondents did not respond to the applicable questions. All other cases were used to include extreme responses or outliers of the normal curve. A total of 128 cases were used to determine the above described information.

Null hypothesis four stated that the demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations, would account for no significant variance in leisure satisfaction. To determine the relationship of leisure satisfaction as the criterion or dependent variable on the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in

therapeutic recreation organizations, multiple regression analysis was used. The results are depicted in Table IV and show that, out of twelve possible predictor variables analyzed, health was the only significant predictor of leisure satisfaction.

Table IV

Predictor Variables of Leisure Satisfaction

Predictor	R	R ²	AdjR ²	P
Age N=130	.150	.022	-.001	.418
Gender N=130	.146	.021	.013	.101
Marital Status N=130	.039	.002	-.014	.910
Education N=130	.121	.015	.007	.173
Health N=130	.241	.058	.050	.006**
Tenure of Teacher of Therapeutic Recreation Courses N=130	.153	.023	-.008	.569
Tenure of Teacher of Nontherapeutic Recreation Courses N=130	.224	.050	.019	.171
Income N=130	.057	.003	-.013	.817
Student Population N=130	.130	.017	-.015	.714

(table continues)

Predictor	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Type of Institution Where Employed <u>N=130</u>	.036	.001	-.007	.685
Level of Therapeutic Recreation Courses Taught				
Undergraduate <u>N=130</u>	.068	.005	-.003	.445
Graduate Masters <u>N=130</u>	.002	.000	-.008	.981
Graduate Doctorate <u>N=130</u>	.075	.006	-.002	.402
Memberships in Professional Organizations				
Local <u>N=130</u>	.157	.025	.017	.076
State <u>N=130</u>	.082	.007	-.001	.355
NTRS <u>N=130</u>	.081	.007	-.001	.364
ATRA <u>N=130</u>	.099	.010	.002	.266
AAHPERD <u>N=130</u>	.044	.002	-.006	.619
Other <u>N=130</u>	.003	.000	-.008	.971
Faculty who Served as an Elected Officer of a Professional Organization				
Local <u>N=130</u>	.097	.009	.002	.277
State <u>N < 2</u>	----	----	----	----
NTRS <u>N=130</u>	.148	.022	.014	.094
ATRA <u>N=130</u>	.023	.001	-.007	.798
AAHPERD <u>N=130</u>	.088	.008	.000	.323
Other <u>N < 2</u>	----	----	----	----

** Significant at alpha .005

The data show that health, as a predictor variable, accounted for 5.8% of the variance ($R^2 = .058$). Since only one independent variable was found to account for variance in leisure satisfaction, the results of the analysis

substantiate the null hypothesis. In accordance with the findings, the null hypothesis was retained.

Null hypothesis five stated that the demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification and participation in therapeutic recreation organizations, would account for no significant variance in job satisfaction as the criterion or dependent variable on the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in therapeutic recreation organizations, multiple regression analysis was used. The results are depicted in Table V and show that there were no significant predictors of job satisfaction.

Table V

Predictor Variables of Job Satisfaction

Predictor	<u>R</u>	<u>R²</u>	<u>AdjR²</u>	<u>F</u>
Age N=130	.202	.040	.018	.158
Gender N=130	.053	.003	-.005	.549
Marital Status N=130	.077	.006	-.010	.691
Education N=130	.061	.004	-.005	.494

(table continues)

Predictor	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Health <u>N=130</u>	.125	.016	.008	.159
Tenure of Teacher of Therapeutic Recreation Courses <u>N=130</u>	.234	.055	.024	.136
Tenure of Teacher of Nontherapeutic Recreation Courses <u>N=130</u>	.134	.018	-.014	.693
Income <u>N=130</u>	.028	.001	-.015	.951
Student Population <u>N=130</u>	.071	.005	-.027	.951
Type of Institution Where Employed <u>N=130</u>	.120	.015	-.007	.176
Level of Therapeutic Recreation Courses Taught				
Undergraduate <u>N=130</u>	.157	.025	.017	.077
Graduate Masters <u>N=130</u>	.027	.001	-.007	.761
Graduate Doctorate <u>N=130</u>	.011	.000	-.008	.903
Membership in Professional Organizations				
Local <u>N=130</u>	.029	.001	-.007	.747
State <u>N=130</u>	.159	.025	.017	.074
NTRS <u>N=130</u>	.137	.019	.011	.123
ATRA <u>N=130</u>	.035	.001	-.007	.694
AAHPERD <u>N=130</u>	.141	.020	.012	.113
Other <u>N=130</u>	.050	.002	-.005	.577

(table continues)

Predictor		<u>R</u>	<u>R²</u>	<u>AdjR²</u>	<u>F</u>
Faculty who Served as an Elected Officer of a Professional Organization					
Local	<u>N=130</u>	.035	.001	-.007	.693
State	<u>N < 2</u>	----	----	----	----
NTRS	<u>N=130</u>	.040	.002	-.006	.658
ATRA	<u>N=130</u>	.034	.001	-.007	.703
AAHPERD	<u>N=130</u>	.012	.000	-.008	.894
Other	<u>N < 2</u>	----	----	----	----

Since no independent variables were found to account for variance in job satisfaction, the results of the analysis substantiate the null hypothesis. In accordance with the findings, the null hypothesis was retained.

Null hypothesis six stated that the demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in life satisfaction. To determine the relationship of life satisfaction as the criterion or dependent variable on the independent variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, student classification, and participation in therapeutic recreation organizations, multiple regression analysis was used. The results are depicted in Table VI and show that, out of twelve possible predictor variables analyzed, health and faculty who served as an elected officer of a professional organization,

NTRS, were the only significant predictors of life satisfaction.

Table VI

Predictor Variables of Life Satisfaction

Predictor	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Age <u>N=128</u>	.193	.037	.014	.193
Gender <u>N=128</u>	.153	.023	.016	.085
Marital Status <u>N=128</u>	.157	.025	.008	.211
Education <u>N=128</u>	.019	.0004	-.008	.833
Health <u>N=128</u>	.346	.119	.112	.0001**
Tenure of Teacher of Therapeutic Recreation Courses <u>N=128</u>	.168	.028	-.003	.471
Tenure of Teacher of Nontherapeutic Recreation Courses <u>N=128</u>	.074	.005	-.027	.955
Income <u>N=128</u>	.053	.003	-.013	.840
Student Population <u>N=128</u>	.259	.067	.037	.072
Type of Institution Where Employed <u>N=128</u>	.082	.007	-.001	.360

(table continues)

Predictor	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Level of Therapeutic Recreation Courses Taught				
Undergraduate N=128	.128	.016	.009	.151
Graduate Masters N=128	.034	.001	-.007	.703
Graduate Doctorate N=128	.108	.012	.004	.227
Memberships in Professional Organizations				
Local N=128	.155	.024	.016	.080
State N=128	.086	.007	-.001	.337
NTRS N=128	.111	.012	.005	.212
ATRA N=128	.025	.001	-.007	.783
AAHPERD N=128	.034	.001	-.007	.707
Other N=128	.155	.024	.016	.081
Faculty who Served as an Elected Officer of a Professional Organization				
Local N=128	.081	.007	-.001	.364
State N < 2	----	----	----	----
NTRS N=128	.312	.097	.090	.000**
ATRA N=128	.003	.000	-.008	.976
AAHPERD N=128	.025	.001	-.007	.778
Other N < 2	----	----	----	----

** Significant at alpha .005

The data show that health, as a predictor variable, accounts for 11.9% of the variance ($R^2 = .119$). The data also show that faculty who served as an elected officer of a professional organization, as a predictor variable, accounts for 9.7% of the variance ($R^2 = .097$). It should be noted that although 28 respondents or 21.5% of the surveyed population reported that they served as an elected officer in the

professional organization, NTRS, the data as a predictor variable, is attributed to chance. Since only two independent variables were found to account for variance in life satisfaction, the results of the analysis substantiate the null hypothesis. In accordance with the findings, the null hypothesis was retained.

Satisfaction and Demographic Data Analysis

The relationships that were found between all three satisfaction variables and the independent demographic variables gave rise to speculation as to how select groupings of demographic variables may affect the criterion variables of leisure satisfaction, job satisfaction and life satisfaction. In the first analysis, demographic variables were tested as predictor variables of leisure satisfaction, job satisfaction and life satisfaction. This information was discussed earlier in this chapter and is depicted in tables IV, V and VI.

In the second analysis, the demographic variables were matrixed into specified groups and tested as possible predictors of leisure satisfaction, job satisfaction and life satisfaction. This was accomplished by using effect coding multiple regression statistical analysis. The purposes of this subsidiary analysis were to confirm the results of the first analysis and to determine the predictor values that the matrix of demographic variables may have on leisure satisfaction, job satisfaction and life satisfaction.

The first predictor matrix grouping includes age, gender, marital status, education, health and income. The second predictor matrix grouping includes tenure of teacher of therapeutic recreation courses and tenure of teacher of nontherapeutic recreation courses. The third predictor matrix grouping includes education, student population, type of institution where employed, and level of therapeutic recreation courses taught. The fourth predictor matrix grouping includes membership in professional organizations and faculty who served as an elected officer of a professional organization.

Each predictor matrix was tested for effect on leisure satisfaction, job satisfaction and life satisfaction. Table VII depicts the results of the analysis for leisure satisfaction. The information indicates that none of the predictor matrix groupings were significant predictors of leisure satisfaction.

Table VII

Predictor Matrix of Variables for Leisure Satisfaction

Predictor Matrix	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Age, Gender, Marital Status, Education, Health, Income	.346	.120	.045	.117
Tenure of Teacher of Therapeutic Recreation Courses Tenure of Teacher of Nontherapeutic Recreation Courses	.237	.056	-.007	.532
Education, Student Population, Type of Institution Where Employed, Level of Therapeutic Recreation Courses Taught	.153	.024	-.033	.887
Membership in Professional Organizations Faculty who Served as an Elected Officer of a Professional Organization	.321	.103	.018	.288
<u>N=130</u>				

Table VII includes the results of the analysis for job satisfaction. The information indicates that none of the predictor matrix groupings were significant predictors of leisure satisfaction.

Table VIII

Predictor Matrix of Variables for Job Satisfaction

Predictor Matrix	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Age, Gender, Marital Status, Education, Health, Income	.255	.065	-.015	.613
Tenure of Teacher of Therapeutic Recreation Courses Tenure of Teacher of Nontherapeutic Recreation Courses	.284	.081	.019	.248
Education, Student Population, Type of Institution Where Employed, Level of Therapeutic Recreation Courses Taught	.227	.052	-.003	.482
Membership in Professional Organizations Faculty who Served as an Elected Officer of a Professional Organization	.268	.072	-.016	.624
<u>N=130</u>				

Table IX includes the results of the analysis for life satisfaction.

Table IX

Predictor Matrix of Variables for Life Satisfaction

Predictor Matrix	<u>R</u>	<u>R</u> ²	<u>AdjR</u> ²	<u>P</u>
Age, Gender, Marital Status, Education, Health, Income	.450	.203	.135	.002**
Tenure of Teacher of Therapeutic Recreation Courses Tenure of Teacher of Nontherapeutic Recreation Courses	.195	.038	-.026	.784
Education, Student Population, Type of Institution Where Employed, Level of Therapeutic Recreation Courses Taught	.294	.086	.033	.137
Membership in Professional Organizations Faculty who Served as an Elected Officer of a Professional Organization	.428	.183	.106	.011*
<u>N=128</u>				

* Significant at alpha .05

** Significant at alpha .005

The data indicate that the predictor matrix grouping for age, gender, marital status, education, health and income resulted in multiple $R = .450$. This was significant at the .005 level. The data also show that this matrix grouping, as a predictor variable, accounted for 20.3% of the variance ($R^2 = .203$). This relationship may be expected because health, as an independent predictor variable, was reported to have a weak or moderate relationship to the dependent variable of life satisfaction.

The information also indicates that the predictor matrix grouping for membership in professional organizations and

faculty who served as an elected officer of a professional organization resulted in multiple $R = .428$. This was significant at the .05 level. The data show that this matrix grouping, as a predictor variable, accounted for 18.3% of the variance ($R^2 = .183$). This relationship may be expected because the independent predictor variable, faculty who served as an elected officer of a professional organization, NTRS, was shown to be significant at the .05 level. This matrix grouping as a predictor variable is attributed to chance. This information confirms the results of the first analysis.

The predictor value of the select groupings of demographic variables for leisure satisfaction and job satisfaction was shown to be insignificant. For life satisfaction, the select grouping of demographic variables that included health, as a predictor variable, was considered to have a weak or moderate relationship to the dependent variable of life satisfaction.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, discussion, conclusions and implications that are based upon the findings. In addition, recommendations for prospective research are presented.

Summary

The primary purpose of this study was to determine the relationship of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. This study also investigated the relationship of specific demographic variables to leisure satisfaction, job satisfaction and life satisfaction. The demographic variables included age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations.

For this study, the target population consisted of 162 faculty whose specialty teaching subject area is therapeutic recreation. Subjects were selected from colleges and universities of the United States that were listed in the

curriculum catalog published by the Recreation and Park Association, Society of Park and Recreation Education for the year 1993-1994. A questionnaire was mailed to the subjects that included The Leisure Satisfaction Scale (Beard & Ragheb, 1980), The Job Satisfaction Index (Brayfield & Rothe, 1951), The Life in General Scale (Beard & Ragheb, 1980) and demographic information that was completed by the faculty. One hundred thirty (80.25%) of the faculty returned completed questionnaires that were used for this study.

Six null hypotheses were tested at the .05 level of significance and are as follow:

1. There is no significant correlation between life satisfaction and leisure satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. REJECTED

2. There is no significant correlation between life satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. RETAINED

3. There is no significant correlation between leisure satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. RETAINED

4. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic

recreation organizations account for no significant variance in leisure satisfaction. There was only one variable, health, that was found to be a predictor of leisure satisfaction. RETAINED

5. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in job satisfaction. RETAINED

6. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in life satisfaction. There were only two variables, health and faculty who served as an elected officer of a professional organization, NTRS, that were found to be predictor variables of life satisfaction. The variable, faculty who served as an elected officer of a professional organization, NTRS, was attributed to chance. RETAINED

Discussion

In general, the majority of people report that they are at least moderately satisfied with their lives (Haavio-Mannila, 1971). Satisfaction in one sector such as leisure, job or life is likely to vary in people. However, this may be related to a number of factors which include importance of

the sector to the person and demographic variables. The findings in this study seem to substantiate this view point.

Sanchez (1984) identified health as a predictor variable for leisure satisfaction and reported that health accounted for 4.8% of the variance in the prediction of leisure satisfaction among therapeutic recreation specialists. This is consistent with the findings of this study which revealed that health, as a predictor variable for leisure satisfaction of selected therapeutic recreation faculty in higher education accounted for 5.8% of the variance in the prediction of leisure satisfaction.

A positive correlation (R) of .37 was found between leisure satisfaction and life satisfaction. As a predictor variable, this would account for 13.69% of the variance ($R^2 = .136$) between leisure satisfaction and life satisfaction. Although this is viewed to be a weak or moderate relationship, it is consistent with findings obtained by Sanchez (1984), Pittman (1983), Ragheb and Griffith (1981), Vaughan (1980), and Guinn (1980) who used these same two variables. Although the cross sectional subpopulations for the studies differed by occupation, the representations of the populations were similar in that generalization to the populations could be made from the subpopulations. The construct validity of the studies and the frequency of the results that show a positive correlation between leisure satisfaction and life satisfaction, indicate

that this positive correlation may be evident in other populations.

It is interesting that the predictor variable, faculty who served as an elected officer of a professional organization, NTRS, was found to have a correlation (R) of .312 for life satisfaction. As a predictor variable, this was found to account for 9.7% of the variance ($R^2 = .097$) in life satisfaction. Since only 28 subjects gave a positive response to this question and since 100 subjects responded negatively to this question, it is viewed by this investigator that the positive relationship occurred by chance. As elective officers change in the professional organization of NTRS, it would seem likely that the satisfaction levels of the officers would also change.

Like flipping a coin with one side designated heads and one side designated tails, one would expect heads to appear 50% of the time and conversely tails to appear 50% of the time. As in the case of chance, it is possible that heads may appear more frequently than tails and vice versa. The percentage for the appearance of heads or tails can be skewed through chance or probability if the frequency of flips is a low number. For this reason (28 positive subjects), it was concluded that the predictor variable, faculty who served as an elected officer of a professional organization, NTRS, was not a significant predictor of life satisfaction.

If this relationship is not attributed to chance, then one could conclude that years served as an elected officer of a professional organization, NTRS, would be a predictor variable. This variable was significant at the .05 level and was found to account for 9.7% of the variance in life satisfaction. If this relationship was accepted as factual, then one could predict 9.7% of leisure satisfaction from the predictor variable, years served as an elected officer of a professional organization, NTRS, for selected faculty in higher education whose specialty teaching subject area is therapeutic recreation. From the data that was found in this study, one might conclude that faculty who serve as elected officers of NTRS experience higher levels of life satisfaction. This finding is discussed in more theoretical terms in the "Implications" section of this chapter.

It was suspected that factory and/or blue collar employees would perceive leisure satisfaction, job satisfaction and life satisfaction differently than white collar or professional employees (Vaughan, 1980). This might account for some of the differences in the results of similar studies that considered race and social-economic status (Deimling, Harel and Noelker, 1983).

The finding of no significant correlation between life satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation is consistent with the study completed

by Sanchez (1984). McDowell (1982) suggested that since work has the potential to be leasurable and leisure has the potential to be work, leisure satisfaction and job satisfaction may be viewed similarly. This might explain why there may be no significant correlation between leisure satisfaction and job satisfaction. Further, if components of work and leisure are viewed similarly, this would support McDowell's (1982) work-leisure integration theory.

Crohan, Antonucci, Adelman and Coleman (1989) report that life satisfaction and job satisfaction may be positively related and that non-work activity, or leisure, can affect satisfaction. Consequently, activity other than work or the job may need to be considered by faculty and higher education institutions to maximize satisfaction levels. Although this study did not attempt to consider students, faculty satisfaction levels may have other implications which may include effecting satisfaction levels of students.

Conclusions

Based upon the findings, it is plausible for one to tentatively conclude the following:

1. There is a significant relationship between life satisfaction and leisure satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation.

2. There is no significant relationship between life satisfaction and job satisfaction of selected faculty in

higher education whose specialty teaching subject area is therapeutic recreation.

3. There is no significant relationship between leisure satisfaction and job satisfaction of selected faculty in higher education whose specialty teaching subject area is therapeutic recreation.

4. The demographic variables of age, gender, education, income level, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in leisure satisfaction. Health was identified to be a predictor variable of leisure satisfaction. The data show that health accounted for 5.8% of the variance.

5. The demographic variables of age, gender, education, income level, health, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in job satisfaction.

6. The demographic variables of age, gender, education, income level, tenure, marital status, type of institution where employed, and participation in therapeutic recreation organizations account for no significant variance in life satisfaction. Health was identified to be a predictor variable of life satisfaction. The data show that health accounted for 11.9% of the variance. Years served as an elected officer of a professional organization, NTRS, was

identified to account for 9.7% of the variance. However, since there were only 28 (N) respondents for this variable, the variance is attributed to chance.

Implications

From this study it was determined that health is a predictor variable of leisure satisfaction (5.8%) and life satisfaction (11.9%) among selected therapeutic recreation faculty in higher education institutions. It would seem certain that there are other predictor variables of satisfaction if the total spectrum of predictor variables equals 100%.

In the case of leisure satisfaction, health was found to account for only 5.8% ($R^2 = .058$) of the variance for the subjects of this study (Table IV). One may conclude that 94.2% of the variance must be caused by other predictor variables. It is likely that different populations have different predictor variables. Therefore, the percentage of each predictor variable would vary depending upon the population. For example, health may be a greater or lesser predictor variable for athletes or factory workers when compared to faculty.

Since health was found to affect leisure satisfaction and life satisfaction for the subjects of this study, a question may be why is this so and what can be done to improve health to raise satisfaction. An obvious answer as

to why health affects satisfaction may be simply, if you don't feel well, your satisfaction level will be low.

Research has generally found substantial relationships between life satisfaction and health, activity, socio-economic status, and to some extent with age. That is, the more satisfied tend to be healthier, more socially active, tend to have more income and education, and tend to be younger. There are, of course good theoretical and common sense reasons for these associations.

However, almost none of this research attempts to assess the relative importance of these several variables for life satisfaction or to assess the independent effects of each of these variables when the others are controlled. Thus, we do not know whether health is *more* important for satisfaction than income or education or activity or age, etc. Nor do we know whether there is any *independent* effect of each of these variables when the others are controlled. Thus, it has been asserted that health is the only important factor and that all others pale into insignificance by comparison. (Palmore & Luikart, 1972)

In determining what can be done to improve health of faculty, the chancellor, president or governing body of higher education institutions could conduct a needs assessment. Mission statements for higher education institutions could be developed to clearly define the purpose and scope of health programs for faculty. A link could be made between higher education institutions and community health and social services in order to provide optimal health services for faculty, keeping in mind that improving the health of faculty can affect their satisfaction and ultimately their performance.

The U. S. Surgeon General, Joycelyn Elders, has identified the importance of health in education. "Schools

of the twenty-first century will be the centerpieces of communities. They will not only provide the three R's but will be the hub for integration of social, health, mental health, and support services for children and families" (The Education Digest, 1994).

There are a number of possibilities that might be considered for improving the health of faculty in higher education facilities. They are as follow:

1. Health benefits should be provided that include comprehensive physical and mental care and dental services. These types of services need to be cost effective taking into consideration the relatively low income of faculty.

2. Wellness programs such as nutrition education, physical fitness, weight reduction and smoking cessation classes should be provided for faculty. Participation in these programs needs to be encouraged by administrators of higher education institutions by budgeting time and resources for this type of activity.

3. Early detection and health monitoring programs should be made available to the faculty. Annual physicals, cholesterol screening, stress testing, mammogram, prostate and other cancer detection programs should be offered.

4. Other benefits that should be considered for improving the health of faculty are health club memberships, use of campus athletic facilities and periodic sabbaticals.

All components in the spectrum of improving health of faculty should be considered.

Health may be a predictor variable for student satisfaction in a similar manner that it is for faculty. If a student's satisfaction level is related to performance and if health is a significant variable for student satisfaction, then a student's performance could be affected by health. Further, health or satisfaction of one student may affect other students.

In order to maintain or improve the health of students, a variety of health related services could be made available to them. They are as follow:

1. Provide facilities such as health care clinics, fitness and child care centers that are fully staffed with professionals such as physicians, nurses, recreation therapists, dieticians, etc.

2. Provide marriage and psychiatric counseling services.

3. Provide Human Immunosuppressant Virus (HIV) education, testing and information on prevention.

4. Provide health care plans.

5. Provide dental care plans.

6. Provide nutrition counseling and make available nutritious meals.

7. Provide exercise activities, wellness programs such as cholesterol screening, smoking cessation classes, stress

testing, mammogram, prostate and other cancer detection services.

8. Provide substance abuse information and programs.

9. Provide family planning, sex education and information on alternative life styles.

All of the above mentioned suggestions should be made available at minimal or no cost to the student.

From this study it was determined that leisure and life satisfaction had a positive correlation of .37 ($R^2 = .1369$) (See table III). As a predictor variable, 13.69% of the variance between leisure and life satisfaction could be determined for predicting satisfaction among selected therapeutic recreation faculty in higher education facilities.

The strength of the association between leisure satisfaction and life satisfaction can be interpreted logically. Life satisfaction is a composite of the different satisfactions (e.g., family, financial, standards of living, work, health, and leisure). Tarkiewicz, (1976, p. 8) explained the nature of this relationship: "Happiness requires total satisfaction, that is satisfaction with life as a whole.... Satisfaction is only happiness when it is complete satisfaction.... People who are satisfied partially or relatively do not call themselves happy.... Happiness means lasting satisfaction." Leisure satisfaction, accordingly, is a part of a whole, which is life satisfaction. Therefore, there was a strong intercorrelation between the two. (Ragheb & Griffith, 1982)

One may conclude that 86.31% of the variance of leisure and life satisfaction must be caused by other variables. The question remains as to what the other variables might be.

The positive correlation between leisure satisfaction and life satisfaction could be related to the finding that the predictor variable, faculty who served as an elected officer of a professional organization, NTRS, was a significant predictor of life satisfaction. For example, if an individual enjoys or is satisfied by being an elected officer of a professional organization, then one might expect that their life satisfaction would be positively affected. Holding a position as an elected officer in an organization that is perceived to be prestigious by the individual may also contribute to a positive life satisfaction in the individual. However, an individual who has a high level of life satisfaction may be more inclined to join a professional organization and serve as an elected officer.

Similar to Maslow who identified a basic set of needs of man, satisfaction levels for leisure, job and life may have basic predictor variables. If basic predictor variables or matrixed predictor variables exist, then there may be a limit to the level of satisfaction that can be obtained if the basic predictor variables are not acceptable to the individual. For example, in life satisfaction, health was found to account for 13.69% of the variance. If health were a basic predictor variable, one might conclude that, if the subject had low health scores, it might be difficult to raise life satisfaction until health was improved.

Clearly, the value of identifying other variables that are linked with satisfaction have far reaching ramifications. Once these variables are identified and, if these variables can be positively affected, it might be possible to improve individual satisfaction, job performance and quality of life.

Recommendations For Further Studies

This study reveals a number of issues that might suggest additional investigation. In conclusion, the following recommendations are made:

1. That this study be replicated by using other selected faculty in higher education institutions within the United States as subjects. This would provide additional empirical data to substantiate the finding of this study.

2. That this study be replicated by using selected faculty other than in higher education institutions within the United States as subjects. This would provide comparative data for use in the understanding of leisure satisfaction, job satisfaction and life satisfaction.

3. That a study be completed that would investigate the relationship of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in higher education institutions with student satisfaction. The findings of such a study would either substantiate current higher education policies that affect faculty and student satisfaction or present data that would substantiate change.

4. That this study be replicated using other demographic data such as athletic activity, geographic location of household, hobbies, music preference, number of children in household, number of pets in household, and type of television programming that is viewed. This may contribute to a better understanding of what may affect leisure satisfaction, job satisfaction and life satisfaction among faculty in higher education institutions.

APPENDIX A
PERMISSION TO CONDUCT STUDY FROM RECREATION
AND PARK ASSOCIATION, SOCIETY OF PARK
AND RECREATION EDUCATION



DEPARTMENT OF VETERANS AFFAIRS
 Medical Center
 4500 South Lancaster Road
 Dallas TX 75216

AUG 30 1993

August 23, 1993

In Reply Refer To: 549/11K

Ms. Jeanne Houghton, Accreditation Coordinator
 National Recreation and Parks Association
 2775 South Quincy
 Suite 300
 Arlington, VA 22206-2204


Dear Ms. Houghton:

In accordance with our telephone conversation on Monday, August 23, 1993, I am requesting to use the Recreation and Parks Association, Society of Parks and Recreation Education Curriculum catalog, which lists faculty who teach and/or have an interest in recreation therapy, for a study that I am doing titled "The Interrelationships of Leisure Satisfaction, Job Satisfaction, and Life Satisfaction Among Selected Faculty in Higher Education".

Approval for use of this information will enable me to more successfully complete this study.

If you have any questions, or if additional information is needed, please contact me at 214 372-7012. Thank you for your help with this matter.

Sincerely yours,


 Terrance J. Wickman, MS, CTRS
 Chief, Recreation Therapy Service

~~APPROVED/DISAPPROVED~~
 Ms. Jeanne Houghton
 Accreditation Coordinator

Approved - Jeanne Houghton
 8-30-93

APPENDIX B
UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL
PERMISSION TO CONDUCT STUDY



University of North Texas

Office of Research Administration

March 8, 1994

Terrance Wickman
6110 Hillside Lane
Garland, TX 75043

Dear Mr. Wickman:

Your proposal entitled "The Interrelationships of Leisure Satisfaction, Job Satisfaction, and Life Satisfaction Among Selected Faculty in Higher Education," has been approved by the IRB and is exempt from further review under 45 CFR 46.101.

If you have any questions, please contact me at (817) 565-3946.

Good luck on your project.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Terrell".

Sandra Terrell, Chair
Institutional Review Board

ST/tl

APPENDIX C
COVER LETTER TO PARTICIPANTS

April 18, 1994

Dear

You have been selected from the 1993-1994 National Recreation and Parks Association Society of Parks and Recreation Education Curriculum Catalog for a special research study. The purpose of this research is to determine the interrelationships of life satisfaction, leisure satisfaction, and job satisfaction among selected faculty in higher education; and the various components that contribute to those satisfactions. The data will be included in a doctoral dissertation which will be submitted to the Department of Higher Education at the University of North Texas.

In order to properly examine the areas of satisfaction, the enclosed survey questionnaire has been compiled for your response. The questionnaire is a four part instrument which includes a leisure satisfaction scale, job satisfaction scale, life satisfaction scale, and a demographic data sheet.

The success of this study is dependent upon the accuracy of your responses and the promptness in which you return the data. Your completion of this questionnaire reflects your understanding of this project and your willingness to participate. Enclosed is a stamped self-addressed envelope to expedite the collection of data. If you prefer to fax your response, my FAX number is 214-681-8028. Please return the questionnaire by May 2, 1994. Please be assured that your responses are confidential and the results will be identified only as anonymous. Don't hesitate to call me if the directions or questions are unclear. You may reach me at 214-372-7012 during the day and at 214-681-4788 during the evening.

If you would like a copy of the results, please (also) enclose a self-addressed, stamped envelope. I will mail you the information as soon as possible.

Thank you for your prompt cooperation.

Sincerely,

Terrance J. Wickman
Doctoral Candidate

Enclosures

APPENDIX D
QUESTIONNAIRE

____ (1-3)

LIFE, LEISURE, AND JOB SATISFACTION QUESTIONNAIRE

The questionnaire consists of four areas. The first area contains questions concerning your leisure satisfaction. The second area relates to your job satisfaction. The third area consists of questions about your life satisfaction. The last area is a series of background questions.

As you probably are aware, there are no "right" or "wrong" answers to the questions which follow. The only "right" answers to the questions are those which best describe your situation or express your own viewpoint. Please answer each question as carefully, completely, and frankly as possible.

Leisure Satisfaction

Directions: Please indicate how true each of the following statements is for you in your leisure. Leisure activities, for this study, are defined as non-work activities in which the individual has a free choice with no obligation. Read each statement and then circle the appropriate number.

If the statement is almost never true, circle "1"
 If the statement is almost always true, circle "5"
 If you are in between, circle the number which describes how true the statement is for you.

- 1 Almost never true
- 2 Seldom true
- 3 Sometimes true
- 4 Often true
- 5 Almost always true

1. My leisure activities are very interesting to me..... 1 2 3 4 5 ____ (4)
2. My leisure activities give me self-confidence..... 1 2 3 4 5 ____ (5)
3. My leisure activities give me a sense of accomplishment..... 1 2 3 4 5 ____ (6)
4. I use many different skills and abilities in my leisure activities..... 1 2 3 4 5 ____ (7)
5. My leisure activities increase my knowledge about things around me.. 1 2 3 4 5 ____ (8)

6. My leisure activities provide opportunities to try new things.. 1 2 3 4 5 ___ (9)
7. My leisure activities help me to learn about myself..... 1 2 3 4 5 ___(10)
8. My leisure activities help me to learn about other people..... 1 2 3 4 5 ___(11)
9. I have social interaction with others through leisure activities..... 1 2 3 4 5 ___(12)
10. My leisure activities help me to develop close relationships with others..... 1 2 3 4 5 ___(13)
11. The people I meet in my leisure activities are very friendly..... 1 2 3 4 5 ___(14)
12. I associate with people in my free time who enjoy doing leisure activities a great deal..... 1 2 3 4 5 ___(15)
13. My leisure activities help me to relax..... 1 2 3 4 5 ___(16)
14. My leisure activities contribute to my emotional well-being..... 1 2 3 4 5 ___(17)
15. My leisure activities help relieve stress..... 1 2 3 4 5 ___(18)
16. I engage in leisure activities simply because I like doing them. 1 2 3 4 5 ___(19)
17. My leisure activities are physically challenging..... 1 2 3 4 5 ___(20)
18. I do leisure activities which develop my physical fitness..... 1 2 3 4 5 ___(21)
19. My leisure activities help me stay healthy..... 1 2 3 4 5 ___(22)
20. The areas or places where I engage in my leisure activities are beautiful..... 1 2 3 4 5 ___(23)

21. The areas or places where I
engage in my leisure activities
are well designed..... 1 2 3 4 5 ____ (24)

Job Satisfaction

Below are some statements describing how a person feels about their job. Please indicate how true the statement is for you by circling the appropriate number. Remember there are no "right" or "wrong" answers.

- 1 Strongly agree
2 Agree
3 Undecided
4 Disagree
5 Strongly disagree

22. My job is like a hobby to me..... 1 2 3 4 5 ____ (25)
23. My job is usually interesting
enough to keep me from being
bored..... 1 2 3 4 5 ____ (26)
24. It seems that my friends are
more interested in their jobs.... 1 2 3 4 5 ____ (27)
25. I consider my job rather
unpleasant..... 1 2 3 4 5 ____ (28)
26. I enjoy my work more than my
leisure time..... 1 2 3 4 5 ____ (29)
27. I am often bored with my job..... 1 2 3 4 5 ____ (30)
28. I feel fairly well satisfied
with my present job..... 1 2 3 4 5 ____ (31)
29. Most of the time I have to force
myself to go to work..... 1 2 3 4 5 ____ (32)
30. I am satisfied with my job for
the time being..... 1 2 3 4 5 ____ (33)
31. I feel that my job is more
interesting than others
I could get..... 1 2 3 4 5 ____ (34)
32. I definitely dislike my work..... 1 2 3 4 5 ____ (35)

- 33. Each day of work seems like it will never end..... 1 2 3 4 5 ___(36)
- 34. I like my job better than the average worker does..... 1 2 3 4 5 ___(37)
- 35. My job is pretty interesting..... 1 2 3 4 5 ___(38)
- 36. I find enjoyment in my work..... 1 2 3 4 5 ___(39)
- 37. I am disappointed that I ever took this job..... 1 2 3 4 5 ___(40)

Life Satisfaction

Below are some word pairs that describe how a person feels about life in general. Please circle the number that depicts how you feel about your life.

- 38. Boring..... 1 2 3 4 5 Interesting ___(41)
- 39. Miserable..... 1 2 3 4 5 Enjoyable ___(42)
- 40. Useless..... 1 2 3 4 5 Worthwhile ___(43)
- 41. Lonely..... 1 2 3 4 5 Sociable Friendly ___(44)
- 42. Empty..... 1 2 3 4 5 Full ___(45)
- 43. Discouraging..... 1 2 3 4 5 Hopeful ___(46)
- 44. Disappointing.... 1 2 3 4 5 Rewarding ___(47)
- 45. Does not give me a chance..... 1 2 3 4 5 Brings out the best in me ___(48)

Demographic Information

Please check the appropriate response.

- 46. Age ___(49)
 - ___under 25
 - ___25 - 34
 - ___35 - 44
 - ___45 - 55
 - ___55+

47. Gender _____(50)
 ___ Male
 ___ Female
48. Marital Status _____(51)
 ___ Single
 ___ Married
 ___ Separated, Widowed, Divorced
49. How many years of education have you completed? _____(52)
 ___ 2 years of college
 ___ Bachelors
 ___ Masters
 ___ Doctorate
 ___ Other
50. Health _____(53)
 ___ Excellent
 ___ Good
 ___ Fair
 ___ Poor
51. Total years employed in a four year college/university
as a teacher of Therapeutic Recreation courses. _____(54)
 ___ Less than 5 years
 ___ 5 - 8 years
 ___ 9 - 12 years
 ___ 13 - 17 years
 ___ 17+
52. Total years employed in a four year college/university
as a teacher of subjects other than Therapeutic
Recreation. _____(55)
 ___ Less than 5 years
 ___ 5 - 8 years
 ___ 9 - 12 years
 ___ 13 - 17 years
 ___ 17+
53. 1993 gross income _____(56)
 ___ Under \$20,000
 ___ \$20,000 - \$24,999
 ___ \$25,000 - \$34,999
 ___ \$35,000 - \$44,999
 ___ \$45,000+

54. What is the student population of your college/university? _____(57)
- ____ 0 - 9,999
- ____ 10,000 - 14,999
- ____ 15,000 - 19,999
- ____ 20,000 - 24,999
- ____ 25,000+
55. In what type of institution are you currently employed? _____(58)
- ____ State College/University
- ____ Private College/University
- ____ Other (Specify) _____
56. What level of Therapeutic Recreation Courses do you teach? (Check all that apply)
- ____ Undergraduate _____(59)
- ____ Graduate Masters _____(60)
- ____ Graduate Doctorate _____(61)
57. Active Memberships in Professional Organizations (Check all that apply)
- ____ Local _____(62)
- ____ State _____(63)
- ____ NTRS _____(64)
- ____ ATRA _____(65)
- ____ AAHPERD _____(66)
- ____ Other(s) (Specify) _____(67)
- _____
- _____
58. Number of years served as an elected officer of a professional organization.
- ____ Local _____(68)
- ____ State _____(69)
- ____ NTRS _____(70)
- ____ ATRA _____(71)
- ____ AAHPERD _____(72)
- ____ Other(s) (Specify) _____(73)
- _____
- _____

APPENDIX E
FOLLOW-UP COVER LETTER TO PARTICIPANTS

May 29, 1994

Dear

Recently, you were mailed a survey to be used in researching the interrelationships of leisure satisfaction, job satisfaction and life satisfaction among selected faculty in higher education, and the various components that contribute to those satisfactions.

The survey questionnaire is a four part instrument which includes a leisure satisfaction scale, job satisfaction scale, life satisfaction scale, and a demographic data sheet.

You were selected from the 1993-1994 National Recreation and Parks Association Society of Parks and Recreation Education Curriculum Catalog for this research study. The data gained will be included in a doctoral dissertation which will be submitted to the Department of Higher Education at the University of North Texas.

Since I did not receive your response to the questionnaire, I am sending you a duplicate.

The success of this study is dependent upon the accuracy of your responses and the promptness in which you return the data. Your completion of this questionnaire reflects your understanding of this project and your willingness to participate. Enclosed is a stamped self-addressed envelope to expedite the collection of data. If you prefer to fax your response, my FAX number is 214-681-8028. Please return the questionnaire by June 2, 1994. Please be assured that your responses are confidential and the results will be identified only as anonymous. Don't hesitate to call me if the directions or questions are unclear. You may reach me at 214-372-7012 during the day and at 214-681-4788 during the evening.

If you would like a copy of the results, please (also) enclose a self-addressed, stamped envelope. I will mail you the information as soon as possible.

Thank you for your prompt cooperation.

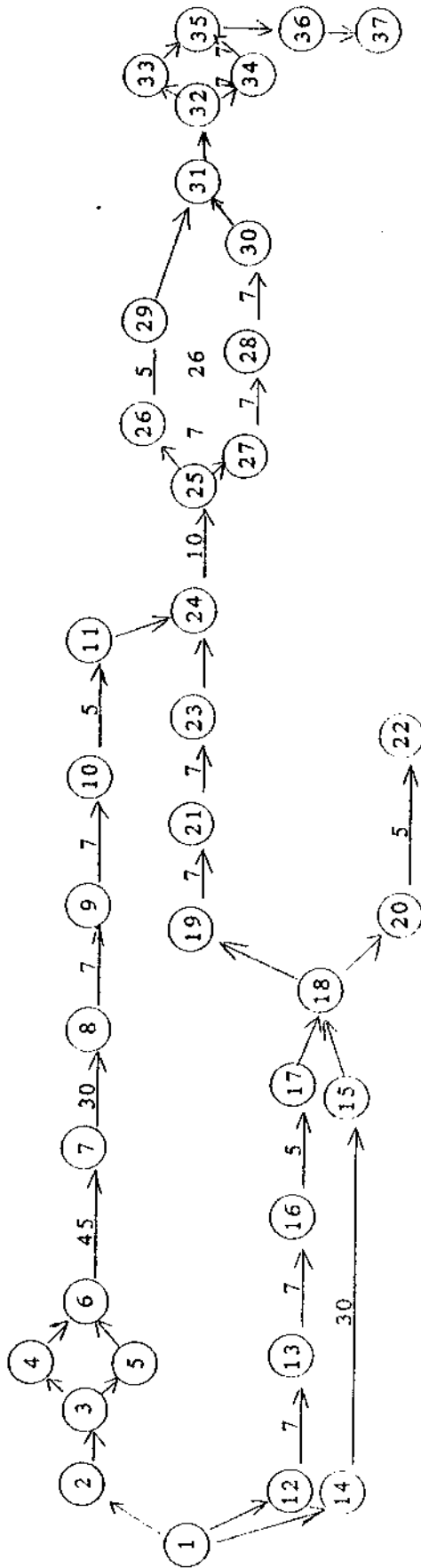
Sincerely,

Terrance J. Wickman
Doctoral Candidate

Enclosures

APPENDIX F
PERT CHART

SUMMARY NETWORK OF DISSERTATION



1. Start project
2. Obtain list of selected faculty in higher education
3. Select faculty in higher education with a degree or interest in therapeutic recreation
4. Select survey instrument
5. Write letters to selected faculty with enclosed survey
6. Send survey and letter to selected faculty
7. Collect returned survey
8. Send follow-up survey and letter to selected faculty
9. Collect returned survey
10. Prepare data for computer center
11. Obtain data analysis
12. Start Chapter I
13. Complete Chapter I (Give to Major/Minor Prof.)
14. Start literature search
15. Complete literature search
16. Pick up Ch. I
17. Make corrections in Ch. I
18. Complete Ch. II (Give to Major/Minor Prof.)
19. Start Ch. III
20. Pick up Ch. I & II
21. Complete Ch. III (Give to Major/Minor Prof.)
22. Rework I, II
23. Pick up Ch. III
24. Start Ch. IV
25. Complete Ch. IV (Give to Major/Minor Prof.)
26. Pick up Ch. IV
27. Start Ch. V
28. Complete Ch. V (Give to Major/Minor Prof.)
29. Complete review of IV
30. Pick up Ch. V
31. Schedule Committee meeting
32. Advisory Committee meeting
33. Schedule Seminar
34. Make Revisions
35. Seminar
36. Make revisions
37. Submit corrected dissertation

REFERENCE LIST

- Adams, D. (1969). Analysis of a life satisfaction index. Journal of Gerontology, 24, 470-474.
- Aguire, B. E. & Bigelow, A. (1983). The Aged In Hispanic Groups. International Journal of Aging and Human Development, 17, 177-201.
- Babchuk, N., Peters, G. R., Hoyt, D. R., & Kaiser, M. A. (1979). The voluntary associations of the aged. Journal of Gerontology, 34, 579-587.
- Backstrom, C. H., & Hursh-Cesar, J. (1963). Survey research. New York: John Wiley & Sons.
- Beard, J. G., & Ragheb, M. G. (1980). Measuring leisure satisfaction. Journal of Leisure Research, 12, 20-33.
- Brayfield, A. H., & Crockett, W. H. (1955). Employee attitudes and employee performance. Psychological Bulletin, 52, 396-424.
- Brayfield, A. H., & Rothe, H. (1951). An index of job satisfaction. Journal of Applied Psychology, 35, 307-311.
- Brayfield, A. H., Wells, V., & State, W. (1957). Interrelationships among measure of job satisfaction and general satisfaction. Journal of Applied Psychology, 41, 201-205.
- Brightbill, C. (1961). Man and leisure: A philosophy of recreation. Englewood Cliffs, NJ: Prentice-Hall.
- Bull, C. N., & Aucoin, J. (1975). Voluntary association participation and life satisfaction; a replication role. Journal of Gerontology, 30, 73-76.
- Carnegie Foundation for the Advancement of Teaching, (1982). The Control of the Campus. Lawrenceville, N.J.: Princeton University Press.
- Crohan, S. E., Antonucci, T. C., Adelman, P. K., & Coleman, L. M. (1989). Job Characteristics and Well-being at Midlife. Psychology of Women Quarterly, 13, 223-235.

- Deimling, G., Harel, Z., & Noelker, L. (1983). Racial differences in social integration and life satisfaction among aged public housing residents. International Journal of Aging and Human Development, 17, 203-212.
- Desury, L. R. (1981). Interrelationships among leisure satisfaction and perceived quality of life. Dissertation Abstracts, 42, (06A).
- De Witte, H. and Lagrow, L. (1990). The Quality of Employment in the Career of Young Psychologists and Its Impact on their Job and Life Satisfaction. Psychologica Belgica, 30, 1-22.
- Edwards, J. N., & Klemmack, D. L. (1971). Correlates of life satisfaction: A reexamination. Journal of Gerontology, 28, 497-502.
- Fengler, A. P. (1984). Life satisfaction of subpopulations of elderly. Research on Aging, 6, 189-212.
- Francken, D., & Raaij, F. (1981). Satisfaction with leisure time activities. Journal of Leisure Research, 13, 337-352.
- George, J. M. (1991). Time Structure and Purpose as a Mediator of Work-Life Linkages. Journal of Applied Social Psychology, 21, 296-314.
- Gonnet, K. A. (1983). "An Investigation of Eleven Job Satisfaction Variables As They Pertain to Full-Time Community College Faculty." Unpublished doctoral dissertation, University of North Texas, Denton, Texas.
- Goodale, T. & Godbey, G. (1988). The Evolution of Leisure. Historical and Philosophical Perspectives.
- Grillo, M. (1973). Studies on the nature of the relationships between job and life satisfactions: Toward a comprehensive model. Dissertation Abstracts International, 34, (6-B), 2897.
- Guinn, R. (1980). Elderly recreation vehicle tourists: Life satisfaction correlates of leisure satisfaction. Journal of Leisure Research, 12, 64-70.
- Haavio-Mannila, E. (1971). Satisfaction with family, work, leisure, and life among men and women. Human Relations, 24, 588-601.

- Hashemi, A. S. (1985). An Investigation of Job Satisfaction Among Faculty Members of a Large Multi-purpose University in the Dallas-Fort Worth Metroplex. Unpublished doctoral dissertation, University of North Texas, Denton, Texas.
- Hawes, D. K. (1978). Satisfactions derived from leisure-time pursuits: An exploratory nationwide survey. Journal of Leisure Research, 10, 247-264.
- Horowitz, S. M., Blackburn, R. T., Edington, D. W. & Kloss, D. M. (1988). Association Between Job Stress and Perceived Quality of Life. Journal of American College Health, 37, 29-35.
- Honzik, E. (1982). Early adult antecedents of life satisfaction at age 70. Journal of Gerontology, 37, 316-322.
- Hoyt, D. R., & Creech, J. C. (1983). The life satisfaction index A: A methodological and theoretical critique. Journal of Gerontology, 38, 111-116.
- Hulin, C. L. (1969). Sources of variation in job and life satisfaction: The role of community and job-related variables. Journal of Applied Psychology, 53, 279-291.
- Hutchison, I. W. (1975). The significance of marital status for morale and life satisfaction among lower income elderly. Journal of Marriage and Family, 37, 287-293.
- Iris, B., & Barrett, G. (1972). Some relations between job and life satisfaction and job importance. Journal of Applied Psychology, 56, 301-304.
- Iso-Ahala, Seppo, E. & Weissinger, E. (1987). Leisure and Boredom. Journal of Social and Clinical Psychology, 3, 356-364.
- Lifter, M. (1974). Relationships of job content characteristics to organizational satisfaction and life satisfaction. Dissertation Abstracts International, 34, (11-B), 5730.
- Lodahl, T. M., & Kejner, M. (1965). The definition and measurement of job involvement. Journal of Applied Psychology, 49, 24-33.
- London, M., Crandall, R., & Seals, C. (1977). The contributions of job and leisure satisfaction to quality of life. Journal of Applied Psychology, 3, 328-334.

- Markides, K. S., & Martin, H. W. (1979). A causal model of life satisfaction among the elderly. Journal of Gerontology, 34, 86-93.
- Martin, W. H., & Mason, S. (1982). Leisure and work: The choices for 1991 and 2001. Sudbury, England: Leisure Consultants.
- McAvoy, L. H. (1979). The leisure preferences, problems and needs of the elderly. Journal of Leisure Research, 11, 44-47.
- McDowell, C. F. Leisure: Consciousness well-being and counseling. Counseling Psychologist, 1982, 9:3, 3-21.
- Medley, M. L. (1976). Satisfaction with life among persons 65 and older a causal model. Journal of Gerontology, 31,(4), 448-455.
- Milwaukee Avocational Satisfaction Questionnaire: Part I. (1977). Leisure counseling: An aspect of leisure education. Epperson, A., Witt, P.A., & Hitzhusen, G. (Eds.), Springfield, IL: Thomas Publishing.
- Murphy, J. F. (1974). Concepts of leisure. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Neugarten, B., Havighurst, R., & Tobin, S. (1961). The measurement of life satisfaction. Journal of Gerontology, 16, 134-143.
- Neulinger, J. (1974). The psychology of leisure. Springfield, IL: Thomas Publishing.
- Nieswiadomy, R. M. (1987). Foundations of nursing research. Norwalk, CT: Appleton and Lange.
- Nord, W. R. (1977). Job satisfaction reconsidered. American Psychologist, 32, 1026-1035.
- Oppong, J. R., Ironside, R. G. & Kennedy, L. W. (1987). Perceived Quality of Life in a Centre-Periphery Framework. Social Indicators Research, 20, 605-620.
- Orpen, C. (1982). Effect of job involvement on the work-leisure relationship: Correlational study among bank clerks and police officers. Psychological Reports, 50, 355-364.

- Orthner, D. (1975). Leisure activity patterns and marital satisfaction over the marital career. Journal of Marriage and the Family, 37, 311-316.
- Palmore, E., & Kivett, V. (1977). Change in life satisfaction: A longitudinal study of persons aged 40-70. Journal of Gerontology, 311-316.
- Palmore, E., & Luikart, C. (1972). Health and social factors related to life satisfaction. Journal of Health and Social Behavior, 13, 68-80.
- Parker, B. & Chusmir, L. H. (1991). Motivation Needs and Their Relationship to Life Success. Human Relations, 44, 1301-1312.
- Parker, S. (1971). Some studies of particular groups. The future of work and leisure, Parker (Ed.). New York: Praeger Publishers, Inc.
- Peterson, C. A., & Gunn, S. L. (1984). Therapeutic Recreation Program Design, 2nd ed., Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Pierce, R. C. (1980). Dimensions of leisure I: Satisfaction. Journal of Leisure Research, 12, 5-19.
- Pilarzyk, T., & Bharadwaj, L. (1979). What is Real? The Failure of the Phenomenological Approach in a Field Study of the Divine Light Mission. Humanity and Society, 3, 16-34.
- Pittman, N. M. (1983). Interrelationships of leisure satisfaction, job satisfaction, and life satisfaction among park and recreation directors. Unpublished doctoral dissertation, Texas Women's University, Denton, Texas.
- Purcell, R. Z. & Keller, J. M. (1989). Characteristics of Leisure Activities Which May Lead to Leisure Satisfaction Among Older Adults. Activities, Adaptation and Aging, 13, 17-29.
- Ragheb, M. G., & Beard, J. G. (1982). Measuring leisure attitude. Journal of Leisure Research, 14, 155-167.
- Ragheb, M. G., & Griffith, C. A. (1982). The contribution of leisure participation and leisure satisfaction to life satisfaction of older persons. Journal of Leisure Research, 14, 295-306.

- Ragheb, M. G., & Beard, J. G. (1980). Leisure satisfaction: Concepts, theory, and measurement. Social psychological perspectives on leisure and recreation, S. E. Iso-Ahola (Ed.). Springfield, IL: Thomas Publishing.
- Rice, R. W., Frone, M. R. and McFarlin, D. B. (1992). Work-nonwork Conflict and the Perceived Quality of Life. Journal of Organizational Behavior, 13, 155-168.
- Riddick, C. C. (1985). Life satisfaction determinants of older males and females. Leisure Sciences, 7, 47-63.
- Riddick, C. C. (1985). Life satisfaction of older female homemakers, retirees, and workers. Research on Aging, 7, 383-393.
- Riddick, C. C., & Daniel, S. N. (1984). The relative contribution of leisure activities and other factors to the mental health of older women. Journal of Leisure Research, 16, 136-148.
- Robertson, R. D. (1988). Recreation and the Institutionalized Elderly: Conceptualization of the Free Choice and Intervention Continuums. Activities, Adaptation and Aging, 11, 61-73.
- Romsa, G., Bondy, P., & Blenman, M. (1985). Modeling retirees life satisfaction levels: The role of recreational, life cycle and socio-environmental elements. Journal of Leisure Research, 17, 29-39.
- Sanchez, B. D. (1984). The interrelationships of leisure satisfaction, job satisfaction, and life satisfaction among therapeutic recreation specialists. Unpublished doctoral dissertation, Texas Women's University, Denton, TX.
- Smith, C. G. (1985). Relationships between selected meanings of leisure, volunteering, and work of senior center program participants. Unpublished doctoral dissertation, Texas Woman's University, Denton, TX.
- Smith, N. R., Kielhofner, G., & Watts, J. H. (1986). The relationships between volition, activity pattern and life satisfaction in the elderly. American Journal of Occupational Therapy, 40, 278-283.
- Stamps, S. M., & Stamps, M. B. (1985). Race, class and leisure activities of urban residents. Journal of Leisure Research, 17, 40-56.

- Steiner, D. D. & Truxillo, D. M. (1989). An Improved Test of the Disaggregation Hypothesis of Job and Life Satisfaction. The British Psychological Society, 62, 33-39.
- Susman, G. (1976). Why millions hate their jobs--and what's afoot to help. U.S. News and World Report, Sept. 27, 87-90.
- Tarkiewicz, W., (1976). Analysis of happiness. Warzama, Mattinus Nijhoff/The Hague Polish Scientific Publishers.
- The U. S. Surgeon General on Schools and Health. The Education Digest, 1994, January, pp. 8-11.
- Thomas, Fred L., & Young, Jon I. (1989). An Introduction to Educational Statistics: The Essential Elements, Revised Edition, Needham Heights, Massachusetts: Ginn Press.
- Thompson, C. A., Kapelman, R. E. & Schriesheim, C. A. (1992). Putting All One's Eggs in the Same Basket: A Comparison of Commitment and Satisfaction Among Self- and Organizationally Employed Men. Journal of Applied Psychology, 77, 738-743.
- Thorson, J. G. (1977). Sociological and leisure correlates of life satisfaction among retired men and women. Dissertation Abstracts, 38,(8), 566.
- Tinsley, H., & Kass, R. (1974). The latent structure of the need satisfying properties of leisure activities. Journal of Leisure Research, 16, 344-346.
- Tinsley, H. A., & Kass, R. A. (1978). The latent structure of the need satisfying properties of leisure activities. Journal of Leisure Research, 11, 278-291.
- Tinsley, H. A., & Kass, R. A. (1977). Leisure activities and need satisfaction: A replication and extension. Journal of Leisure Research, 10, 191-202.
- Toseland, R., & Rasch, J. (1978). Factors contributing to older persons' satisfaction with their communities. The Gerontologist, 18, 395-402.
- Trafton, S. (1977). Measuring life satisfaction and its relationship with work, family, and leisure. Dissertation Abstracts International, 38, 5081B.

- Usui W. M., Keil, T. J., & Phillips, D. C. (1983). Determinants of life satisfaction: A note on race-interaction hypothesis. Journal of Gerontology, 38, 107-110.
- Americans play, even with economy in spin. U.S. News & World Report, 1980, Sept. 8, pp. 52-54.
- Vaughan, J. L. (1980). Life satisfaction, work satisfaction and leisure satisfaction among state/federal rehabilitation counselors. Unpublished doctoral dissertation, Florida State University, Tallahassee, FL.
- Vroom, V. (1964). Work and motivation. New York: Wiley & Sons.
- Ward, R. (1979). The meaning of voluntary association participation to older people. Journal of Gerontology, 34, 438-445.
- Wood, V. W., Wylie, M. L., & Sheafor, B. (1969). An analysis of a short self-report measure of life satisfaction: Correlation with rater judgements. Journal of Gerontology, 24, 465-469.