Clemson University
TigerPrints

All Dissertations   Dissertations

8-2008

A Grounded Theory of the Dynamic Nature of Constraints to Leisure and Successful Coping Process

Harriet Dixon
Clemson University, harrietdixon@gmail.com

Follow this and additional works at: https://tigerprints.clemson.edu/all_dissertations

Part of the Recreation, Parks and Tourism Administration Commons

A GROUNDED THEORY OF THE DYNAMIC NATURE
OF CONSTRAINTS TO LEISURE AND
SUCCESSFUL COPING PROCESS

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Parks, Recreation and Tourism Management

by
Harriet Everett Turner Dixon
August 2008

Accepted by:
Dr. Francis A. McGuire, Committee Chair
Dr. L. Brent Igo
Dr. Robert S. Brookover
Dr. William C. Norman

ABSTRACT

This study followed the grounded theory design of Strauss and Corbin (1990, 1998) in order to generate a theoretical model that describes, explains, and predicts the dynamic nature of constraints to leisure experienced by adults who had been previously constrained from learning to swim but were successful in coping with constraints. Theoretical and convenience sampling techniques yielded a final sample size of 28, with 23 participants being female and five males. All participants in the study stated he or she was interested in learning to swim earlier in life, but were constrained, and were, at the time of the study, participating in swimming lessons. Data was gathered through in-depth, semi-structured interviews. Data collection and analysis was simultaneous, following systematic grounded theory procedures including open, axial, and selective coding (Strauss & Corbin, 1990, 1998). The grounded theory model for constraints to leisure and successful coping process is presented. At the most abstract level, this model includes: 1) causal conditions and contexts of the phenomenon, 2) the phenomenon itself, 3) intervening condition, 4) coping process, and 5) the outcome. Participants attributed five types of causal conditions and contexts serving as constraints to leisure, including: 1) socialization, 2) psychological conditions, 3) life responsibilities, 4) limited resources, and 5) physical limitations. When causal conditions and contexts are present, the phenomenon of leisure being constrained occurs. Leisure can be constrained in three ways: 1) enjoyment can be decreased while participating in the activity, 2) there is no participation in the activity, or 3) the individual may still participate, but in a limited or modified manner. An intervening condition was present for all study participants leading

to the initiation of the process of coping with constraints to leisure. The intervening condition was a catalyzing life experience. Catalyzing life experiences were grouped into the following categories: 1) not being able to swim acting as a constraint, 2) social pressure, 3) self-efficacy improvement through vicarious experience, and 4) life reflection. Once the catalyzing life experience had occurred, participants then initiated the process of coping with constraints to leisure. The process of coping with constraints to leisure involves three steps: 1) motivation to participate in activity is increased, 2) participation in the activity is made a priority, and 3) constraints to leisure are negotiated. Constraints to leisure were negotiated in the following ways: 1) logistically, 2) with social support, 3) cognitively, 4) by increasing feelings of security, and 5) economically. The outcome of coping with constraints to leisure was participating in swimming lessons and swimming for leisure. In addition, participants described positive mental and physical outcomes associated with coping with constraints to leisure and participating in swimming.

DEDICATION

This dissertation is dedicated to my family. Without their support, I would never have made it. I will never forget the day I received my acceptance letter to the PRTM Department at Clemson University, all my wonderful husband had to say about it was, "Looks like we are moving to South Carolina." And sweet little Andrew, the remainder of the journey may have been a little more complicated after you arrived, but the road was filled with much more love and fun and the end result is even sweeter.

I would also like to dedicate this dissertation to the adults that have wanted to swim their entire lives but did not, and have found it in themselves to successfully cope with constraints to leisure and learn to swim.

ACKNOWLEDGMENTS

I would like to acknowledge my committee: Fran, Brent, Bob, and Bill, each one of you gave me what I needed to be successful. Without your knowledge and guidance I never would have made it, and my dissertation and research skills would not be of the same quality.

I would also like to acknowledge the other PRTM and Clemson University faculty that did not serve on my committee, but none-the-less molded me into the academian I am today.

TABLE OF CONTENTS

Table of Contents (Continued)

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

"Leisure, then, has one and only essential criterion, and that is the condition of perceived freedom. Any activity carried out freely, without constraint or compulsion, may be associated with the experience of leisure" (Neulinger, 1981, p. 16).

Overview

Leisure is an important element in people's lives with mental and physical positive outcomes. Positive mental outcomes of leisure include personal growth, need fulfillment, and identity formation. Through leisure, people are able to identify personal strengths and weaknesses, as well as demonstrate personal creativity (Mannell & Kleiber, 1997). Positive physical outcomes of leisure include enhanced physical health and well-being. Leisure participation facilitates coping behavior, allows negative or painful thoughts to be escaped, and enhances overall life satisfaction. When people are satisfied with their leisure, they are more likely to be satisfied with other areas of their lives, including jobs and marital relationships (Mannell & Kleiber, 1997).

Leisure is considered to be the least constrained area in people's lives, offering the widest arena for freedom of choice and self-expression (Mannell & Kleiber, 1997). However, leisure itself can be constrained. When people cannot participate in desired leisure activities or participate at a less than desired level, they are said to be experiencing constraints to leisure. Constraints to leisure are "factors that limit people's participation in leisure activities, people's use of leisure services (e.g. parks and programs), or people's enjoyment of current activities" (Scott, 2005, p.280).

1

In the 1800's, common constraints included: urbanization, immigration, sanitation, child labor, and a lack of open public spaces. Seeing the value in leisure, social reforms were made to assist people in overcoming these deleterious conditions (Edginton, DeGraff, Dieser, & Edington, 2006), including: the recreation movement, the community centers movement, the playground movement and the city beautiful movement. Thus the field of recreation and leisure began (Goodale & Witt, 1989).

Even though an entire area of research, service provision, and academic study has been built upon the notion that leisure is important and all people are entitled to leisure, two-hundred years later, constraints are still affecting if and how people participate in leisure. This phenomena of groups and individuals being constrained by circumstances and not being able to experience leisure has become a sub-field of leisure research (Jackson, 1991). Constraints research investigates conditions limiting formation of leisure preferences and/or participation and enjoyment (Jackson, 2000).

In order to understand behavior, action, and reaction to situations or phenomenon, researchers often develop theories that both describe and predict behavior. Theoretical frameworks may then be used by practitioners in the field to direct action or interventions. However, for a theoretical framework to successfully be applied in the field, it must be an accurate representation of the phenomenon (Strauss & Corbin, 1994). Herein lay the problem with previous research and theoretical models of constraints to leisure.

Statement of Problem

Previous constraint to leisure models and empirical research has resulted in contradictory and inconclusive speculation about what categories of constraints exist, how constraints affect people, and how people respond when encountering constraints to leisure (Jackson, 2005b). Presently, there is no constraints model that has been as widely accepted by leisure scholars as the hierarchical model, although leisure scholars now admit to the inconsistencies of results for the hierarchical model. Inconsistency in empirical support for existing models may be the result of most being speculative and developed from reviews of literature. If theoretical constraint models are to be useful to leisure service providers, models must accurately represent how constraints to leisure develop and are overcome. Researchers, as well as recreation practitioners, are aware that constraints to leisure exist and affect people's participation in leisure activities. However we, as the scientific community, cannot agree on how constraints to leisure develop, what categories of constraints exist, or if categorizing constraints is even important. We also know that some people are successful at coping with constraints to leisure, while others are not; but we do not know why. Therefore, there is still much work needing to be done regarding the study of constraints to leisure and constraint theory development (Jackson, 2005b).

Study Rationale

Limited methodological scope and a lack of theoretical framework have created stagnation within the conceptualization of constraints to leisure. The majority of constraints research has been quantitative, which is not conducive to deep exploration of

phenomena. Compounding the issue of relying strongly on quantitative research, and perhaps the phenomenon of leisure being constrained being more complicated than originally thought, many of the quantitative studies have used survey questions that were not specifically designed to measure constraints. For these reasons, previous research on constraints to leisure has itself, been constrained (Jackson, 2005b). More inductive, theoretical research is needed to advance conceptualization of how constraints to leisure develop, yet are overcome (Jackson, 2005b).

Qualitative, rather than quantitative, techniques are appropriate for examining a concept when the concept is immature or existing theory may be inaccurate (Creswell, 2003). In addition, ". . . qualitative methods can give the intricate details of phenomena that are difficult to convey with quantitative methods" (Strauss & Corbin, 1990). Recognizing this, constraint scholars have recently made specific calls for qualitative research (Jackson, 2005b). Qualitative research methods may be able to address problems of inaccurate constraint conceptualization by allowing the researcher and participants to leave meaning and context of constraints intact, as well as addresses the issue of negotiation (Mannell & Iwasaki, 2005).

Leisure scholars have made additional calls for the examination of constraints associated with specific activities (McGuire & Norman, 2005). By examining specific activities, constraints operating in similar social and physical context may be identified (Mannell & Louck-Atkinson, 2005).

Rather than continue to use constraint models that are speculative in nature, as well as contradictory, it is now time to step back and approach the study of constraints to

leisure with a different strategy. This study approaches an examination of constraints to leisure with an open mind, and without the purpose of using previous models of constraints to leisure that just do not work.

Recent calls in literature are addressed by using qualitative methods, specifically, the approach of grounded theory, to examine adults in the specific leisure activity of swimming. Grounded theory was chosen as the appropriate qualitative approach because the end result of a grounded theory study is an inductive theory that is grounded in data. Swimming was chosen as the activity of focus for this study because it is an activity that is readily available to the public; however, it is not completely without constraint.

Systematic data collection and analysis techniques, an integral aspect of the grounded theory approach, have been used to strengthen scientific rigor, yet still generate a theoretical model of constraints to leisure that is inductive and grounded in data, essentially nonexistent in constraints to leisure literature to date. The resulting theoretical model presented in this study is developed directly from participants' descriptions of experiencing the dynamic nature of constraints to leisure and successful process of coping with constraints to leisure.

Statement of Purpose

The purpose of this study was to generate a theoretical model that describes, explains, and predicts the dynamic nature of constraints to leisure experienced by adults previously constrained from swimming and the successful process of coping with constraints to leisure.

Research Question

The question addressed by this dissertation is: *What is a theoretical description of how people develop and cope with constraints to leisure?*

Topical-sub questions

1. What conditions cause constraints to leisure?

2. What categories of constraints to leisure exist?

3. In what ways is leisure constrained?

4. How do intervening conditions affect constraints to leisure?

5. What categories of intervening conditions exist?

6. What is the process for coping with constraints to leisure?

7. What is the result of the coping process?

By answering the guiding research question and topical sub-questions, it is the hope that this study will contribute to the understanding of the phenomenon of leisure being constrained. And in turn, the theoretical framework may be useful to leisure practitioners in the field in order to assist people in coping with constraints to leisure and participating in desired leisure activities.

Definitions

The following terms are used in qualitative research and grounded theory studies:

Analytic Coding: Breaking apart, abstracting, and labeling data (Strauss & Corbin, 1998).

Axial coding: Developing and relating categories; looking for conditions, dimensions, actions within, and interactions of categories (Strauss & Corbin, 1998).

Category: Group of related concepts (Strauss & Corbin, 1998).

Concept: An abstract phenomenon (Strauss & Corbin, 1998).

Constant Comparison: Incoming data is continually evaluated with existing data for similarities and differences. Hypotheses are validate, disconfirmed, and rewritten (Strauss & Corbin, 1998).

Description: Using words to portray a mental image (Strauss & Corbin, 1998).

Formal Theory: More abstract and broader in scope than substantive theory; less specific to a group or place (Strauss & Corbin, 1998).

Grounded Theory: Theory derived from systematically collected and analyzed data (Strauss & Corbin, 1998).

Induction: Generating concepts, properties, and dimensions from data (Strauss & Corbin, 1988).

Interviewing: Talking to participants in order to gather information about the phenomena.

Memos: Written record of analytic reflection and interpretations (Strauss & Corbin, 1998).

Methodology: "A way of thinking about and studying social reality" (Strauss & Corbin, 1998, p. 3)

Methods: "A set of procedures and techniques for gathering and analyzing data" (Strauss & Corbin, 1998, p.3)

Microanalysis: Detailed analysis of data (Strauss & Corbin, 1998).

Objectivity: Remaining detached from research; representing research participants without imposing personal bias (Strauss & Corbin, 1998).

Open Coding: Identifying concepts, categories and subcategories in data (Strauss & Corbin, 1998).

Participant: Individual consenting to and participating in this research study; must be 18 years of age and learning how to swim for leisure purposes during the study period.

Process: Social action/interaction in response to phenomena (Strauss & Corbin, 1998).

Qualitative Research: Empirical research using words and interpretation, rather than numbers and statistical analysis (Strauss & Corbin, 1998).

Saturation: No new information emerges in data (Strauss & Corbin, 1999).

Selective coding: Identifying the central category or phenomenon (Strauss & Corbin, 1998).

Speculative Theory: Not empirically grounded (Strauss & Corbin, 1998).

Structure: Context and conditions of a phenomenon (Strauss & Corbin, 1998).

Subcategories: Specification within a category.

Substantive Theory: Basic level theory derived from one area, specific to a group or place (Strauss & Corbin, 1998).

Theoretical Sampling: Sampling based on developing concepts, variation, and gaps in data (Strauss & Corbin, 1998).

Theory: Concepts connected through statements of relationship, comprising an integrated framework useful in explaining or predict phenomena (Strauss & Corbin, 1998)

Validation: Checking the hypothesized theory with data and participants (Strauss & Corbin, 1998).

<div align="center">Dissertation Organization</div>

Chapter 1 serves as an introduction to this dissertation. Chapter 2 reviews literature on constraints to leisure. Chapter 3 provides an overview of Grounded Theory Methodology. Chapter 4 presents the research methods used specific to this study. Chapter 5 presents research results, as well as evaluates the research. Chapter 6 presents a discussion of research results.

CHAPTER II

LITERATURE REVIEW

The first part of this review of literature focuses on empirical studies of constraints to leisure without a guiding theoretical framework. The second part of this literature review presents the history of constraint conceptualization, followed by a review of constraint research applying a theoretical framework

A-Theoretical Research

Early studies of constraints to leisure were A-theoretical. However, early studies of constraints to leisure laid the foundation of constraint conceptualization. Early topical areas of study had a predominant focus on: 1) ceasing participation and non-participation of leisure activities, 2) categorizing constraints to leisure, and 3) constraints and various life stages. Other topical areas of examination within constraints research also not applying a theoretical framework include: 1) the stability of constraints, 2) gender, 3) ethnicity, and 4) constraints associated with specific activities.

Ceasing Participation and Non-Participation

Before theoretical assumptions were made about constraints to leisure, recognizing and attempting to understand why some people did not participate in leisure activities or ceased participation in leisure activities was the first step in understanding how constraints to leisure affect leisure participation.

Boothby, Tungatt, and Townsend (1981) examined why households in England ceased participation in sport activities. Six main constraints were identified: 1) loss of

interest, 2) lack of facilities, 3) lack of physical ability and disability, 4) no longer participating in a youth activity, 5) moving to a different area, and 6) time.

Jackson (1983) examined non-participation and constraints experienced by Canadians. Jackson (1983) found racquetball, downhill skiing, and golf, respectively, are sports people most often have the desire to participate in, but do not. Constraints, in order of frequency of mention by study participants included: 1) work commitments, 2) lack of opportunity, 3) overcrowding third, 4) economic barriers, and 5) no one to participate with. Racquetball, tennis, exercise activities, and team sports also shared the highest ranking constraints. This study also found outdoor recreation activities are most constrained by equipment costs (Jackson, 1983).

Searle and Jackson (1985) examined the effects of constraints on Canadians with the desire to participate in leisure activities, yet were not participating. The most often cited constraints included: 1) work commitments, 2) facility overcrowding, and 3) no one to participate with. In addition, constraints were found to affect the poor, elderly, and single parents more than other groups (Searle & Jackson, 1985).

Jackson and Dunn (1991) examined the internal homogeneity of constraints by comparing differences and similarities in patterns of importance of constraint items in the 1984 Canadian Public Opinion Survey on Recreation and the 1988 Canadian General Recreation Survey. Results indicated constraints are not internally homogeneous and indicators of constraints are not interchangeable. The reasons people give for dropping out of leisure activities are not necessarily the same reasons why people do not begin

participation in an activity (Jackson and Dunn, 1991). The issue of internal homogeneity was addressed by Jackson and Rucks again in 1993, with the same results.

Kay and Jackson (1991) also examined the effects of constraints on leisure participation. This survey, conducted in England, also suggested people considering themselves constrained are participating in preferred leisure activities. Some constraints were found to have no effect on leisure participation. Two propositions were presented by the authors: 1) types of constraints vary by activity, and 2) constraints may be perceived and experienced, yet may have little to no effect on participation (Kay & Jackson, 1991).

Backman (1991) examined the relationship between consumer loyalty and the perception of constraints among golfers. Results indicated loyalty is associated with perceived constraints, which in turn may lead to discontinuing golf as a leisure activity.

Wright and Goodale (1991) identified categories of non-participants and participants by comparing perceived constraints of registered hunters. Using factor analysis, six constraint factors were identified: 1) no preference for hunting, 2) financial cost, 3) access/opportunity, 4) perceived problems on public land, 5) family or work commitments, and 6) physical effort. Perceived constraints differed among interested/uninterested groups. Persons with the desire to participate but were participating infrequently reported feeling more constrained by lack of opportunity than people with higher rates of participation. Non-participants with an interest in hunting participation cited lack of access and opportunity a constraints most often. Attitude and

preference also affected interest and participation. Results supported the categorization of participants by participation frequency and perception of constraints.

Categorizing Types of Constraints to Leisure

In order to better understand constraints to leisure and how constraints affect participation, empirical studies have also been conducted with the purpose of identifying categories of constraints to leisure.

McGuire, Dottavio, and O'Leary (1986) examined constraints to outdoor recreation participation across the adult life span. This study introduced the term "limiters," constraints limiting leisure participation, and "prohibiters," constraints prohibiting leisure participation. Time, followed by no one to participate with, no transportation, health reasons, and lack of activity resources were the most common cited constraints. Limiters decreased with age, whereas prohibitors remain constant. Having no one to participate with affected younger and older respondents more than median-age respondents. Middle-aged participants were most affected by time constraints (McGuire et al.).

Jackson (1990a) compared results from identical nonparticipation questions on two Canadian surveys, the Public Opinion Survey on Recreation in 1981 and the General Recreation Survey in 1988. The purpose of this study was to find evidence for antecedent constraints, affecting activity preference, and intervening constraints, affecting participation after preference is developed. A significant reduction (4.3 percent) was found in the proportion of Canadians with leisure activity preference that were unable to participate due to structural or intervening constraints from 1981 to 1988.

Jackson (1990a) offered several explanations for the decline in obstructed leisure participation, but admitted explanations were speculative with no supporting evidence.

In a qualitative study, McCormick (1991) explored constraints to leisure experienced by self-defined alcoholics to determine the interrelatedness of antecedent and intervening constraints. This study found alcoholics were uneasy with themselves, perceiving and experiencing themselves negatively. Negative self perception created a need to control one's identity and avoid failure. Therefore, leisure activities potentially resulting in failure or exposure were staged or avoided. Alcoholics tried to be and present themselves to as normal, choosing activities with clear, predictable outcomes and little personal investment. In this study, intervening constraints mediated the relationship between preferences and participation, as well as interacted with antecedent constraints influencing leisure preference (McCormick, 1991).

Shaw, Bonen, and McCabe (1991) used data from the Canada Fitness Survey to determine the relationship between intervening constraints and physically active leisure, as well as the influence of social-structural constraints and participation. Lack of time due to work was reported more often than any other constraint and was reported more often by men than women. Conversely, women reported a lack of energy as a constraint more often than men. Other reported constraints included: 1) disability, 2) poor health, 3) lack of skill, 4) lack of facility, and 5) lack of program leader. Those reporting lack of time as a constraint to participation also reported the highest levels of participation. The other two most reported constrains were also accompanied by the highest participation

levels. The authors concluded constraints were not associated with less participation and experiencing constraints may lead to higher levels of leisure participation (Shaw et al.).

Jackson (1993) used cluster analysis to identify combinations of constraints reported in the 1988 Canadian General Recreation Survey. Constraint clusters included: 1) time, 2) time, cost and accessibility, 3) costs, 4) costs, facilities, and awareness, 5) accessibility and awareness, and 6) relatively unconstrained.

Hultsman (1995) used multidimensional scaling to test the dimensionality of constraints to leisure in adults, replicating Jackson (1993). Four dimensions of constraints were identified: 1) accessibility, 2) personal reasons, 3) cost, and 4) facilities, reproducing four of the six dimensions previously identified by Jackson (1993) (Hultsman, 1995).

Constraints to Leisure at Various Life Stages

Constraints to leisure have also been examined at various life stages, including across family lifecycle stages, advanced adulthood, and adolescents.

Witt and Goodale (1981) examined constraints to leisure and family lifecycle stages of Canadian families. Results indicated constraints change during family lifecycle stages. When the youngest child was age 6 to 18, the strongest constraints were: 1) not being sure what activities to get involved in, 2) not knowing what activities are available, 3) not being sure how to use resources, 4) not being able to make a decision, 5) having no one to do things with, 6) not being comfortable in social settings, and 7) difficult carrying out plans. As children grew older, being constrained by lack of time decreased, whereas constraints due to stress increased. Parental feelings of not wanting to do anything

15

remained constant while children lived at home and increased when children left. In addition, persons with an internal locus of control perceived constraints as less invasive than those with an external locus of control (Witt & Goodale, 1981).

McGuire (1984) was the first to examine common constraint factors in early advanced adulthood (age 45-60). Factor analysis indicated five constraint factors: 1) external resources, 2) time, 3) approval, 4) ability/social, and 5) physical well-being. These factors were then correlated with age, health, education, income, sex, and life satisfaction, determining: 1) time constraints correlate with health, education, income and life satisfaction, 2) approval constraints correlate with health, 3) ability/social constraints correlate with health, life satisfaction, and age, and 4) health constraints correlate with income and age. Results indicated structures of constraints exist and may shape how persons in early advanced adulthood experience leisure (McGuire, 1984).

Hultsman (1992) examined why early adolescents (fifth through eighth graders) do not participate in, or drop out of, organized recreation activities of which they are interested. Perceived constraints to participation in a new activity included: 1) parents denying permission, 2) lack of skill, and 3) lack of transportation. Constraints causing adolescents to drop out of leisure activities included: 1) loss of interest, 2) dislike for program leaders, 3) moving, and 4) feeling too old for the activity. Results indicated early adolescents perceive constraints differently than adults (Hultsman, 1992).

Hultsman (1993a) continued examining constraints in early adolescents, focusing on perceptions of the influence parents, peers, and other adults have on early adolescents' decisions not to join or cease participation in organized recreation activities of interest.

Parental influence was stronger than the influence of peers or other adults when deciding to join a new activity. Other adults influenced early adolescents' decision to cease participation in an activity (Hultsman, 1993a).

Hultsman (1993b) extended research by Jackson and Dunn (1991), examining internal homogeneity of perceived constraints. Hultsman's (1993b) study focused on early adolescents while Jackson and Dunn's (1991) focused on adults. Hultsman (1993b) contended generalizations of constraints in adults are not appropriate for early adolescents and Jackson and Dunn (1991) using two different data sets was not appropriate. Hultsman's (1993b) results indicated early adolescents experience a different set of homogeneous constraints, as well as overall constraints, than adults. Early adolescents were constrained by peers, parents, and leaders, whereas adults are not (Hultsman, 1993b).

Jackson (1994a) used the 1998 and 1992 Canadian General Recreation Survey to examine activity specific constraints, determining if constraint variations exist across ages. Results indicated constraints for specific activities vary by type and strength across ages. Even among a single age group, constraints related to a specific activity vary (Jackson, 1994a).

In a qualitative study, McMeeking and Purkayastha (1995) explored constraints experienced by adolescents. Adolescents perceived: 1) home communities do not have adequate or interesting leisure activities available, 2) friends do not live close, 3) public transportation does not go where they need, and 4) public transportation is too expensive. To negotiate constraints, adolescents used telephones to maintain contact with friends.

More affluent adolescents relied on parents or older siblings for transportation. As adolescents increased in age, relying on others for transportation became increasingly frustrating. Females preferred one-to-one contact with friends, whereas males were satisfied with neighborhood group activities. Adolescents in rural and urban-fringe areas had more activities available and less participation cost constraints than city adolescents. City adolescents felt unwelcome in suburbs, whereas suburban adolescents felt uncomfortable in certain city areas (McMeeking & Purkayastha, 1995).

Stability of Constraints to Leisure

Whether or not constraints to leisure remain stable over time has been another question addressed by constraints studies.

Unsatisfied with survey methods' limited ability to provide context and the variability of constraints, Mannell and Zuzanek (1991) used the experience sampling method to determine if older adults have: 1) stable leisure repertoires, 2) stable reasons for not participating in leisure activities, and 3) whether the salience of constraints change with context. Again, lack of time was cited as the most prevalent constraint affecting leisure participation. Results supported the idea perceived constraints, as well as interests to participate in an activity are temporal. And constraints effecting participation differ depending on the activity (Mannell & Zuzanek, 1991).

Jackson and Witt (1994) used the 1998 and 1992 Canadian General Recreation survey to examine how constraints change over time and to what extent changes in constraints are due to population characteristics. Results indicated constraints remained stable over the four year period (Jackson & Witt, 1994).

Wright, Rodgers, and Backman (2001) examined the stability of constraints across types of hunting participants from 1982 to 1989. Constraint factors were stable across the seven year period. However, the intensity of constraints varied: 1) hunting preference and attitudes, 2) opportunity, and 3) family and work responsibilities decrease in intensity, whereas land constraints increased in intensity. Financial constraint remained the same. Hunting attitude and preference, cost, and opportunity influenced whether hunting participation remained the same, increased, or decreased (Wright et al.).

Crompton and Kim (2004) used state park visitors to determine if perceived constraints transform over time, as well as whether the strength of constraints influence state park visitation. State park availability, facility, and personal constraints, and weather were not stable over the 12 and 16 month study period. Perceived cost was stable. Constraint strength did not influence number of visits to state parks (Crompton & Kim, 2004).

Mowen, Payne, and Scott (2005) examined the stability of constraints and negotiation strategies in park visitation in Ohio over a ten year period (1991-2001). Results indicated perception of constraints, as well as negotiation strategies were consistent. Participants with highest incomes most often reported being constrained from using Cleveland Metro parks by: 1) time, 2) being busy with other activities, 3) family responsibilities, and 4) choosing other recreation sites. African-Americans reported being constrained by park cost, lack of transportation, and fear of crime more than Whites (Mowen et al.).

Gender

The difference between constraints experienced by women and men, and constraints experienced specifically by women has received much attention in constraints studies.

Henderson, Stalnaker, and Taylor (1988) examined constraints experienced by university women and the relationship between gender-role personality traits and perceived constraints. Bem's Sex-Role Inventory (Bem, 1981) was used to identify women's gender-role personality traits types as: 1) androgynous, 2) masculine, 3) feminine, and 4) undifferentiated. Time was found to be the most prevalent constraint to leisure. Other important constraints included: 1) money, 2) facilities, 3) family concerns, 4) unawareness of opportunity, 5) lack of interest, 6) decision-making, and 7) body image. Women with high masculine personality characteristics did not experience unawareness and decision-making as strongly as other personality types. Feminine and undifferentiated personality types regarded lack of interest and body image as significant constraints. Henderson et al. (1988) concluded personality traits may serve as constraints to leisure.

Using qualitative research methods, Henderson and Bialeschki (1993a) explored patterns of constraints, activity preference, and participation for women. Four themes emerged: 1) interaction of antecedent and intervening constraints, 2) interaction between constraints and activity preference, 3) the influence of constraints on negotiation, and 4) interaction between leisure preference and participation. A model of constraints to leisure was presented, using literature, earlier constraint conceptualization, and study

data. According to the model: 1) constraints are not experienced in a sequential, hierarchical manner, 2) antecedent and intervening constraints are not dichotomous and interact, 3) constraints affect leisure preference, 4) constraints affect negotiation, 5) and a link exists between activity preference and participation (Henderson and Bialeschki, 1993a).

In a qualitative study, Henderson and Bialeschki (1993b) explored negotiation of constraints strategies used by women in order to participate in physical recreation activities. A typology with five categories of negotiating constraints was presented; categories are not mutually exclusive. "Achievers" actively respond to and are able to negotiate constraints. "Attempters" negotiate some constraints and are able to participate in some, not all, physical recreation activities. "Compromisers" are also able to negotiate some constraints; however, response to constraints meant compromise to the recreation activity rather than compromise to daily routine. "Dabblers" replace one activity with another, responding passively to constraints. "Quitters" do not attempt to negotiate constraints, either never attempting or discontinuing physical recreation activities upon encountering constraints. The typology was then used to create a continuum for constraint negotiation. At one end of the continuum are resistance, active response, and high benefits. At the other end of the continuum is subordination, passive response, and high costs (Henderson & Bialeschki, 1993b).

Also using qualitative methods, Whyte and Shaw (1994) explored Canadian university women and fear of violence as a constraint to leisure participation and enjoyment. Women reported feeling safer in mixed-gender group activities than same-

gender group activities, and even less safe in solitary activities. In response to fear, women reduced and/or modified participation in leisure activities, and experience decreased enjoyment while participating. In order to cope with fear, women carried keys between fingers, carried a whistle or spray, took self-defense classes, met people at destinations, scheduled arrival times, and used university walk-home services (Whyte & Shaw, 1994).

In another qualitative study, Henderson, Bedini, Hecht, and Schuler (1995) explored constraints experienced by women with physical disabilities. Results indicated women with disabilities experienced similar constraints as women without disabilities, including: 1) time, 2) money, 3) ethic of care, and 4) safety. However, women with physical disabilities experienced these constraints more intensely due to: 1) low energy levels, 2) time reduction, 3) decreased opportunity, 4) being dependent on others, and 5) physical and mental safety as a result of living with a disability. When responding to constraints to leisure, women with disabilities were classified as either: passive responders, achievers, and attempters (Henderson et al., 1995).

Jackson and Henderson (1995) used the 1988 and 1992 Canadian General Recreation Survey to compare constraints experienced by men and women. Women were more constrained in leisure time than men. Men and women reported experiencing 1) admissions fees, 2) facility crowding, 3) proximity of opportunity, 4) poor facilities, and 5) transportation cost at the same intensity level. However, women reported: 1) the difficulty of finding others to participate with, 2) lack of time due to family responsibility, 3) lack of physical ability, 4) lack of knowledge regarding opportunity, 5)

lack of transportation, 6) uneasiness in social situations, and 7) lack of physical ability more often than men. Men reported experiencing cost of equipment and too busy due to work more often than women (Jackson and Henderson, 1995).

Frederick and Shaw (1995) used qualitative and quantitative methods to examine body image as a constraint to participation in aerobic classes for university women in Canada. First, a questionnaire measured body image and its constraining effects. Questionnaire results indicated body image was not a factor determining participation in aerobics classes. However, follow up qualitative interviews with selected questionnaire respondents found body image was related to many of the factors decreasing enjoyment in participation of aerobics classes, for both participants and non-participants. Specifically, form fitting aerobics clothing and competition for physical appearance were intimidating (Frederick & Shaw, 1995).

In a qualitative study, Culp (1998) explored constraints experienced by adolescent girls participating in outdoor recreation. Support was found for intrapersonal, interpersonal, and structural constraint categories; however the categories were not mutually exclusive. Girls reported being constrained by: 1) gender roles, 2) peer relationships, 3) self-concept, 4) availability of outdoor recreation activities, 5) attitude toward outdoor recreation, and 6) physical ability (Culp, 1998).

In another qualitative study, James (2000) explored constraints experienced by Australian high school females using public and high school swimming pools. The majority of high school females in the study reported feeling uncomfortable with their bodies and as if they were being watched and talked about while visiting swimming

pools. High school females were then placed into categories within a typology modified from Henderson and Bialeschki (1993b). "Achievers" were unaware of body image constraints and had high levels of participation. "Rationalizers" talked themselves into participation despite experiencing constraints. "Compromisers" used coping strategies in order to participate at a reasonable level. "Spectators" did not have frequent to regular participation. "Avoiders" did not participate unless required to do so (James, 2000).

In a qualitative study, Little (2002) explored the meaning of constraints experienced by women participating in adventure recreation in Australia. The overriding theme of constraints experienced by women participating in adventure recreation was socio-cultural, which includes gender-roles. Family and other responsibilities, personal, and technical constraints were also experienced, each connected to socio-cultural constraints. Strategies used to participate in adventure recreation despite constraint included: 1) prioritizing, 2) compromising, 3) modifying definition constituting adventure, and 4) anticipating a return to adventure recreation (Little, 2002).

Liechty, Freeman, and Zabriskie (2006) examined the relationships between body image, beliefs about personal appearance, and constraints among college-age women and their mothers. This study found body image and beliefs about personal appearance acted as constraints to leisure for both college-age and middle-age women. In addition, this study also found mothers' body image and beliefs about appearance related to daughters' body images and beliefs about appearance, suggesting constraints can be learned.

Ethnicity

Constraints related to ethnicity is another area within constraints research receiving attention.

Philipp (1995) examined participation in 20 leisure activities, focusing on the specific constraints of appeal and comfort within African-American and white adults living in a southern coastal city. African-Americans reported: 1) camping in the mountains, 2) bicycling, 3) dining out, 4) snow skiing, and 5) visiting the beach, zoo, and museums were less appealing leisure activities than Whites. African-Americans also reported feeling less comfortable than Whites while participating in the above stated activities, along with going to festivals and country clubs (Philipp, 1995).

Stodolska (1998) examined constraints of recent Polish immigrants living in Canada. Five dimensions affecting leisure participation were identified: 1) immigration related constraints, 2) universal constraints, 3) work related circumstances, 4) social isolation, and 5) personal reasons. Results indicated immigrants experienced different constraints to leisure than non-immigrants (i.e. inadequate language skills). Constraints decreased in strength as immigrants became more assimilated (Stodolska, 1998).

Virden and Walker (1999) examined how ethnicity and gender combined to influence person-natural environment interactions of college students. Results indicated ethnicity and gender influenced meanings given to natural environments, as well as preference for outdoor recreation activities. White participants reported the forest environment as more pleasing than African-American participants. African-American

and Hispanic participants perceived forest environments as more threatening than White participants (Walker & Virden, 1999).

Shinew, Floyd, and Parry (2004) examined race and constraints of adult visitors of Chicago parks. Whites reported experiencing higher levels of constraints than African-Americans for: 1) park location, 2) facility maintenance, 3) park lighting, 4) lack of green areas in the park, 5) landscaping and trees, 6) lack of transportation, 7) conflict, 8) unwelcome feelings, 9) racial conflict, 10) lack of energy, 11) cost, 12) feelings of guilt for having leisure time, 13) lack of skill, 14) lack of time, 15) lack of self-confidence, 16) lack of physical health, 17) lack of people to participate with, 18) too much planning, and 19) lack of suitable activity area. African- Americans and Whites differed in leisure activity preference. African-Americans preferred shopping and church activities, whereas Whites preferred nature-based activities (Shinew et al.).

Fleisher and Pizam (2002) examined how constraints influence travel behavior among Israeli seniors. They found overall income and health act as constraints influencing whether or not Israeli seniors take vacations. However, once the decision has been made to take a vacation, the length of the vacation varies according to age. Thus, Fleisher and Pizam (2002) determined age plays a role in the strength of constraints, either positive or negative.

In a qualitative study, Livengood and Stodolska (2004) explored how discrimination of Muslims in America post 9/11 has affected leisure. Participating Muslims reported: 1) experiencing discrimination during leisure, 2) being called names, 3) receiving obscene gestures, 4) negative remarks, and 5) generally being avoided.

26

Muslim women reported experiencing discrimination more frequently than men, attributing this to their noticeably different attire. Discrimination restricted the availability of leisure for Muslims living in America by limiting places and people with whom Muslims felt welcome. Strategies used to negotiate discrimination included: 1) withdrawing from activities, 2) accepting discrimination, 3) focusing on religion, and 4) limiting travel (Livengood & Stodolska, 2004).

Shores, Scott, and Floyd (2007) examined the affects of status (age, race, gender, and socioeconomic status) interactions and constraints to outdoor recreation participation, rather than looking at race or gender independently. Elderly, female, or minorities with lower socioeconomic status were most affected by constraints. The probability of experiencing constraints was multiplied if a person had a combination of those characteristics (Shores, Scott, & Floyd, 2007).

Constraints Associated with Specific Activities

Within constraints literature, some studies have explored constraints to leisure and participation in specific activities.

In a qualitative study, Scott (1991) explored group-related constraints experienced within the social world of contract bridge players. Constraints affecting participation in contract bridge included: 1) age-appropriateness, 2) decreased opportunity for younger players, 3) decreased group membership, 4) specialization within the activity of contract bridge, 5) not being allowed membership into existing groups, 6) scheduling, and 7) termination of groups. Constraints effecting enjoyment while participating in bridge included: 1) varying abilities, 2) varying activity orientation, 3) preference, and 4)

personal differences. Constraints were often interrelated. Intrapersonal constraints led to structural constraints, which in turn led to interpersonal constraints. Scott (1991) concluded participation in group related leisure activities may be more problematic than solitary leisure activities.

Jackson (1994b) again used the 1998 and 1992 Canadian General Recreation Survey to examine constraints in outdoor recreation settings across outdoor and non-outdoor based leisure activities. Results indicated outdoor recreation activities had more perceived constraints than non-outdoor based leisure activities. In addition, constraints varied according to the outdoor activity. Cost of equipment, proximity of opportunity, cost of transportation, and lack of transportation were experienced more frequently and intensely with outdoor than non-outdoor recreation activities (Jackson, 1994b).

Aas (1995) examined constraints to sport fishing in Norway. Participants were divided into four groups based on participation rates and interest. Sport fishing participants reported more perceived constraints than non-participants. Overall, 1) time, 2) being tired, 3) family responsibilities, and 4) the perception that fishing is boring were the strongest constraints. Lack of knowledge and not wanting to kill fish were the weakest. Participants with an interest in sport fishing ranked financial constraints highest. Non-participants with an interest in sport fishing reported family responsibilities, physical health and age as more constraining than other participant groups (Aas, 1995).

Alexandris and Carrol (1997) examined differences in age, gender, education, and marital status and perceived constraints to recreational sport participation in Greece.

Perceived constraints and demographic differences to sport-participation rates were compared. Results indicated: 1) females were more constrained in leisure than males, particularly by intrapersonal constraints, 2) less educated persons experienced more perceive constraints than more educated, 3) married individuals perceived more time constraints than singles, and 4) perception of constraints was highest in the 46-65 age group. Comparisons with constraints research conducted in North America and England implied constraints perception is similar across cultures (Alexandris & Carroll, 1997).

Alexandris and Stodolska (2004) examined the ability of constraints to predict adult's intentions to participate in recreation sport programs in Greece, and how perceived constraints influence the theory of planned behavior (Ajzen, 1988). Constraints were found to be highly predictive of perceived behavioral control within the theory of planned behavior. Psychological issues, unawareness of activity, disinterest in activity, and time were the most difficult constraints to negotiate, and therefore had the strongest effect on participation. The subjective norm component of the theory of planned behavior (Ajzen, 1988) was significantly influenced by constraints. Overall, constraints were useful in understanding perceived behavioral control, a main determinant of intention to participate in a leisure activity (Alexandris and Stodolska, 2004).

<center>Constraint Conceptualization History</center>

In the 1960s the Outdoor Recreation Resource Commission (ORRC) (1962) examined outdoor recreation activities, focusing mainly on demand and management issues. However, nonparticipation, attitudes, and motivations regarding outdoor

<center>29</center>

recreation activities were also queried. This early study by ORRC uncovered the idea

that activity characteristics determined or conditioned leisure participation. A person's

commitment to participating in a leisure activity was related to the amount of effort

required for participation; the more effort and skill required to participate, the fewer

people would participate (Goodale & Witt, 1989). This study is often given credit as the

first to investigate constraints to leisure.

Leisure research then focused on identifying types of leisure participants.

Participation research ultimately led to formal constraints studies through the recognition

that different types of people were and were not participating in leisure. In an extension

of examining what types of participants existed, researchers wanted to know *why* some

people participated in leisure activities while others did not.

Early research focusing on constraints to leisure began with the acknowledgment

and examination of "barriers" to recreation participation (Godbey, 1985; Jackson &

Searle, 1983; Jackson & Searle, 1985). Barriers were originally conceptualized as

insurmountable obstacles impeding recreation participation. Absence of opportunity was

thought to be the main barrier to leisure participation (Goodale & Witt, 1989). Barriers

were categorized as: 1) lack of interest, 2) internal or person-specific barriers, such as

lack of knowledge, motivation, or skill, and 3) external or situation-specific barriers, such

as lack of facilities or programs. Five core barriers were identified: interest, time, money,

facilities, skills or abilities (Goodale & Witt, 1989). However, it did not take long for

researchers to realize non-participation in recreation activities was not simply a matter of

lack of opportunity, as thought to be the case early on. Non-participation was soon

thought to also be the result of psychological and personal elements (Goodale & Witt, 1989).

In 1985, Wade edited, *Constraints On Leisure*, the only book at the time to focus exclusively on constraints. In this book, Kleiber and Dirkin (1985) introduced "intrapersonal" constraints as conditions within the individual, predominately created by the individual's personality. Other chapters posited some constraints are internal to the individual, whereas others are external.

In their constraints model, Iso-Ahola and Mannell (1985) introduced the issue of the social environment as a constraint to leisure behavior, stating social environments are the strongest constraint, and some individuals are more constrained by social environments than others. Iso-Ahola and Mannell (1985) also contended constraints are psychological, existing in people's minds; situations only become constraints when individuals perceive them as such. Perceived competence was also identified as a constraint. Iso-Ahola and Mannell (1985) posited if individuals perceive themselves as having inadequate skill or abilities, participation will be reduced or terminated. In addition, lack of information regarding available programs, activities, and environments were identified as constraints. At this stage in conceptualization, constraints were divided into 3 categories: 1) social-personal, 2) social-cultural, and 3) physical (Iso-Ahola & Mannell, 1985).

Crawford and Godbey (1987) took a big step forward in the conceptualization of constraints by introducing a model separating leisure participation barriers into categories of 1) intrapersonal, 2) interpersonal, and 3) structural. This model presented the first

statement that barriers to leisure not only influence participation, but also influence leisure activity preference. According to Crawford and Godbey's (1987) model, *intrapersonal* barriers capture individual's psychological states and interact with leisure preference, rather than participation. Examples of intrapersonal barriers include:

"stress, depression, anxiety, religiosity, kin and non-kin reference group attitudes, prior socialization into specific leisure activities, perceived self-skill and subjective evaluations of the appropriateness and availability of various leisure activities" (Crawford & Godbey, 1987, p.122).

Interpersonal barriers result from interactions and/or relationships with kin and non-kin, affecting leisure preference and participation. This category of barrier also includes not having a partner to participate with in an activity (Crawford & Godbey, 1987).

Structural barriers intervene between leisure preference and participation, including: family life-cycle stage, money, weather, climate, time, availability and knowledge of opportunity, and reference group attitudes regarding the appropriateness of specific leisure activities. Lack of interest in an activity determines preference, rather than intervening between preference and participation (Crawford & Godbey, 1987).

Around the same time, Henderson, Stalnaker, and Taylor (1988) introduced the terms "antecedent" and "intervening" constraints. Similar to Crawford and Godbey's (1987) model, Henderson et al. recognized some constraints affect activity preference (antecedent), whereas other constraints effect participation in the activity (intervening).

Even though terms describing constraints to leisure varied, by the end of the

1980s leisure scholars generally agreed three types of barriers exist: 1) those external to

the individual (environmental), 2) internal to the individual (psychological and

intrapersonal), and 3) social-relational (social-psychological and interpersonal) (Goodale

and Witt, 1989).

Extending Crawford and Godbey's (1987) model, Crawford, Jackson, and

Godbey (1991) developed the hierarchical model of leisure constraints. The extended

model used the same categories of intrapersonal, interpersonal, and structural constraints

exist, but posited constraint categories are encountered hierarchically, beginning at the

intrapersonal level. Participation in a leisure activity will only result if constraints are

negotiated at each level sequentially. Negotiation refers to cognitive or behavioral

strategies used to overcome perceived constraints (Jackson & Rucks, 1995). If

constraints cannot be negotiated at any level, the result is nonparticipation (Crawford et

al.). Jackson, Crawford, and Godbey (1993) later extended this model further, including

motivation as an interacting variable between constraints and participation. At the time,

the hierarchical model was the most sophisticated conceptualization of constraints and

was accepted by leisure scholars as an adequate description of how constraints affect

preference for and participation in leisure activities, even though the model was based on

a review of literature and had not been empirically tested (Clayton, 2002).

However, as more constraints research was conducted, questions began to arise

about the accuracy of the hierarchical model. Contradictory evidence regarding the

exclusivity of constraints categories, as well as the sequential nature of constraint

negotiation, began to appear. Then, ten years after introduction of the hierarchical model and eight years after the inclusion of motivation to that model, Hubbard and Mannell (2001) presented four models of leisure constraint negotiation in one paper: 1) the independence model, 2) negotiation-buffer model, 3) constraint-effect mitigation model, and 4) perceived-constraint-reduction model.

The independence model suggests no link exists between constraints to leisure, motivation, and negotiation. Each factor influences leisure participation independently. Constraints have a negative effect on leisure participation, while negotiation and motivation have a positive effect (Hubbard & Mannell, 2001).

In the negotiation-buffer model, negotiation is not directly related to leisure participation. Constraints and negotiation interact, moderating negative effects of constraints on participation. If constraints are not present, the availability of negotiation resources available is unrelated participation. However, if constraints are present, the availability and use of negotiation resources reduces the negative influence of constraints on leisure participation (Hubbard & Mannell, 2001).

The constraint-effect mitigation model suggests constraints decrease participation, but when people encounter constraints, more effort or resources are used to negotiate constraints, which in turn may reduce or eliminate the effects of constraints. Motivation has a direct and positive influence on participation and an indirect positive influence on participation through a positive impact on negotiation (Hubbard & Mannell, 2001).

The fourth model presented by Hubbard and Mannell (2001) was the perceived-constraint-reduction model. This model suggests people with more negotiation resources perceive themselves as less constrained than people with fewer negotiation resources.

Hubbard and Mannell (2001) also introduced the phrase "negotiation self-efficacy," which referred to internal conditions influencing the ability to effectively negotiate constraints. Such conditions include: "feelings of personal control, the size of a person's negotiation strategy repertoire, and the fit between the negotiation resources a person has available and the constraints encountered" (Hubbard & Mannell, 2001, p.159). These conditions affect an individual's confidence his/her ability to negotiate constraints effectively.

The conceptualization of constraints to leisure then went in a different direction with an alternative and more positive conceptualization suggesting constraints are actually enabling, structuring and characterizing leisure (Shogan, 2002). Shogan (2002) contended constraints to leisure set parameters by "prescribing certain actions, proscribing other actions, and describing boundaries or contexts within which these actions make sense" (p. 29). Shogan (2002) compared how constraints prescribe, proscribe, and describe to rules in tennis and golf; it is actually the constraints of the game that make participation in the game possible.

McGuire and Norman (2005) later used this enabling nature of constraints conceptualization in a discussion of successful aging in Jackson's *Constraints to Leisure* (2005a), a second text exclusively focusing on constraints to leisure. McGuire and Norman (2005) suggested constraints may be beneficial to older adults by limiting

frivolous participation in and interaction with insignificant others, thereby creating more time for activities and people that are truly important. This positive perception of constraints presented by Shogan (2002) and McGuire and Norman (2005) was a shift in thinking from all earlier constraint conceptualization.

<center>Theoretical Research</center>

As will be shown through this review of literature and the limited number of studies with a theoretical framework, the majority of constraints research has been a-theoretical. In addition, inconsistent results supporting theoretical frameworks should further demonstrate the need for an inductive, theoretical examination of constraints to leisure.

Jackson (1990b) used the 1988 Canadian General Recreation Survey to examine conceptual assumptions presented by Crawford and Godbey (1987) and Henderson, Stalnaker, and Taylor (1988). Crawford and Godbey (1987) used intrapersonal, interpersonal and structural constraints in their model, whereas Henderson et al. (1988) used the terms antecedent and intervening constraints. The basic idea of both models is some constraints affect activity preference, while others effect participation. Using Crawford and Godbey (1987) and Henderson et al.'s (1988) model, Jackson (1990b) made the following assumptions: 1) two groups of non-participants exist, those that do not want to participate and those that do but are constrained from participation, 2) lack of interest in an activity explains lack of desire for participation, and 3) constraints only affect participation by intervening between preference and participation. Jackson (1990b) found some people not participating in leisure activities were affected by

<center>36</center>

antecedent constraints, which affect preference rather than participation. Therefore, constraints did affect preference for an activity and not just participation in an activity (Jackson, 1990b).

Raymore, Godbey, Crawford, and VonEye (1993) tested the hierarchical model presented by Crawford, Jackson, and Godbey (1991). The survey was specifically designed to measure the perception of intrapersonal, interpersonal, and structural constraints to participation in a new leisure activity. The sample consisted of Canadian twelfth graders. Results supported categorizing constraints as intrapersonal, interpersonal, structural constraints, as well as the hierarchical nature of the categories (Raymore et al., 1993).

Raymore, Godbey, and Crawford (1994) used the hierarchical model (Crawford et al., 1991) as a conceptual basis when measuring the relationship of intrapersonal, interpersonal, and structural constraints to gender, family income, and self-esteem within Canadian twelfth graders. Participants reporting a low self-esteem also reported high perceptions of intrapersonal, interpersonal, and structural constraints. Females reported lower levels of self-esteem and higher intrapersonal and overall constraints. Students with lower family incomes reported higher levels of intrapersonal constraints, but family income showed no relationship with interpersonal and structural constraints. Findings supported the hierarchical model by participants experiencing higher intrapersonal constraints not experiencing intrapersonal and structural constraints. Essentially these participants did not negotiate intrapersonal constraints to be able to experience interpersonal and structural constraints (Raymore et al., 1994).

Jackson and Rucks (1995) used the hierarchical model (Crawford et al., 1991) as a framework to examine constraint categories and negotiation strategies. An open-ended questionnaire asked Canadian junior high and high school students about perceived constraints to leisure and negotiation strategies. Responses were then placed into constraint categories and counted. Relationships were identified among negotiation variables. Results from this study supported previous research indicating constraints are activity specific. This study supported propositions of the hierarchical model (Crawford et al.). Constraints were not always insurmountable; some people were able to negotiate constraints to leisure, thereby experiencing constraints and still participating in leisure activities (Jackson & Rucks, 1995).

Carroll and Alexandris (1997) used the hierarchical model (Crawford et al., 1991), extended to include motivation (Jackson, Crawford, & Godbey, 1993), to examine how constraints affect recreational sport participation and the relationship between motivation and perceived constraints in Greeks. Those participating in sport activities reported higher levels of motivation than non-participants. Non-participants also reported higher levels of constraints than participants. Support was found for the hierarchical model (Crawford et al.). Intrapersonal constraints (psychological, lack of knowledge, and lack of interest) distinguished participants from non-participants; therefore individuals with higher intrapersonal constraints were less likely to participate in sports. However, time, a structural constraint, was one of the strongest determinants of sport participation. Authors argued time may be considered as a structural constraint (facility hours), as well as an interpersonal constraint (through personal pritorization of

activities), contradicting the hierarchical model. Study results supported the model's extension of motivation, finding the more motivated people were to participate in sports, the fewer constraints was perceived (Carroll & Alexandris, 1997).

Samdahl and Jekubovich (1997) used qualitative data to explore Crawford et al.'s (1991) model of leisure constraints. Support was found for intrapersonal, interpersonal, and structural categories, and somewhat for the hierarchical nature of the categories. Regarding negotiation, three themes emerged: 1) organizing time with others, 2) activity modification, and 3) the importance of sharing leisure with other people (Samdahl and Jekubovich, 1997).

Hawkins, Peng, Hsieh, and Eklund (1999) examined propositions presented by the hierarchical model (Crawford et al., 1991) in a sample of adults with mental disabilities. Results indicated intrapersonal, interpersonal, and structural constraint categories were not mutually exclusive. One constraint item had multiple meanings to an individual. Results also contradicted the hierarchical nature of constraint categories. Structural constraints were most often cited as preventing leisure participation (Hawkins et al., 1999).

In a Canadian survey of constraints, Nadirova and Jackson (2000) found constraints most often affect frequency or intensity of leisure participation, rather than completely blocking participation. In addition, constraints had little effect on leisure enjoyment. Cost and lack of skills were identified as the strongest constraint to initial participation. Once participation had begun, time had the potential to constrain frequency or intensity. An activity was not dropped due to time commitments, but was dropped for

39

cost or lack of skill. The hierarchical model (Crawford et al., 1991) was supported.

Intrapersonal, interpersonal, and structural constraints were encountered sequentially

(Nadirova & Jackson, 2000).

Gilbert and Hudson (2000) used quantitative and qualitative methods to examine

the differences between constraints experienced by skiing and non-skiing tourists in

Canada. The hierarchical model was operationalized through focus groups and semi-

structured individual interviews. During the qualitative portion of the study, non-skiers

reported feeling: 1) skiing is harder to learn than other sports, 2) embarrassment or self-

conscious learning to ski, 3) anticipating being cold and wet, 4) skiing is expensive,

dangerous, stressful, and elitist, and 5) they were not "chic and glamorous enough"

(Gilbert & Hudson, 2000, p. 913) to participate. Skiers reported being constrained by

time, family responsibilities, and financial factors. Gilbert and Hudson (2000) then

constructed a survey using information from the focus groups and interviews. Survey

results indicated skiers either do not encounter or successfully negotiate intrapersonal or

interpersonal constraints. Non-skiers reported skiing was 1) expensive and not worth

planning efforts, 2) dangerous, 3) slopes are overcrowded, 4) difficult to learn, 5) cold

and wet, and elitist. The hierarchical model (Crawford et al., 1991) was only partially

supported. Interpersonal constraints did not exist (Gilbert & Hudson, 2000).

Hubbard and Mannell (2001) proposed and tested four competing models of

constraint negotiation: 1) the independence model, 2) negotiation-buffer model, 3)

constraint-effects-mitigation model, and 4) the perceived-constraint-reduction model (an

explanation of the models is presented in the history of constraint conceptualization

section of this chapter) using participants of participants of four employee fitness and recreation programs in Canada. Analysis was performed by using structural equation modeling. Each model included participation, constraints, negotiation, and motivation as variables. The constraints-effects-mitigation model received the strongest support. Constraints were found to decrease participation. However the presence of constraints stimulated stronger use of negotiation strategies and resources, counteracting the negative effects of constraints. In addition, higher motivation levels led to an increase in negotiation efforts, but did not decrease the perception of constraints (Hubbard & Mannell, 2001).

Using qualitative research methods, Auster (2001) examined antecedent constraints experienced by female motorcycle operators using the "enrichment hypothesis" presented by Almquist and Angrist (1970). The "enrichment hypothesis" suggests women may recognize additional options only when options are presented by significant others. Auster (2001) contended some constraints are so strong, such as gender socialization, they are not perceived as constraints. Results supported the "enrichment hypothesis." Most of the females participating in the study were introduced to motorcycling by families and significant others. This contradicted Crawford and Godbey's (1987) conceptualization of reference groups as structural constraints. In this study, reference groups, considered to be a structural constraint by Crawford and Godbey (1987), actually assisted in the negotiation of intrapersonal and interpersonal constraints (Auster, 2001).

Pennington-Gray and Kerstetter (2002) examined whether the constraint categories of intrapersonal, interpersonal, and structural constraints existed among nature-based tourists. This study found perceived constraints of nature-based tourism activities were similar to constraints perceived with participation in traditional leisure activities. The most important perceived constraints were money and time, respectively. The least important constraint was the influence of friends. Overall, results from this study supported Crawford and Godbey's (1987) model.

Alexandris, Tsorbatzoudis, and Grouios (2002) used self-determination (Deci & Ryan, 1985) and the hierarchical model of intrinsic and extrinsic motivation (Vallerand & Losier, 1999) to examine the influence of intrapersonal, interpersonal, and structural constraints on intrinsic and extrinsic motivation and a-motivation of Greek participation in sports activities. Results indicated constraints were psychological mediators of motivation. Significant predictors of motivation included: 1) individual psychological issues, 2) lack of knowledge, 3) lack of skill, and to a lesser degree 4) time. Interpersonal and structural constraints had no effect on a-motivation. Intrinsic motivation was effected by intrapersonal constraints. Results suggested intrapersonal constraints effect activity commitment by negatively effecting motivation. The hierarchical model of constraints (Crawford, et al., 1991) was not used as a theoretical framework; however results supported elements of the model (Alexandris et al.).

Nyaupane, Morris, and Graefe (2004) examined constraints affecting participation in the nature-based tourism activities of canoeing, whitewater rafting, and horseback riding, using the hierarchical model (Crawford & Godbey, 1987) as the theoretical

framework. Results partially supported the hierarchical model (Crawford & Godbey, 1987). An interesting finding was that the importance of specific constraints varied with activities among the same group of individuals (Nyaupane, Morris, and Graefe, 2004).

Loucks-Atkinson and Mannell (2007) tested competing models of constraint negotiation among persons with fibromyalgia. This study found motivation to participate in an activity was an important element in the negotiation of constraints. Higher levels of motivation were associated with increased efforts to negotiate. Supportive evidence was also found for negotiation-efficacy, a person's belief in his/her ability to successfully negotiate constraints. The higher an individual's negotiation-efficacy, the greater effort was put forth to negotiate constraints. However, negotiation-efficacy did not have a direct statistical relationship with participation. Constraints, motivation, and negotiation acted together, rather than independently, influencing participation (Loucks-Atkinson & Mannell, 2007).

<div align="center">Conclusion</div>

This review of literature first presented A-theoretical constraints studies examining: 1) ceasing participation and non-participation, 2) categorizing types of constraints, 3) constraints and various life stages, 4) the stability of constraints, 5) gender, 6) ethnicity, and 7) constraints associated with specific activities. The history of constraint conceptualization was then presented followed by constraint research using a theoretical framework.

Constraints research applying a theoretical framework has been limited in number and yielded contradictory and inconclusive results. At this point in the conceptualization

of constraints, we know constraints to leisure exist and impact if and to what extent people participate in leisure activities. We also know that, despite experiencing constraints to leisure, some people are able to participate in desired leisure activities. However, there is still an unclear understanding of the causal conditions and contexts of constraints to leisure, and an even less clear understanding of *why* some people are able to successfully cope with constraints to leisure, participating in leisure despite experiencing constraints, while others are not.

CHAPTER III

GROUNDED THEORY METHODOLOGY

The purpose of this chapter is to explain the rationale behind the selection of grounded theory as the research approach used in this dissertation, as well as the history, basic methodological processes, and evaluation criteria to judge quality of grounded theory studies. Methods specific to this study are presented in Chapter IV.

Rationale

The nature of the research question is the most important consideration when determining what qualitative approach should be taken (Creswell, 2003; Creswell, 1998; Schram, 2006). Given the research question for this dissertation: *What is a theoretical description of how people develop and cope with constraints to leisure?* grounded theory is the most appropriate methodology because the end result of a grounded theory study is the development of a substantive theory (Schram, 2006).

Other qualitative approaches considered for this study included phenomenology, case study, and ethnography. Due to the nature of the research question for the present study, none of these approaches were appropriate. The phenomenological approach examines meaning and the essence of experience; however, it does not allow for change and variation in human behavior and does not result in the generation of a theory (Creswell, 1998). Case studies provide detailed descriptions of events, people, and situations but do not explain or predict behavior, and also do not result in theory development (Creswell, 1998). Ethnographies focus on culture and meaning within cultures and do not result in the development of theory (Creswell, 1998). Culture is not

the main focus of this study; therefore an ethnographic methodological approach was not appropriate (Schram, 2006).

In addition to contextual description, also provided by phenomenology, case study, and ethnography, grounded theory provides an explanatory, theoretical model (Marcellus, 2005), needed to gain understanding of constraints to leisure (Jackson, 2005b). Because existing constraint models, mostly quantitative, have yielded contradictory results (Jackson, 2005b), a different research methodology was utilized to explore how constraints to leisure are experienced and negotiated.

This dissertation followed a grounded theory design in order to generate a theoretical model that describes, explains, and predicts the dynamic nature of constraints to leisure experienced by adults previously constrained from learning to swim but were able to successfully negotiate constraints.

History

The phrase "grounded theory" represents both a research method and an outcome (Schram, 2006). As a method, grounded theory involves structured, systematic procedures of data collection and analysis. As an outcome, grounded theory is an inductive, substantive theory, derived by systematically gathering and analyzing research data.

Glaser and Strauss first introduced grounded theory methodology in 1967 in *The Discovery of Grounded Theory*. This method was developed in response to an overemphasis of theory verification, rather than theory generation, within the field of sociology. According to Glaser and Strauss (1967), students as well as researchers were

being discouraged from creating new social theory and encouraged to only verify existing theory. It was Glaser and Strauss's (1967) belief that more social theories were needed, and theories should be developed through comparative analysis of data, rather than contemplative speculation. Glaser and Strauss (1967) contended theories grounded in data are more useful to researchers than speculative theories, by providing a closer fit with reality through clear categories and hypotheses that are not forced into application. It is the closeness of the data, and in turn the theory, to the situation under study that allows grounded theory to work, explaining, describing, and predicting behavior.

Later, Glaser and Strauss developed differences in opinion regarding grounded theory. Glaser preferred a less systematic, approach to grounded theory method, whereas Strauss preferred a more systematic approach. This disagreement resulted in the termination of collaborative efforts between Glaser and Strauss (Schram, 2006). Glaser continued to support the more emergent approach to grounded theory, while Strauss partnered with Corbin, still supporting the more systematic approach to grounded theory inquiry (Schram, 2006). This dissertation follows the more systematic procedures of grounded theory outlined by Strauss (1987), Strauss and Corbin (1990), and Strauss and Corbin (1998), building on methodology originally introduced by Glaser and Strauss (1967).

<center>Methodological Process</center>

When conducting a grounded theory study, specific methodological guidelines must be adhered to, including: 1) the development of substantive theory, 2) using

<center>47</center>

theoretical sampling techniques, 3) reaching theoretical saturation, 4) systematic data

analysis, and 5) presentation of theory.

Substantive Theory

The main outcome of a grounded theory study should be the generation of an

inductive, substantive theory. For this reason, the researcher does not begin with a

preconceived formal theory in mind. Instead, the researcher starts with a question, and

collects data from individuals with relevant knowledge or experiences. Through

systematic data analysis, an inductive substantive theory emerges. A substantive theory

resulting from a grounded theory study is highly attached to the people and place being

studied. Elements of substantive theory include: 1) conceptual categories, 2) properties

of those categories, and 3) relationships among categories and properties (Strauss &

Corbin, 1998). The end product of an inductive, substantive theory derived from data is

what makes grounded theory useful and unique as a research approach.

Theoretical Sampling

The primary form of data in grounded theory studies is derived through in-depth

interviewing. Theoretical sampling uses analytic information to determine whom to

interview. Individuals are selected as research participants based on how experiences or

knowledge may contribute to theory development (Strauss & Corbin, 1998). Considering

the research question, the researcher decides what criteria study participants should have

that will contribute most to theoretical development.

The purpose of theoretical sampling is to capture maximum variation and richness

of theoretical concepts. When sampling theoretically, a representative population

sample, as in quantitative terms, is not the goal. Rather, the researcher is looking for representation of concepts and categories within the theory (Strauss & Corbin, 1998).

Procedures for theoretical sampling are as follows: 1) Initial sampling is broad and less specific, groups and subgroups are identified that may be able to provide information relevant to the area being studied. 2) Interview data is collected. 3) Data is analyzed. Concepts, categories, properties, and relationships emerge; preliminary hypotheses are developed. 4) Gaps are identified in data. 5) Individuals or groups that will fill gaps and add variation to emerging concepts are identified and interviewed. As the study progresses, participants are chosen on the basis of more specific characteristics or experiences. This process of collecting data, analyzing data, looking for gaps in the theory, and sampling theoretically continues throughout the duration of the study.

Saturation

The back and forth of collecting and analyzing interview data, using analyzed data to identify gaps in information, then interviewing based on filling gaps and adding theoretical richness occurs until no gaps exist and categories are saturated (Strauss & Corbin, 1998). Saturation is reached when no new information emerges in data and collecting additional data is counterproductive. Once saturation has occurred, all possible concepts, categories, and relationships have been identified (Strauss & Corbin, 1998). At the point of saturation, the researcher is yielding no new information from interviews.

Data Analysis

Grounded theory methods include using specific, systematic data analysis procedures, including: 1) constant comparison, 2) analytic coding, and 3) memoing (Strauss & Corbin, 1998).

Constant Comparison

Constant comparison refers to the continual comparison of data. The purpose of constant comparison is to identify similarities, differences, variations, and patterns within data; and validate, disconfirm and rework hypotheses. The researcher does not collect multiple interviews and then attempt to analyze all data at once. Rather, interview data from one participant is collected, analyzed, and compared to existing data before the next interview is conducted. Constant comparison assists the researcher in generating and recognizing variation within codes, categories, and concepts, and generating accurate hypotheses (Strauss & Corbin, 1998).

Analytic Coding

During analytic coding, data may be broken down by word, line, sentence, paragraph, or document. In grounded theory, three phases of analytic coding are required: 1) open coding, 2) axial coding, and 3) selective coding. Refer to Table 3.1 on the following page for a condensed reference of analytic coding. Open, axial, selective coding may occur in separate phases or, at times simultaneously. Analytic coding is an ongoing process, with the goal being further refinement of the theory (Strauss & Corbin, 1998).

Open coding.

Open coding is the most general, and typically the first step in analysis. The purpose of open coding is to identify: 1) concepts, 2) categories, and 3) subcategories. Events, actions/interactions, or occurrences are coded and grouped based on similarities, forming concepts. Concepts sharing meaning or characteristics are then grouped forming categories. Categories may then be broken down into subcategories based on who, where, why and how. Categorizing data assists in identifying properties and dimensions, which in turn facilitates theoretical explanation and prediction (Strauss & Corbin, 1998). Refer to Table 4.1 on page 66 in Chapter IV for examples of open coding data specific to this study.

Axial coding.

The purpose of axial coding is to identify categorical relationships. In addition, properties and dimensions of categories are elaborated. The researcher is now searching for explanation and understanding, answering: who, with what results, when, why, how, and consequences? This is not simply identifying cause and effect; axial coding is looking for context and conditions (the structure) of a phenomenon. This phase of coding is important because context and conditions create situations, issues, and problems, as well as explain how persons or groups respond (Strauss & Corbin, 1998). Refer to Table 4.3 on page 68 in Chapter IV for examples of axial coding specific to this study.

Selective coding.

The purpose of selective coding is to integrate categories and relationships, developing the theoretical framework. Selective coding occurs later in the research

process after the researcher has spent some time immersed in the data. Selective coding pulls all the categories together into an explanatory whole. Figure 3.2 on the following page provides an example of how categories and relationships are integrated into a theoretical framework. During selective coding, the researcher may realize some ideas or categories do not fit or contribute to theoretical understanding. These ideas may have appeared infrequently in data and did not develop, even with exploration. In this instance, these ideas should not be included in the theoretical framework (Strauss & Corbin, 1998).

Memos

Memos are ongoing written records of reflection, interpretation, and theory development used by the researcher when deriving the theory (Strauss & Corbin, 1998). Memos are an additional tool assisting the researcher during the analytic process. Memos are written records of the researcher's analytic thoughts and reflections, which may include: 1) notes about theoretical sampling decisions, 2) possible categories, 3) new hypotheses, 4) contradictory evidence, 5) possible questions to ask in subsequent interviews, 6) and diagrams of the developing theory. Writing memos assist the researcher in stepping away from and contemplating data. In addition, memos provide an analytic trail of the research process, if questions arise about the logic of the theory (Strauss & Corbin, 1998).

Table 3.1 Grounded Theory Data Analysis Procedures

Step:	Open Coding	Axial Coding	Selective Coding	Memos
What happens:	• Events, actions/interactions, or occurrences are identified. • Events, actions/interactions, or occurrences with similarities are grouped into concepts. • Similar concepts are grouped to form categories. • Categories may then be broken down into subcategories based on who, where, why and how.	• Categorical relationships are identified. • Categorical properties and dimensions are elaborated. • Context and conditions (structure) are identified.	• Central category is identified. • Ideas or categories not fitting or contributing to understanding are identified.	• Written records of the researcher's analytic thoughts and reflections.
Result:	• Categorical properties and dimensions are easily identifiable. • Theoretical explanation and prediction is possible.	• Answers who, with what results, when, why, how, and consequences. • Indicates issues and problems within phenomenon. • Indicates how persons or groups respond.	• Categories are integrated. • All categories are related back to central category. • Theoretical scheme is developed • Ideas or categories not fitting or contribute to understanding are discarded.	• Theoretical sampling decisions. • Categories are identified. • Hypotheses developed. • Contradictory evidence recorded. • Subsequent interviews developed • Diagrams of developing theory. • Data is abstracted. • Analytic trail.

Figure 3.2 The Outcome of Selective Coding: An Integrated Theoretical Framework

Coping Process

Causal Conditions & Contexts

Phenomenon

Outcome

Constraints to Leisure

*Socialization
*Psychological Conditions
*Life Responsibilities
*Limited Resources
*Physical Limitations

Leisure Is Constrained

*Decreased Enjoyment
*No Participation
*Limited / Modified Participation

1. Increase In Motivation

*Motivation to Participate in Swimming Increases

2. Participation in Activity is Made a Priority

* Swimming is Made a Priority

3. Constraints Are Negotiated

*Logistically
*With Social Support
*Cognitively
*Economically
* Increasing Feelings of Security

Participation

*Take Swimming Lessons
*Swimming for Leisure
*Positive Emotions
*Physical Benefits

Intervening Condition

Catalyzing Life Experience

*Not Knowing How Swim Affecting Participation in Other Leisure Activities
*Receiving Social Pressure
*Self-Efficacy Improvement through Vicarious Experience
*Life Reflection

54

Theory Presentation

As with some qualitative research, such as case studies, the final results of a grounded theory study is not a list of themes. Findings are presented as a set of interrelated concepts via diagram, narrative description, or proposition statements. A diagram provides a visual picture of the theory, identifying categories and relationships. A narrative presentation includes a tightly written description of the theory, followed by a thorough discussion of categories, conditions, and relationships. Proposition statements including descriptions of categories and relationships are another option for identifying theoretical structure. Quotes are laced throughout narrative and propositional statements, illustrating how the substantive theory is grounded in data (Strauss & Corbin, 1998).

Criteria for Evaluation

In addition to the standard qualitative validity measure of trustworthiness, Strauss and Corbin (1990, 1998) developed specific criteria to judge the quality of a grounded theory study. Following guidelines to establish trustworthiness, criteria used to judge quality strengthen results and enhance scientific rigor within grounded theory (Creswell, 1998).

Trustworthiness

When evaluating the accuracy of qualitative research, the parallel term for quantitative validity is trustworthiness. Several techniques used to establish trustworthiness in qualitative research are built in as standard procedures of grounded theory methods, including: 1) triangulation, 2) searching for disconfirming evidence, 3)

member checks, 4) using thick description, and 5) leaving an audit trail (Creswell &

Miller, 2000).

Triangulation

Triangulation is achieved in grounded theory when concepts are repeated by

multiple individuals. If concepts and categories do not stand up to continual scrutiny

throughout the study, they must be discarded. One mention or exclusion of concepts is

not enough to confirm or disconfirm theoretical hypotheses (Strauss & Corbin, 1998).

Disconfirming Evidence

Searching for disconfirming evidence refers to the process of looking for

supportive, as well as contradictory evidence (Creswell & Miller, 2000). This is a critical

component of grounded theory. Constantly comparing old data with new data; looking

for similarities and differences and continually validating, disconfirming, and rewriting

hypotheses results in a more accurate substantive theory (Strauss & Corbin, 1998).

Member Checks

Throughout the study, as concepts are identified and substantive theory is

developed, assumptions and hypothesis should be taken to study participants (Creswell &

Miller, 2000; Strauss & Corbin, 1998). Participants should be asked: 1) Does the theory

makes sense? 2) Can they see themselves in the theory? 3) Does the theory accurately

represent their experiences? This is particularly important near the end of the study as

the substantive theory becomes more refined.

Audit Trail

An audit trail provides documentation of the research and analytic process and theory development (Creswell & Miller, 2000). Memos provide an analytic audit trail in grounded theory. An outside researcher should be able to read memos and understand how data were interpreted and theory developed (Corbin & Strauss, 1990).

Thick, Rich Description

Thick, rich description in a grounded theory study refers to thorough, detailed descriptions of: 1) phenomena, 2) participants, 3) concepts, 4) categories, 5) relationships, and 6) substantive theory. Thick description includes using statements made by research participants in the narrative presentation of the theory. Using thick, rich description allows readers to judge research credibility and how themes were developed (Creswell & Miller, 2000).

Quality of Study

The quality of a grounded theory study is judged by evaluating both the research process and empirical grounding of results. Specific criteria are outlined by Strauss and Corbin (1988) for each.

Research Process

Strauss and Corbin (1998) developed the following criteria for researchers to judge the research and analytic process in grounded theory:

Criterion #1:   How was the original sample selected? On what grounds?

Criterion #2:   What major categories emerged?

Criterion #3:   What were some of the events, incidents, or actions (indicators) that pointed to some of these major categories?

Criterion #4:   On the basis of what categories did theoretical sampling proceed? How did theoretical sampling guide data collection? Were categories representative of data?

Criterion #5:   What were some of the hypotheses pertaining to conceptual relationships among categories, and on what grounds were they formulated and validated?

Criterions #6: Were there instances when hypotheses did not explain what was happening in data? How were these discrepancies accounted for? Were hypotheses modified?

Criterion #7:   How and why was the central category selected? Was selection sudden, gradual, difficult, or easy? On what grounds were final analytic decisions made?

(Strauss & Corbin, 1998, p. 269)

Empirical Grounding

Strauss and Corbin (1998) developed the following criteria for researchers to use when evaluating the empirical grounding of theory in data:

Criterion #1:   Are concepts generated?

Criterion #2:   Are the concepts systematically related?

Criterion #3:   Are there many conceptual linkages, and are the categories well developed? Do categories have conceptual density?

Criterion #4:   Is variation built into the theory?

Criterion #5:   Are the conditions under which variation can be found built into

the study and explained?

Criterion #6:   Has process been taken into account?

Criterion #7:   Do theoretical findings seem significant, and to what extent?

(Strauss & Corbin, 1998, p. 270-272)

By addressing the criteria stated by Strauss and Corbin (1998) to evaluate

research process and empirical grounding, researchers can assure quality within a

grounded theory study.

<div align="center">Conclusion</div>

Grounded theory methodology was chosen as the appropriate strategy in order to

best answer the research question of this dissertation. This chapter presented other types

of qualitative approaches considered, as well as why grounded theory methods were

chosen as the most appropriate, a brief history of grounded theory methods, and

evaluation criteria for grounded theory studies. The next chapter outlines specific

methods used in this dissertation.

CHAPTER IV

METHODS

. . .a great deal of research must be of an exploratory nature, aiming at qualitative answers to such questions as the following: What goes on in a certain situation? (Lazersfeld, 1972, p. 226)

This study followed the grounded theory design of Strauss and Corbin (1990, 1998) in order to generate a theoretical model that describes, explains, and predicts the dynamic nature of constraints to leisure experienced by adults who had been previously constrained from swimming but were successful in coping with constraints. Methods include: 1) sampling, 2) data collection, 3) data analysis, 4) member checks, 5) theory presentation, and 6) evaluation.

Sampling

Data were collected from June 2006 through December 2006. Theoretical and convenience sampling methods were utilized. Following theoretical sampling, research participants were selected based on how their experiences or knowledge may contribute to theory development. Therefore, the following participant criteria were established: 1) study participants needed to have been constrained from participation in a leisure activity, 2) study participants must have been successful at coping with constraints, engaging in the activity from which they had previously been constrained, 3) he or she must be willing to participate in the research study. Adults were chosen as the study population because of their ability to look back and reflect upon their lives.

Swimming was chosen as the specific leisure activity of focus for this study because of researcher interest and experience with teaching swimming lessons. Using theoretical sampling, and in order to best answer the research question, adults stating they had previously been constrained from learning to swim, and were currently participating in swimming lessons were chosen as participants for the study, as these individuals would have experiences relevant to the purpose of the research. Therefore, at the time interviews were conducted, all participants stated they had the desire to swim or learn to swim at various points in their life, yet did not, but were now taking either group or private swimming lessons.

The researcher served as the swimming instructor for 10 of the study participants in June and July 2006. In these instances, the researcher also served as the gatekeeper to potential study participants. Rapport quickly developed between the researcher and swimming participants in these instances. In essence, the researcher approached potential study participants with an already established insider status. For theses reasons, the study sample may also be considered a convenience sample because persons easily accessible to the researcher were chosen as study participants. However, the sample still followed theoretical sampling procedures as outlined by Strauss and Corbin (1990, 1998). Even though the sample was convenient, all study participants contributed to theoretical development because each person had previously experienced constraints to leisure associated with swimming, yet they were able to successfully cope with constraints, therefore participating in swimming as a leisure activity.

The remaining 18 study participants were led by swimming instructors with no connection to the study June through November 2006. Aquatic facility directors and swimming instructors served as the gatekeeper for these participants. Study participants not taught by the researcher were located by contacting aquatic directors of facilities in upstate South Carolina and asking for referrals. Depending on whether the aquatic directors or swimming instructors were willing to provide contact information, either the researcher contacted the study participants directly and scheduled an interview, or the swimming instructor or aquatic director contacted swimming participants and asked permission to provide contact information to the researcher.

Data Collection

Data were collected through in-depth, open-ended, interviews lasting from 45 minutes to 1.5 hours. Interviews were conducted individually, except for the sister pair and one husband and wife pair, per their request. Interviews took place either face-to face in a public area, such as a public library, or over the telephone. Interviews were audio recorded and later transcribed by the researcher and an outside transcriptionist. Interview data were stored and managed using the qualitative data analysis software program, NVIVO 7.

Before interviews were conducted, participants were given and read an informational letter describing research procedures, purpose of the study, and contact information if questions arose after the interview (Appendix A). As stated in the informational letter, consent was implied through participation in the interview, no consent form was signed.

Saturation

Interviews were conducted until categories and the theoretical framework were sufficiently saturated based on the subjective decision of the researcher. The researcher determined saturation was reached when no new concepts or categories were emerging during interviews. Once saturation was reached, data collected during interviews was not creating new categories or sub-categories or further developing existing categories.

The researcher began to reach saturation at approximately the 17th interview when no new information was yielded during interviews. However, the researcher continued conducting interviews to ensure saturation was reached. Creswell (1998, 2007) suggests saturation of a grounded theory is typically reached upon interviewing between 20 to 30 participants. This study was consistent with Creswell's (1998, 2007) recommendation, as saturation was reached upon interviewing 28 participants.

Interview Questions

Interview questions were developed that would access information from participants in order to answer the guiding research question: *What is a theoretical description of how people develop and cope with constraints to leisure?* All interviews were based upon open-ended responses to the following questions:

1. How did you come to be ___ years old and not learn how to swim?

2. What people, events, issues, or happenings kept you from learning to swim?

3. How did you feel not knowing how to swim?

4. How did you deal with not knowing how to swim?

5. When did you first realize you wanted to learn to swim?

6. What made you realize you wanted to learn to swim?

7. Why is now the right time for you to learn to swim?

8. What steps did you have to take to learn to swim now?

9. How is learning to swim going to change things for you?

As interviews progressed, the researcher probed and asked other non-scripted, spontaneous questions as needed.

Data Analysis

Data analysis was based upon the researcher's immersion in the data and repeated comparisons, codings, and sortings, characteristic of the grounded theory approach. Each interview was analyzed before the next interview was conducted. Data analysis followed standard grounded theory procedures of: 1) constant comparison, 2) analytic coding, and 3) memoing, as outlined by Strauss and Corbin (1990, 1998).

Constant Comparison

Constant comparison refers to the continual comparison of data. As interviews were analyzed, new data was continually compared to existing data, searching for discrepancies and similarities. Constantly comparing existing data with new data and looking for gaps in data assisted the researcher in developing subsequent interview questions and saturating concepts and categories.

Analytic Coding

Open, axial, selective coding occurred in separate phases, as well as simultaneously. See Table 3.1 on page 53 for a condensed guide to analytic coding and Chapter III for in-depth explanation of coding. For a concept to be coded, interview data

had sufficient meaning regarding constraints to leisure, learning to swim, and coping. Analytic coding was a continual process throughout the study, leading to further refinement and development of the theory.

Open coding

Analytic coding began with open coding, which is the microanalysis of raw interview data. During this phase of coding, data were broken down by word, line, sentence, or paragraph. Topics of relevance were identified, coded, and grouped based on similarities, forming concepts. Concepts sharing meaning or characteristics were then grouped forming categories. Table 4.1 on the following page provides an example of open coding of raw interview data. Table 4.2 then shows the 49 initial codes and five categories extracted from interviews during open coding.

Axial coding

Axial coding then identified subcategories, relationships between categories, categorical dimensions, and how categories affected each other. Table 4.3 provides an example of axial coding, showing subcategories and how data was recoded and grouped during axial coding.

Selective coding

Selective coding is the final step in analytic coding. During selective coding, categories were integrated and connected and the theoretical framework was pulled together. Selective coding occurred even up to the phases of writing the final theory narrative. Figure 5.1 on page 73 in Chapter V shows the outcome of selective coding,

Table 4.1 Open Coding of Raw Interview Data Examples

Body Image	I was glad the instructor was a female, just for the fact that I have such a gorgeous body, I guess! Yeah, I mean, I wondered would it be male or female. I did not really care, but female is easier for me, I think. Yeah, because I just, you know, like I said, my body is in such bad shape. My body is horrible, and getting worse!
	Well no. It was just that, what bothered me was, he had never seen me in a bathing suit, and even though I was not overweight by even an ounce, I was worried about, what is he going to think of me in a bathing suit? I was worried about the bathing suit part. I wasn't thinking about anything else
	And then, self image. You know, did I want to be in a class with a bunch of other people with my cellulite, and my granny boobs.
	I think as women a lot of that comes from not wanting to get in our bathing suit in front of everybody.

Parental Influence	My parents said, "You better not go near that water, you'll get drowned."
	I would not go near the water. You would have gotten a beaten. If they say you to, "Stay away," you better stay away. It was just the day. Back in the days, that is just how it was.
	As a child it probably never really was reinforced from the parents that we should know how to swim.
	My mom said, "I swam as little as I could – I hated it." But she is not a swimmer. I think it might have affected us learning to swim. I think maybe she did not search out opportunities for us to swim so much.

Lack of Facility	One thing back early in my life is that is wasn't a place to swim. You know we didn't have like now, you know the Y and all that. We didn't have things like that that in my day, in my time you know.
	Back then you know it just wasn't, you know swimming pools and things back then. Now they call them streams but back then they called them branches. Some people would take sand and build it up to make them a little place to swim but we weren't allowed to do anything like that.
	Because they didn't have access to the pool years ago. So, and then they didn't even have Twin Lakes back then in those days. I didn't know of any lakes. The Twin Lakes, they started building that. People might have a pond for the cows to drink water out of that, something like that and they would go and damn up a branch and make them a pool, a place to swim. I can remember these guys were living on the farm and that is what they did. They damned up this branch and made this place to swim. And they didn't have bathing suits then to swim in. They would just jump in and strip off. That was just the days.
	Woods Lake had closed down. The opportunities that we had that were affordable had closed down. The high schools down here did not have pools like the high schools up North used to. And we were poor, so we did not belong to neighborhood pools. So there wasn't the opportunity.

Table 4.2 Initial Codes and Categories Developed During Open Coding

Category	Code
Causal Conditions	1. Age or Self Image
	2. Body Image
	3. Childhood Socialization or Experience
	4. Cultural
	5. Family Responsibilities
	6. Fear
	7. Fear of Embarrassment
	8. Time Period
	9. Geographic Area
	10. Inconvenient Activity
	11. Lack of Facility
	12. Lack of Time
	13. No Opportunity or Access
	14. Not What Social Group Did
	15. Parental Influence
	16. Personality
	17. Physical Limitation
	18. Political
	19. Socioeconomic
	20. Work Responsibilities
Leisure Is Constrained	21. No Participation
	22. Limited Participation
	23. Decreased Enjoyment
Catalyzing Experience	24. Age
	25. Determination or Priority
	26. Family Influence or Support
	27. Health Reasons
	28. Increase Skill Level
	29. Money
	30. New Access to Pool
	31. Peers or Work Environment
	32. Safety
	33. Showing Off
	34. If she can do it, I can do it
	35. Wanted to Participate Fully in Activity
Negotiation of Constraints	36. Find Appropriate Lessons
	37. Participate in Area Person Feels Comfortable
	38. Alter Daily Routine
	39. Use Other People As Positive Examples
	40. Support From Family and Friends
	41. Prepare Self Mentally
	42. Schedule Time for Activity
	43. Make Goals
	44. Find Affordable Lessons
	45. Plan Ahead
	46. Locate Facility
	47. Get More Information About Activity
Participation	48. Learn to Swim
	49. Swim for Leisure

Table 4.3 Axial Coding, Showing Further Coding and Grouping

Category	Sub-category	Code
Inhibiting Conditions	Psychological Issues	1. Age 2. Body Image 3. Personality 4. Fear 5. Fear of Embarrassment
	Social/Cultural/Political	6. Cultural 7. Childhood Socialization 8. Time Period 9. Not what Social Group Did 10. Political 11. Parental Influence
	Physical Limitation	12. Physical Limitation
	Life Responsibilities	13. Family Responsibilities 14. Work Responsibilities 15. Lack of Time
	No Access/Opportunity	16. No Facility 17. No Swimming Instructor 18. Socioeconomic
Leisure Is Constrained		19. No Participation 20. Limited/Modified Participation 21. Decreased Enjoyment
Catalyzing Experience	Life Review	22. Age
	Social Pressure	23. Family Influence or Support
	Health	24. Health Reasons
	Over Estimated Skill Level	25. Increase Skill Level
	Missing Out	26. New Access to Pool 27. Safety of Kids 28. Wanted to Participate in Activity
	Vicarious Self-Efficacy Improvement	29. If she can do it, I can do it
Increased Motivation	Swimming in Made a Priority	30. Priority
	Determination	31. Determination
Negotiation of Constraints	Personally	32. Find Appropriate Lessons 33. Participate in Comfortable Area
	Temporally	34. Alter Daily Routine 35. Schedule Time for Activity
	Socially	36. Modeling 37. Support From Family and Friends
	Logistically	38. Locate Facility 39. Plan Ahead
	Economically	40. Find Affordable Lessons
	Cognitively	41. GetMore Information About Activity 42. Make Goals 43. Prepare Self Mentally
Participation		44. Learn to Swim 45. Swim for Leisure

presenting a flow chart of the final theoretical framework and how categories and relationships were integrated.

Memos

Memos are the researchers' written records of reflection, interpretation, and theory development. Memos provide a record of the thought process and different phases of theory development. Memoing was ongoing until the theory was completely refined from the perspective of the researcher. Analytic memos were recorded throughout data analysis, assisting the researcher in making connections, creating codes and categories, contemplating meaning of data, and developing the theoretical framework. Analytic memos were handwritten and compiled into a three-ring binder and are available upon request.

Member Check

The purpose of a member check is to ensure understanding of meaning between the researcher and participants. While interviews were being conducted for this study, the researcher conducted member checks, assessing understanding of meaning by repeating information back to participants and asking if the researcher understood what the participant was communicating. In instances where there may have been a discrepancy, the researcher asked for clarification and elaboration. Once the final theoretical framework had been developed, the researcher wrote a condensed narrative of the theoretical framework. The narrative was sent to all study participants via email or postal mail, along with a brief questionnaire regarding the accuracy of the theory (Appendix B). Participants were asked if he/she agreed the theory was an accurate

description of why he/she did not swim earlier in life and how he/she came to swim for leisure as an adult. Participants were also given the opportunity to write any comments regarding the accuracy of the theory or if any information.

Theory Presentation

In grounded theory, findings are presented as a set of interrelated concepts via diagram, narrative description, or proposition statements (Strauss & Corbin, 1998). A diagram provides a visual picture of the theory, identifying categories and relationships. A narrative presentation includes a tightly written description of the theory, followed by a thorough discussion of categories, conditions, and relationships. Proposition statements including descriptions of categories and relationships are another option for identifying theoretical structure. Quotes are laced throughout narrative and propositional statements, illustrating how the substantive theory is grounded in data (Strauss & Corbin, 1998).

Results of this dissertation are presented in Chapter V in narrative form. In addition, Figure 5.1 on page 73 presents a flow chart of the final theoretical framework, providing a visual diagram.

Evaluation of Research

Criteria for evaluating the trustworthiness and quality of the grounded theory are presented in detail in Chapter III and addressed, specific to this study, in Chapter VI.

CHAPTER V

RESULTS

This chapter presents the resulting grounded theory in narrative form, answering

the guiding research question: *What is a theoretical description of how people develop*

and cope with constraints to leisure?

Participants

Twenty-eight persons living in upstate South Carolina participated in the study.

The sample consisted of 23 females and five males. All participants were between the

ages of 22 and 70 years (*M*= 48), including: two between ages 20-25, three between ages

26-30, three between ages 31-35, two between ages 36-40, one between ages 41-45, one

between ages 46-49, five between ages 50-55, four between ages 56-60, five between

ages 61-65, and two between ages 66-70 years of age. Thirteen were minorities,

including: 10 African Americans, two Indians, and one Mexican. One participant was

not a United States citizen, two were born in other countries, later becoming United

States citizens. Nineteen were married, nine were single. Fourteen worked full time, two

part time, four were retired but still working, four retired, two full time students, one

housewife, one participant was on permanent disability, and one was a Vietnam veteran.

Of those reporting (n= 14), yearly household income ranged from $20,000 a year to

$200,000 a year. Four participants completed high school, four technical training, 10

undergraduate degrees, seven graduate degrees, and one post graduate degree. Sixteen

participants were taking group swimming lessons, 11 private lessons, and one participant

was taking both group and private lessons with multiple instructors. Lessons were taught

at upstate South Carolina aquatic facilities, except for two people who were taking lessons at a private home pool. Two husband and wife pairs and one sister pair were taking lessons together and one husband and wife pair was taking lessons concurrently.

A Paradigm Model of Constraints to Leisure

The grounded theory model for how constraints to leisure develop and how people successfully cope with constraints to leisure is presented in a flowchart in Figure 5.1 on the following page. At the most abstract level, this model includes: causal conditions and contexts of the phenomenon, the phenomenon itself, intervening condition, coping process, and outcome. Figure 5.1 provides a visual illustration of categories, subcategories, and relationships. This chapter presents an in-depth narrative of the model, further describing the process of being constrained from swimming and successfully coping with constraints.

Premise of the Theory

This model assumes an interest in swimming is present. If the person is not interested in swimming, he/she is not constrained from participation. All participants in this study stated they had the desire to learn to swim but for reasons described in this narrative, did not.

Causal Conditions and Contexts

Causal conditions and contexts of a person not swimming have been identified as constraints to leisure. It is important to note that constraints to leisure affecting swimming participation are at times intertwined, and categories and subcategories are not necessarily mutually exclusive. However, in this model, it is not imperative constraint

72

Figure 5.1 Theoretical Framework of Constraints to Leisure and Successful Coping Process

Coping Process

Causal Conditions & Contexts

Phenomenon

Outcome

Constraints to Leisure	*Leisure Is Constrained*	*1. Increase In Motivation*	*2. Participation in Activity is Made a Priority*	*3. Constraints Are Negotiated*	*Participation*
*Socialization *Psychological Conditions *Life Responsibilities *Limited Resources *Physical Limitations	*Decreased Enjoyment *No Participation *Limited / Modified Participation	*Motivation to Participate in Swimming Increases	* Swimming is Made a Priority	*Logistically *With Social Support *Cognitively *Economically * Increasing Feelings of Security	*Take Swimming Lessons *Swimming for Leisure *Positive Emotions *Physical Benefits

Intervening Condition

Catalyzing Life Experience

*Not Knowing How to Swim Affecting Participation in Other Leisure Activities
*Receiving Social Pressure
*Self-Efficacy Improvement through Vicarious Experience
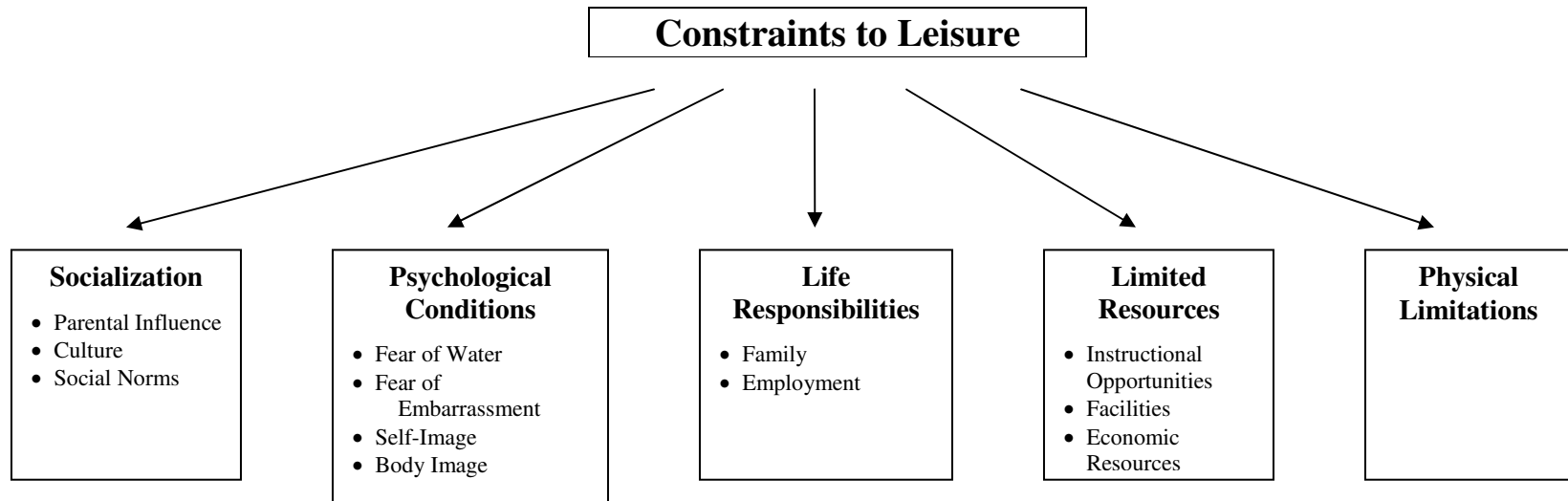*Life Reflection

classification categories be mutually exclusive. As seen in this study, it is the experience of multiple contexts and conditions inhibiting participants from swimming. As in life, contexts and conditions cannot simply be removed and separated from each other. All contexts and conditions (constraints to leisure) faced by individuals make up the complete experience of not swimming.

<div align="center">Constraints to Leisure</div>

Constraints to leisure are conditions or contexts preventing study participants from swimming. Some constraints to leisure affected participants earlier in life during childhood and adolescence. Then different constraints affected the same participants later in life, during early and advanced adulthood. Yet, some constraints remained stable over time, preventing the participant from learning to swim across his or her life span. Even though constraints to leisure preventing participants from swimming during adolescence or childhood were not necessarily the same constraints preventing participants from swimming later in life, the result of non-participation, modified participation, or limited participation was the same.

Participants attributed five types of constraints inhibiting them from swimming, including: 1) socialization, 2) psychological conditions, 3) general life responsibilities, 4) limited resources and 5) physical limitations. All contexts and conditions attributed by participants inhibiting them from learning to swim were classified into one of these constraint categories. See Figure 5.2 on the following page for a visual diagram of causal conditions and contexts of constraints to leisure.

Figure 5.2 Causal Conditions and Contexts of Constraints to Leisure

Constraints to Leisure

Socialization

- Parental Influence
- Culture
- Social Norms

Psychological Conditions

- Fear of Water
- Fear of Embarrassment
- Self-Image
- Body Image

Life Responsibilities

- Family
- Employment

Limited Resources

- Instructional Opportunities
- Facilities
- Economic Resources

Physical Limitations

Socialization

Socialization refers to the values, attitudes, and customs people learn throughout their lifetime (Mannell & Kleiber, 1997). Subcategories of constraints within the broader socialization category include: 1) parental influence, 2) culture, and 3) social norms. Again, socialization subcategories of constraints are not necessarily mutually exclusive. One subcategory of socialization constraints may have roots in other subcategories. For example, culture affects how parents raise children (parental influence), as well as social norms. In many cases, these sub-constraint categories are intertwined together, affecting, and perhaps making the effects of non-participation even stronger or the possibility of participation more distant. Despite their interrelatedness, subcategories of socialization were identified.

Socialization as used in this theoretical framework is also similar to the learning theory of modeling (Ogbu, 1999) in social cognitive theory (Bandura, 1997). Social cognitive theory involves the process of learning by watching others (Bandura, 1997). Modeling refers to what people learn by being around people they are likely to imitate. In this instance, study participants learned constraints, and therefore did not swim or learn to swim. Also similar to the theoretical framework presented in this study, people tend to model family, culture, and peers (Ogbu, 1999).

Parental influence.

The subcategory of parental influence within socialization captures how parent or guardians' messages or serving as examples constrained participants from participating in swimming as a leisure activity.

Ray lived in India until age 22. He described how his mother influenced him not to learn to swim, saying:

> There is no structure for learning swimming. So, most people, you know, their parents or someone will be taking them to the river and they will learn there. The fact is, my dad passed away when I was very small, and I am an only child. And again, you know, the thing at the river, it isn't like there are lifeguards and stuff like that. You learn, and it is not rare that some accidents are occurring, and some people don't survive some swimming lessons. So because of all the factors, again, the fact that my dad was not there, I was very small, I was an only child, and all that kind of stuff, my mother was a little reluctant to, you know, basically encourage me. Not that she stopped me from doing it, but she wasn't in a situation where she wanted to encourage me to get in the river and learn on my own and stuff like that. So that is the main reason why I did not go and learn swimming at that point in time. Yeah, you know, let's say she didn't stop me, but at the same time, the subtle message was, 'You don't want to do that, it is too much of a risk.'

When asked if she was exposed to water as a child, Alice commented, "I really don't think so. Because I never did hear my parents even talk about swimming back then. I never did see anybody swimming." Alice further described the influence her parents had on her not learning to swim earlier in her life:

> Our parents would tell you, 'Better not go near that water.' My parents said, 'You better not go near that water, you'll get drowned.' I would not go near it. You would have gotten a beaten. If they say you to, 'Stay away,' you better stay away. When I came up, my parents, I am not putting it on nobody or no color thing. Lots of black people didn't take interest in their kids. Let me put it that way. Because I had to quit school when I was 14 and go to work or go hungry. See so, I am not going to put that on no color. I put that on my parents. I fault them for it; that I couldn't go to school. I had to quit school. That is why I said you make choices. See, after I raised 4 children and I divorced and my kids were young and I raised 4 by myself. I felt like both of them was together they could have done a better job. People going to put it on the white man, but it isn't all about that. You see what I am saying? So, I have been working all my life. See I didn't have time to do anything. Now I guess that is why I am so excited. I am really excited now. Now I am doing some things that I really should have been doing back when I was young. And then they talk about you live through your kids. I lived through my kids, my daughters. Things I wanted to do like go to the junior/senior prom. See I didn't get to do that. I didn't get to wear the prom dresses or be in a

pageant. So, all of them had to be in a pageant. My oldest daughter didn't want to go the prom, but she had to. I worked so hard for them to have those pretty, nice dresses. They had to have some fancy dresses. So that is the reason I knew. It was the parents. Because if I did it, I feel like my parents could have done better.

When asked if her parents influenced her not learning to swim earlier in life, Jan said:

I think maybe my mom did not search out opportunities for us to swim so much. Maybe we had to want to go more than her. It probably was us asking more than her coming up with a time for us to go swimming. I arrange times to meet my friends at the pool and take the kids. But it wasn't anything like that with my mom. We would have to ask. And she would take us, but she wasn't a swimmer or anything.

Kate commented about her parents, "I don't think my mom really stressed for us to get in the water, or that sort of thing. She did not encourage us to go in there and learn how to swim or anything."

Trudy said her parents told her swimming, "was dangerous and you only needed to be in the creek or the river to take a bath. Or if it was too hot, you could go down there and eat watermelon and swim."

Rose also said she was not exposed to water growing up, "Going to the water was just something my family never did."

When asked if there was anything stopping her from learning to swim as a child, Maggie commented,

I got 4 brothers and 1 sister and they are all older than I am and I can remember being in the pool and they would be holding me up and stuff like that. But I guess I didn't learn to swim because we probably didn't stay around the water as much as me and my son are now. As a child it probably never really was reinforced from the parents that we should know how to swim. My brothers may have thrown it out there but it just wasn't all the time. But then as an adult I just needed to know how to swim.

Rebecca recalled:

We were in a farm area. My grandpa had a farm. And playing in water wasn't allowed because you didn't know how to swim. 'Don't be near the water, you might drown.' Then the lakes and areas around and my parents definitely said, 'No, don't get in that, don't go near the water, you will drown because you can't swim.'

When asked if her mother could swim and the message her mom gave about swimming, Kate said, "Oh no. She had terrible fear of water. I don't think she really stressed for you to get in the water, or that sort of thing. She did not encourage you to go in there and learn how to swim or anything."

As a young child, Rhonda grew up near the ocean, but also received parental messages about staying away from the water,

In Georgetown we were right on the ocean, but no opportunities to swim. Oh no. That was a no-no. You did not go to the ocean. Grown ups. We were not allowed. They thought about it being dangerous, and you weren't allowed to go there. And I don't know whether it was from the fear of water, or what it was, but we weren't allowed to go.

Later when Rhonda lived in a populated city with aquatic facilities available, the daunting message of swimming continued, "I lived with an aunt. But we could only go so far and do some things. I think she had a fear of the water also. So, she would caution us not to get too comfortable around water."

Describing the parental message Sarah received, she said "My mother was afraid, afraid of the water."

When asked why she did not learn to swim earlier in life, Bonnie commented, "I think it is because my family, my mom and dad did not have any interest in it. No, they did not encourage us to learn or participate."

When asked if his parents could swim, Tommy said his Mother, "says she does, and my father, I know he does. I have seen him swim. He taught me some stuff about floating that I still know. I can float pretty well. But that was about the extent of my family involvement."

Culture.

Culture is another sub-category of socialization constraints to leisure. Culture refers to "behavior patterns associated with particular groups of people" (Spradley, 1979, p. 5). Culture affected people not learning to swim by guiding typical behaviors and beliefs about swimming and water.

Ray described how culture affected him learning to swim through a lack of facilities in his native culture of India, saying:

> I did not grow up in the United States. I grew up in India, and in a rural part of India. And unlike the United States it is not very common that, you know, small towns and cities have swimming pools and that kind of facilities. I have lived in some bigger cities in India, and then I have seen swimming pools actually. But I have not seen a situation where it was so common for people to just go to, just to have that infrastructure of going to a swimming pool and signing up, and then somebody being there to teach and all that.

> Alice, a 64-year-old African-American woman, commented,

> Most black people are afraid of the water. I don't know why. I wonder, but we are. I don't know. It is better now. Because they do have places you can go swimming now and I see more blacks, more people just swimming. If you talk to most any black kids, little younger than me, you'll hear that. All of them were about the same, 'Don't get in the water, you'll get drowned.' I hear that so much.

Further describing cultural constraints to leisure, Alice remarked,

> Another thing about black people is their hair, the chlorine with the hair. One thing it breaks our hair-real bad. The water still gets under the swim cap and I didn't shampoo mine every night. That is the reason I am wearing it like this now. Even one of my customers told me she loved it but the reason she doesn't

swim is because of her hair. She said she had a bad experience about her hair. When she was 12 years old taking swim lessons, it came out so she had to cut her hair off. That's why they don't swim, on account of their hair. It is real bad on our hair.

Then Alice went on to comment about her mixed-race swimming lessons saying,

It was surprising to me to find a 'white' that is afraid of the water. They was more, had more access to being around pools and things. Because you do not see too many black people with a pool in the yard. I am just being honest. You do not see too many of us have pools and that is one reason.

When asked if her friends swim, Maggie commented:

That is the hard thing. They may know how to swim but that is not what we do. Because we do not have pools in our yard. Whereas my son just went to another party, and there was a pool involved. And they were white people; they had a pool. But most black people do not have a pool. So no, it is just we don't do that. So, I guess that is the reason why. I have never been involved in much water. I guess if I was around it more I may have learned earlier. But I just wasn't around it as much. But now my son knows how to swim and he is around it more.

Linda, a 33-year-old African-American woman, commented about her ongoing

swimming lessons saying,

I was surprised about by how many especially, how many black Americans were down there. I was more surprised about that. You don't see many black folks swimming. You tell them about that, and they say, 'I am not getting in the water.' But you see them out there, I am just saying, taking lessons, learning, at their age. I thought it was a blessing.

Heather, a 27-year old African-American woman, recalling her childhood

experiences with water stated,

This sounds silly, but when I was a kid, it was kind of an ordeal for my hair to be fixed, and when you would go to the pool, you would start that whole ordeal over again. I mean, it is an ordeal now, which is why I have a hat on, but literally, I mean, that was probably, if you had to decide between one or the other, that was it. I did not feel like getting my hair wet and starting all over again.

81

When Rebecca, a 57-year-old African American woman, was asked if she agreed

with the statement that black people do not swim, she refuted that remark saying:

> I think that, especially now, I think that is stereotyping, because black people do swim. You look at black people on islands have been swimming for years. The exposure was there for them. They had to do it out of survival. I know when I went to Africa, the young people were swimming. I was in Senegal and crossed to Dora Island. The young boys and girls would dive and swim for coins. I am thinking, 'Oh my god, the risk.' They would just be like the tourists. They would come across over on the ferry and there at the dock, at the end, they would just put money, quarters, coins and just swish and get it. And so that is a myth. Just like saying, 'All black people can dance.' Because everybody does not have the rhythm. That is across culture. She probably told you that using her time period or the pocket of people around her. And you use clues that say maybe in her area or group or family, community, maybe a lot of people didn't swim. But just to make a statement like that--no, no.

Rebecca was also asked if she agreed with the statement that black women do not swim

because of their hair. She commented,

> She has a point there but I do not know if that is the extreme. A lot of times black women, especially after they go through the process of having there hair done are thinking, 'Oh God.' I do not think it the sense of the chlorine. It is just the hair is wet. Then you have to go though the process of washing it and drying it and re-fixing the hair. We do not have to do our hair as often.

Then describing why she did not learn to swim as a child, Rebecca stated,

> First of all, I was born in the South, and it was segregated. In our school, in our PE program, in a predominately black school, we didn't have the facility. With the community rec, there was a summer recreation program where they had pools but blacks were not allowed to go, even though we were in the county. But still there was a facility in the community but we were not allowed. I was not able to go to the recreational center.

> Rhonda was also constrained by segregation, "We, as the black race, did not have

access to pools."

> Heather, a 30-year old African-American woman, described a swimming incident

in elementary school she attributed to culture,

In 3rd grade, for some reason we took a field trip all the way across the street to the Y. And we split up into groups by the level you could swim. And by then it became obvious that there were kids that could swim and they were down at the end of the pool playing games, Marco Polo, and the rest of us were just sitting there. And it was like, 'Okay, what was the point?' It wasn't fun for us. Nobody was trying to help us learn, they just kind of set us down here so we would not drown, gave us a life jacket, and the other kids would swim by, laugh at you, and then swim back out. So I was like, 'Okay, that sucks.' But I did not think it was a very good plan on their part. I understood trying to keep people on the same levels, you know, you don't want a swimmer with a non-swimmer, and the swimmer having to worry about this kid. But you could see this line, all the white kids were down here and all the black kids were down here. I really thought my teacher liked that. And I am not even sure that she did not divide us up by race assuming that we could not swim, because I am pretty sure some of the kids, the black kids, could swim.

Social norms.

Social norms is another sub-category of constraints to leisure under the broader category of socialization. Social norms are accepted rules of behavior (Mannell & Kleiber, 1997). Therefore, social norms acted as constraints to leisure when the accepted, or typical, behavior is to not swim or participate in water activities.

Jennifer remarked that swimming was not a social norm for her,

I think it was with my life, being a full time student and a full time employee, you know it was just an expectation that you got married immediately out of high school and you would have a baby. As a matter of fact, I wasn't really encouraged to go to school beyond high school. I think that, you know, it was something that I really did not have to worry about or be concerned about, because I did not think I would ever be involved with it.

Swimming was also not a social norm for Mary. She commented,

I never remember any of my friends or anyone taking swimming lessons. Because I really wasn't prone to be around people at a swimming pool or a lake besides summer camp and that was so long ago. All I can remember is going to the lake and not really going out far. That is why I am still here. Other than that, I do not recall friends swimming or not swimming.

When asked if her friends swam when she was growing up, Linda recalled:

No. We were in the band and had a band camp. They had an indoor pool up there at Converse College, and all of the black, all my black girlfriends just sitting around the pool, just buying the suits and looking sophisticated! That is all you seen, you know, they are not getting in, they are just going to sit on the side. I don't really, my friends, no; they don't do stuff like that.

Rose attributed not learning to swim earlier in life because no one she knew was swimming, "That's probably why I didn't learn either because there weren't a lot of people around that could swim. It wasn't a big deal."

When asked if she went swimming with her friends, Anna said,

Well, when we would go to the pool, I would go with a cousin of mine. She could not swim. But she, her dad was the one who would usually take us to the lake. And then as I got older and started going to the lake, where you have parties at the lake and all this, I know one of the girls could swim. Course she was from the city, maybe that is why. I was a little country girl. But I honestly don't remember a lot of them, you know, that being a big thing with a lot of them.

Regarding swimming as a social norm, Patty commented:

Um, I don't, you know, the friends that I grew up with, we were not in swimming areas together. So, it wasn't one of the things that I really noticed. I will just tease you about this, we used to put the barrel over the fire hydrant, and that is what we would do to get wet! It has not been one of the things to do socially; never had swimming parties or never, you know, just even when you go to the beach you just kind of float around in the surf.

When asked if his friends could swim John said, "A few, but not very many because again, it was just not one of the main activities in my social circle."

Psychological Conditions

The category of constraints to leisure considered as psychological conditions captures concerns within a person's mind or emotions that are significant enough to inhibit learning to swim. Psychological condition sub-categories include: 1) fear of water, 2) fear of embarrassment, 3) self-image, and 4) body image.

Fear of water.

Study participants described being constrained by a fear of water. The sub-category fear of water captures negative emotions involving water or swimming. Not swimming or learning to swim because of a fear of water acting as a constraint to leisure is similar to classical conditioning (Pavlov, 1928). Classical conditioning involves what a person learns in response to the environment (Pavlov, 1928). In these instances, study participants were reacting to water environments with fear and anxiety because of previous negative experiences with water, and therefore were constrained from swimming and learning to swim.

When discussing why she did not learn to swim earlier, Jennifer said:

I think with me it was not only did we not have a safe place to go, but it was the, not having the control in the water. You are kind of at the mercy of the water, and not having that control. I had the fear of water. Because it would go over my face and I thought I was drowning. It was just the fear factor. But neither one of us like to have our faces and heads underwater. There is something about the smothery kind of feeling that took a lot of courage to get over!

Fear can also stem from previous experiences with the water. Alice described her fear saying:

Because I lived in front a pond, what they call a pond now. And my cousin he got drowned out there in that pond. So, that was frightening too you know. Uh huh. Back then they had what they called pastures, where horses and mules and all that was in it, cows. He got drowned and then I was really, I guess I was about 7 or 8 back then and I really, that just terrified me of water. Then my cousin after I got older, I was grown then, my cousin carried me out there in what they called Twin Lakes and I almost got drowned then. So, then I just did not want to see, you know, go near water. I would get in the tub and that's all. Loved to take a bath. Loved to sit in a tub of hot water; that makes you feel good. Other that that, no. I was going to get in some water? I don't hardly think so. I just can't explain it, how afraid I was of the water. Your heart is just pounding, just pounding away. It is awful, to be fearful. That is all I can say. And now when I hear people say 'Oh no Alice, I am afraid,' I try to talk to them you know to tell them that it is not bad.

Lilly also had fear of the water. She attributed not swimming for leisure because of fear saying, "I think it was just fear, fear and loss of control." Lilly then described an earlier attempt at learning to swim:

I actually took classes at the YMCA at my hometown, well, my town in Georgia. I did fine in the shallow end and stuff, and when the instructor took me out to the deep end. And I remember this because he just kind of laughed and stuff. He said when I got to the deep end and could not feel the floor under my feet, I put the death grip on him, my eyes got big as saucers, and he could just see my heart just palpitating. I never went back after that. I just kind of like stopped after that. You know, he was taking me out because I had started some things like swimming across the pool in the shallow end, but again, I could stand up if I needed to. He was trying to advance me to really moving ahead. But as soon as I got to the point where I knew I did not have the floor under me, and there was no way I could touch the floor and have my head outside the water, I panicked. It was not shortly thereafter, that I just said, naa.

Meredith also had a traumatic experience with the water earlier in her life,

I was at a younger age, thrown in a lake, and I started drowning and I never wanted to swim. I was frightened. I was drowning. I would not want to go back in the water. So that was that. I did not get back in the water after that.

Allison also described her traumatic experience in the water:

When I was 10, I had an unfortunate experience at a lake, and still to this day I don't like lakes. I don't know that you will ever find me swimming in one, unless I have to do so to save my life. My mother had a friend who had a lake home in Indiana, and she invited my mother and myself to spend the night and go out in her boat. For whatever reason, she wanted me to learn how to water ski, and I kept telling her I did not know how to swim. But some people just don't listen. So they tied this foam belt around my waist, and started pulling me around the lake. Then I fell in and, I was left floundering. And literally, her nephew, in his 20's, he saw the difficulty I was having once I fell off the rope, got into the lake, and got me. And from that point on I said, 'Okay, I don't think I like this.'

Allison had another bad experience on a lake, this time as an adult:

My husband talked me into getting in the canoe and going out on the lake. So I am in the canoe, putting on my children's life jackets. I had mine on, and was trying to get the children's on. My husband decides to start rocking the canoe, because he was going to jump into the water. I yelled at him to stop and he did

not stop. He flipped the canoe and he flipped me and the kids down into the water. We got out barely. Tiffany went down, and Jason was able to grab her, because her life jacket was open on the front. Will, his head stayed above but he went in the water. I grabbed him, and I managed to dog paddle my way over to the dock, and I just grabbed along the dock and kept walking along, and carrying Will, and told my husband I would never get in a boat with him again. He scared me to death. You know, I had flashes of my children drowning. And I myself was deathly afraid of the water, and I had sense enough to do enough to get out, and I was furious, so at that point, it locked down, and I said, 'I will never do this again,' and I never did.

Linda described her scary experience in the water:

I was just afraid. And I fear the deep part where I can't touch the bottom. I had got, not really thrown in, but I had got near the deep part, and had struggled to get from the deep part to the shallow part. So, from then on I was avoiding swimming.

Rebecca described an encounter she had during a previous attempt at learning to

swim :

That was going pretty well. They really started with us the basics, putting your face in, real baby steps. Just like with the kids. I felt very comfortable. Then, during the summer we had an episode where they had to clean the pool at Fike. My oldest child is 29, so this had to be maybe at least 23 and something odd years ago. I still really wanted to learn how to swim. So, we had to go out to Lake Hartwell at the beach for practice because they were draining the pool. We had a nice group, couples that were teaching and wanting their children to learn so they were out there also. And while we were in the lake during our little techniques, I began to put my face in and submerging under water. That was fine, and even the little fish, that didn't bother me. Then I was practicing; a water moccasin came across in front of me. Oh yes. They were telling us to get out the water, not only me the instructor too. 'Get out the water, everybody get out, get out, get out.' They removed the snake, but for me it was over. Just the fear factor was there. It was pretty big. I would say a mop broom handle. And that was scary. But I often think about that. Could that have been an excuse? They asked, 'Please do not tell the children what happened.' And the next day we resumed with the lessons but it was never the same. No. And I knew I was inside and knew it clearly. It was just. But then again after thinking about it afterwards I always questioned, was that an excuse? Because I really, really wanted to learn to swim and was getting very comfortable.

Trudy described how her fear of water constrained her from swimming:

I had too much fear of the water. I never was, when my children were younger, which was about 20 years, and I was taking them to swimming lessons, but I did not know how to swim myself. I always wanted to learn, I just did not have the courage to do it. There was still the fear of the water. Because I would get panicky in the shower. So I thought, I will never be able to swim because I can't get my face in the water.

Rhonda's fear also constrained her from swimming:

I kept myself where I could be safe. Because really, I was afraid of the water. I think it might have been a little bit of fear of my face going into the water. I could get all the motions and everything, but really the fear of putting my face in the water really freaks me out. I think that is the only thing that could stop me from swimming

Tommy described how a traumatic experience he encountered being thrown in a

pool as a child still affects him as an adult:

At the time I thought that I did not float, because I was thrown in and yet I did not come back up to the top. I remember staring at this light, not going anywhere. I do not know what depth that was. I would guess maybe a foot or two, you know, where the lights are at the deep end of the pool. But at the time I really thought that I did not float. But now looking at it, I was floating. Obviously, I wasn't standing on the bottom of the pool, but I did not have any momentum to take me back up. I was pretty scared about not floating. Now, that is what I am fighting a little bit now. Every time I start, I feel that panic. If I have to stop, even though I know I can float, and I am not going to go that far down. I feel that panic. Immediately when I start heading that way, I know this. I know this in my mind, but that fear comes back every time I think about it.

Tommy was also fearful swimming lessons were going to put him in a position for which

he was not ready, "I was worried about it being unorganized and moving too quickly. I

would think that if everyone was like my wife, it would progress much quicker, much

quicker than I felt like I was ready to do."

Susan also had an experience in the water that led her to being fearful:

Well, at one time we were at the beach and I was like, you know, going through the water. I slipped, and somebody had to come and get me out and all that. That was, that kind of like, you know, I had gone a little too far without realizing it. It

was the first time I was ever at the beach. From there, it was like, the fear was like, okay, you know, I don't bother. But after that, I never went more then like knee-deep in the water.

Heather described her fear of the water, saying:

I think that is what freaks me out about going underwater, because I got a lot of water in my nose. And in really chlorinated public pools, it hurts. At the Y, it isn't that bad, but the pool at the house, it just hurts when you get water. So that is my issue with sticking my head in the water

Rose's fear surfaced after she had signed herself up to take swimming lessons, "The next day after I signed up. Then I had time to think about it. Um, I done paid my money. I can't back out. I really wouldn't want to back out, but it is like you kind of have second thoughts?"

Fear of embarrassment.

Along with a fear of the water, study participants also described having a fear of being embarrassed because they did not know how to swim. The subcategory fear of embarrassment captures negative emotions relating to personal skill levels. Study participants that were constrained from by a fear of being embarrassed displayed characteristics of being performance orientated (Dweck & Leggett, 1988). People that have a performance orientation emphasize ability, feel anxious about failure, and lose self-worth after doing poorly (Dweck & Leggett, 1988). Study participants with a performance orientation were constrained by trying to avoid negative feelings with the scenario of letting people know they did not know how to swim.

Tommy described his thoughts as the time for swimming lessons approached:

I am thinking it is going to be wild, because it is adults and most of them are probably like my wife. And I am seeing her swim all over the place, and I am going to be the only grown up there that can't do anything. So that was kind of

my fear going in. Maybe there is some embarrassment there, so basically you want to like hide it.

> My husband was afraid that everyone was already going to be swimming well, and the teacher was going to help them increase their speed. He was worried that he was going to be the only one that could not swim. And I said, 'Tommy, I don't think it is going to be like that.' I told my friend, Shannon, that we were taking swimming lessons, and she said, 'Well I am going to take them too, because I need to do my strokes better.' I think that intimidated Tommy a little bit.

Lauren was also worried about other people finding out she could not swim. She said, "When an opportunity would come up to go to a pool, I always had something else to do. Because I did not want them to see that I could not swim." Lauren further described how her fear of embarrassment constrained her from learning to swim, "I mean, I could get private swimming lessons, but I was too embarrassed to even do private swimming lessons."

Heather explained how her fear of embarrassment was an additional constraint to not learning to swim, "I just never learned how to swim, and it just, after awhile, it just, I guess the older I got, the more self-conscious I got about it, and I just, I don't know, never learned."

Allison described her fear of being embarrassed saying, "There was the definite fear of the deep end. But there was also the thought, 'Is my husband going to tease me and make fun of me trying to learn how to swim?' And he does tease me, but it is good-natured."

Wendy described her feelings of embarrassment when inquiring about swimming

lessons at her university recreation center:

> I spoke to the people at the front desk. I just said, 'Who do I see about swimming lessons?' And they said Jessie. I felt a need to explain to them that I knew how to swim; I just did not know any strokes. Because I think there is a bit of a stereotype. Saying, 'I don't know how to swim,' I think there is a bit of a stigma to it. I feel like the majority of American kids, particularly people born in Florida, know how to swim. I think it would just be kind of silly; I can't swim. But I think there is a stigma attached to it, like you really missed out on your childhood, or you are just incompetent and can't handle yourself in the real world if you can't swim.

Wendy went on to describe her feelings of embarrassment while she was at pools with

other people:

> I guess I just felt like, since I did not know the strokes exactly, I felt like I had no business being in there. I just felt like I looked foolish, at least as far as to swim, as far as training goes, like getting into a lane and doing laps. Because I definitely would go to pools and I would still, you know hang out with my brothers, but I never wanted to get into the lane because I knew people would notice if I was doing freestyle incorrectly and things like that. I would say probably when I became a teenager and you just become much more self-conscious and much more aware.

Then, Wendy described her feelings of embarrassment while she was taking swimming

lessons:

> I would not even tell my friends what time my swimming lessons were, because I would not want anyone to think, my biggest fear was someone walking in and watching me swim. Because it is a pride thing. I am an extremely prideful creature. And I just hated the thought of being there with people that I knew watching me and then if I am being corrected or something like that. I always want to look impressive. I am not saying that this is right; I am just saying that is how I feel!

> Linda admitted when she thought about learning to swim, she thought, "This is

going to be kind of embarrassing!"

Self-image.

Self-image is the mental picture people have of themselves. Self-image also acted as a psychological constraint to leisure, inhibiting participants from swimming. Self-image acting as a constraint to leisure involves attribution theory (Weiner, 1992). Attribution theory describes the explanations people use for failure and success in learning (Weiner, 1992). In this study, participants were attributing his or her failures at learning to swim to their self-image.

Tommy described how not knowing how to swim became a part of his self-image,

But really you get to a point where you condition yourself, that is just not who I am, that is not a part of me. Yes, I wanted to, but I felt like, that is for someone else. You may want to, but it is kind of like, maybe like dancing. I would like to do that, but maybe that is just not me. I have my set of moves, and that is all I can do.

Allison was also constrained from swimming because of her self-image regarding her age, "My husband would ask me, 'Why don't you take swim lessons?' And I would say, 'No, I am too old for that.'

When describing his thoughts about taking swimming lessons when the swimming was brought up by his wife, John said, "I would say that I had a little bit of apprehension about that, because here is this old guy getting in the pool with all these kids that are swimming circles around you. And to be very honest, that was a little bit of a question mark in my mind."

Trudy commented on how her age affected her self-image and learning to swim, "But you get to be an older person, and you think, that is a child's thing I should have

learned. And when you get a certain age, you think, 'Well, I am too old to learn.' But then, the closer I get to 60, the younger 60 seems."

Wendy described how her self-image constrained her from learning to swim,

> I thought I did not belong. I am just one of these people, okay, because I didn't surf, just to give you an example, I refuse to go into Pacific Sun, or any other surf shop, because I felt like I had no business there. It is ridiculous. I know it is silly.

Self-image also includes people's personalities and perceptions of themselves. When asked why she did not learn to swim earlier in life, Edith stated, "I just was too shy."

Lauren mirrored her comment saying she did not learn because, "I am not real outgoing." Lauren then went on to describe how her shyness held her back from learning even when she was given the opportunity as a child:

> Well my sister knew how to swim when we were kids. She went down to the YMCA that was down the road from our house. But I never felt like that was an option for me. She was just more outgoing than I was. I wasn't an outgoing person that would pursue that on my own. My mother did try to give me lessons. She doesn't swim, but she gave me lessons for my birthday one year when I was maybe 8 or 9. It was at the YMCA but she didn't go with me, and nobody else went with me. And the whole experience of going to the YMCA was very hard for me because I was very shy when I was young. You know how they buzz you through in some places, instead of walking through, they buzz you through a door? If somebody had gone with me and had showed me that here is how you go through the door and that kind of thing, I might have done it. But it wasn't something that I wanted as a gift, that I remember wanting as a gift, and it wasn't something I was comfortable with, so I, once again, I did not go outside my comfort zone. Well, I remember that traumatizing me. And I think I went once for a lesson and I don't think I ever went back. Because I was very shy. I think that shyness probably held me back a lot.

Body image.

Participants also attributed being constrained from swimming because of body image. Body image is the mental perception of how a person perceives his or her

physique. Body image contributes to feelings of self-esteem. Self-esteem is used to describe people's views of themselves and is "an affective or emotional reaction to the self" (Eggen & Kauchak, 2001, p. 99). People will go to great lengths to preserve self-esteem (Pintrich & Schunk, 1996). In this study participants avoided being in bathing suits, swimming, and learning to swim in an attempt to protect self-esteem because of negative body image.

Trudy described how she felt about being around other people in a pool area, "We did not want them to see us in our bathing suits."

Trudy's sister, Jennifer elaborated:

Yeah . We just never grew up, I mean, when we went swimming as kids, we went swimming in shorts and shirts. We never wore a bathing suit. Even when I went to the beach in my early 20s, and took my mother on vacation, she went every year with us, we never wore a bathing suit. We always wore cutoff jeans and a thick T-shirt. The body image thing of never being in a bathing suit before in my life, that probably helped push it to the back burner.

Susan also described being constrained by body image:

Yeah, and then you know, the problem of wearing bathing suits and all that. I was, you know, self-conscious. That is one of the reasons I, you know, college had swimming classes, or what not, but I needed, like, I don't know, I didn't want to learn in the group setting. Yeah, I mean, it is like, you are dressed conservatively, and all of a sudden, it seems very outlandish. Like okay, yeah right, uh-huh.

Anna also had issues with her body image, "Because I just, you know, like I said, my body is in such bad shape! My body is horrible, and getting worse!"

Body image also constrained Allison from learning to swim. When considering taking swimming lessons, Allison remarked, "And then, self image. You know, did I

want to be in a class with a bunch of other people with my cellulite, and my granny

boobs?"

Jan commented on women not swimming saying, "I think as women a lot of that

comes from not wanting to get in our bathing suit in front of everybody."

Wendy described a body image issue other than weight and being in a bathing
suit:

> This is probably incredibly inappropriate, I was so worried about, I was very
> worried about like pubic hair. I am thinking like bikini lines. And it angers me. I
> am too much of a feminist, but it just angers me that our suits are such that we
> have to be so amazingly concerned about this. That was basically the biggest
> body image issue. It is like, I hope nobody sees this. And my skin is so pale; it is
> going to show up!

Sarah was asked if she had an issue with body image, and replied, "Yes, very

much so. I had people offer from time to time to teach me to swim. 'Oh my gosh, you

don't know how to swim? I'll teach you.' Oh yes, right. And you are going to see me in

a swim suit? Body image was an issue.

Life Responsibilities

Life responsibilities are burdens of obligation that are a normal part of being alive

and part of society. Such responsibilities or obligations can act as constraints to leisure,

requiring a significant portion of a person's attention or time. Study participants cited

life responsibilities as constraints to swimming. In addition, a lack of time, often

attributed to life's responsibilities, was also given as reason for not swimming. Sub-

categories of life responsibilities include: 1) family and 2) employment.

The constraint to leisure category of life responsibilities also involves attribution

theory (Weiner, 1992). Attribution theory describes the explanations people use for

failure and success in learning (Weiner, 1992). In this study, participants were attributing

his or her failures at swimming and learning to swim to life responsibilities, including

family and employment responsibilities.

Family.

Consistent with previous literature on constraints to leisure and leisure in general,

a common theme of women not putting them self first became glaringly obvious as a

constraint to swimming. It is interesting to note that no men described family

responsibilities as constraints to swimming.

Allison recalled,

I was so concentrated on the children, and again, I was working, and I was working nights most of the time, because I did not want my children in daycare and I did not want to hire a sitter. So, I worked nights when my husband was home, and then during the day I would go to sleep when the children would nap. And then when my husband would come home in the afternoons from work, I would go to sleep until 8:00 or 9:00 at night, and then I would get up. So, I would see my children, they would go to bed, and then the next morning, they would get up and I would be there. So, I was a very busy working mom with three children.

Once Allison's children were in school it did not get any easier to find time:

I had children in school and they were playing soccer and tennis and baseball and fishing and ballet and piano lessons, and you know, all the things that you have to do, plus all the activities at school, you know, teachers groups, and you have to do this and that. Doing something like that for myself just never crossed my mind.

Sisters Jennifer and Trudy both commented they did not learn to swim because,

"We are not used to putting ourselves first. Everyone else comes first." Jennifer went

further saying,

That is just our country ethics. That is the way we were raised. Everyone else comes first. Yeah, it is like you get your job done, you get your kids raised, you make sure everyone has a well and septic tank on their property, you make sure

you give them the land to get their house built, and then you can turn around and look and go, hmm…I think I have everyone else set. Now I can take care of me.

Jennifer also added, "Driving 22 miles to a swimming pool isn't a high priority when you have to figure out whether or not to feed the kids!"

Trudy also added, "It wasn't part of my life. I had a handicapped child and he required 48 hours a day. I know there is supposed to be 24, but he was a 48-hr a day-er. So that wasn't even in my mind."

When asked why she did not make any attempt to learn to swim, Kate said:

I did not even think those thoughts. I was just thinking about my children. Honestly, those thoughts never occurred to me. I was thinking about them, and raising them, and wanting the best for them. I wasn't even thinking about myself.

Anna also said family responsibilities kept her from learning to swim,

I think it was the thing of not putting myself first, and not taking care of myself. Having to take care of the kids and that kind of stuff. Yeah, there is never enough time to do what we want to do, because we are always too busy running to volleyball and softball, and getting dinner on the table, and the dishes off. Yeah, family, for the past 13-14 years it has been family, and building a home, and you know, all that, basically.

Lucy also put family before herself, and described how she feels as a woman:

First, I, like many women, grew up with the motto of don't be selfish. Everyone else's needs come before your own. So living life that way, there was never a time to take out the time it would take to actually go swimming on a regular basis. I probably could have gotten there if I swam on a regular basis because I pick things up easily. But yes, not meeting my own needs is the number one barrier. I probably lived by myself certainly less than 5 years. I have always had a brother living with me. At one time my niece lived with me. There were family things to take care of. There were, I was in a long term relationship, there just, everyone else. The second barrier is just life. But, just not thinking about what I needed or what I wanted. It is hard to learn to do things for yourself. We are all socialized that the idea is to be a Mother Teresa at all times. That is just not reality. When we try to match that we wind up depressed, upset, frustrated, and then we beat up on ourselves because we have these feelings. Because a really good mother or female would not have these feelings.

97

Lauren commented she did not swim because, "you know, I had a lot going on in my life. I married young, and then we had our son. I was working and being a mom and being a wife. I just never, I did not do things for myself like that."

Rhonda also cited family responsibilities as why she did not swim:

I just did not have time! Seems like I did not take time, really. I did not make time to do it because once I got home from work, you had the household chores to do, and my husband was a farmer, and there was always something to do.

Sarah said although she did want to swim, "It wasn't that important. There were other things that took priority like work, getting settled, buying a house, moving in. I didn't make it a priority."

Alice commented when she was young, swimming was not in her leisure realm of possibility, "I guess I didn't think about it because I didn't have time. I raised 4 kids and I really didn't have time taking care of them and working. I didn't have time to think about water."

Employment.

Employment responsibilities include obligations that are associated with employment or education. Participants again cited a lack of time as a reason for not learning to swim, but the lack of time stems from employment and school responsibilities.

Sarah commented:

When I was getting my Masters in East Texas, I was painfully aware I could not swim because we would go to the lake and we would go to places in east Texas. We would go from time to time. I started to associate with people who had more resources. They had a lake house so we went there a few times, not that many, not that often. I was a grad student so I had very little time for much of anything.

After graduating Sarah still did not swim, "That wasn't even an option. Exercise is a

luxury of the over weight behind the desk people. When you are working hard you just

don't make time. Those are luxuries really." However, Sarah enrolled her daughter in

swimming lesson but did not participate herself, again because of work:

> She was introduced early on because I would leave her in day car and then the
> baby sitter would take her. But she got scared early on. I was not a good model
> because I would not go with her. No mommy and me classes and that type of
> thing. At that time I had entered into the profession and it was hard initially to
> carve a slot for myself. I didn't have the luxury to take off at 10:00 in the morning
> to go into the pool.

> Rhonda said she did not swim because, "My daddy planted tobacco and

watermelon, and corn and peas, and all that good stuff. And we had animals. So

naturally we had to work."

> Anna also said she did not swim because of a lack of time:

> Last year I was working very long hours. I was the only one in the office for
> awhile. There were no girls there, and it was like 8:00pm when I would leave. It
> was basically time. You know, being able to get somewhere by 7:00pm. Time
> was my problem with it.

> Allison described not swimming because of her school schedule:

> By the time I was in school, you know, after high school, I was so busy, because I
> went to school year round. I did not have a huge summer break, and when I did,
> it was only for a couple of weeks in the summer before the term would start. I did
> not have time to think about it. Nursing was my life.

> Rebecca recalled her experiences not swimming:

> Then I put it off again, saying, 'Oh yes, this would come in the way with work,
> school and all that.' I still wanted to, there was always a desire to. And after that
> as the kids were getting older, going off with school like typical going places
> going visiting whatever, still, 'huh, I wish I could swim I wanted to do that.'

Jennifer commented, "Well, when you have 3 jobs, it is first one thing and then another."

Ray also said he was constrained from swimming because of work:

The fact was that I was moving around quite a bit. When I joined my job, I was in a program where I rotate every six months, so I basically go from on city to another. So that basically meant it was hard to get into the YMCA when a couple of months down the line you will be going elsewhere. So it is kind of hard to make that bond with the city when you are not going to be permanently there for a long time.

When Mary was asked if she had to rearrange her work schedule to take

swimming lessons, she commented:

No. I work 8:00am to 4:00pm. They work so well with me. The people I do home health care with. This lady, her husband is a good man. No. I did not have to do that. If I would have had to do something like that I probably would not have taken lessons, if it would have interfered. I have to get my money. I have to make my money first. That is the way I am going to be able to take lessons anyway, because I take care of myself. At the same time they would have worked with me. But I love my money and I knew what I was doing. When I saw classes started at 7:15pm, I was like, 'That is perfect for me.'

Susan also described being constrained from swimming because of work and

school: "It was like, okay, maybe I should learn, but then again, I was working, I was

going to college. I would not ever have the time to do it." Then Susan went on a cruise,

was again motivated to learn to swim, and again experienced work constraints, "I just

came back, and you know, work started again, and things go to the back of your mind. I

could not find like a swimming class that was convenient that I could go and do it."

Bonnie also said she was constrained, "because of the work conflict schedule."

Rose described her employment constraints:

The last few years it has really been the timing. Because of the hours we have at work. I work 5:00 in the morning to 1:00 in the afternoon. So we go to bed about

7:00pm to 7:30pm. My swimming lessons now are past my bedtime. Most swimming lessons are in the afternoon or evening. Then before now I worked at Jacob's in Clemson. And sometimes at Jacob's we worked 6-7 days a weeks. So, there wasn't any time there. So probably the last 10-12 years because of my schedule, it really didn't come up a lot about swimming lessons.

Heather also experienced work constraints:

Time became an issue because I was commuting about 2 hours a day. But yes, there was the Y. And I thought about joining the Eastside Y for other things, but just never really got around to it. There is the one in Gaffney, but time became more of an issue then, because I just was working so many hours, I guess.

Even after getting back into college to pursue her PhD, Heather was still

constrained by school responsibilities:

Fall is a busy time, and then because of that, in the spring I usually double up on classes or something. And it was a time thing. I was trying to get a paper out, and trying to get things running again, and it just was me trying to get going with schoolwork. And for the first six months or so, just getting back into school, and I was actually commuting from Greenville for like 6 months, from August 2005 to February 2005. So, I just did not have time.

Limited Resources

For some participants, swimming was not an option as a leisure activity because of limited resources, including: 1) instructional opportunities, 2) aquatic facilities, or 3) economic resources. The constraint of limited resources also involves attribution theory (Weiner, 1992). In this study, people attributed not swimming and learning to swim to limited resources including, instructional opportunities, aquatic facilities, and economic resources.

Instructional opportunities.

The sub-category of instructional opportunities captures the theme of the unavailability of swimming lessons or instruction.

When asked why she did not learn to swim earlier in her life, Alice commented, "But now, today is like everyone can learn to swim. If you want to know, you can learn. Because they have the instructor out there for you now. I didn't know about an instructor."

Rebecca said she was constrained from swimming due to "not knowing anybody who could give instruction. I did not have anybody to teach me how to swim, water safety."

Ray grew up in India and commented, "There was no formal training. People, you know, somebody teaches another person. There was no Red Cross and stuff like that."

Lauren described learning to swim on her own, "The few opportunities I had to swim in a real pool, I would try to work on strokes, but I had no professional instruction. So, it was mainly just trying to imitate what I saw people do."

Rose said, "I didn't have anybody to really teach me. The opportunity, as far as swimming lessons, never came up."

Regarding swimming instruction, Anna commented:

I never remember swimming lessons being offered. When I was probably 13 or 14 was the first time I ever went to a swimming pool. There was no opportunity in school, there was no swim team, and nothing like that. It just wasn't pounded into me, hey, we are going to take swimming lessons. It just wasn't an option that I had.

Linda recalled:

I never really, somebody was trying to teach me actually how to float. I did learn how to float. But as far as going under the water, and breathing, and the water going into my throat, you give up, and I did not have nobody to go over the lessons with me and stuff like that.

Aquatic facilities.

Study participants also stated being constrained from swimming by the unavailability of aquatic facilities, referring to swimming pools, as well as open water.

Jan said when she was growing up there were no aquatic facilities available for her to use, "I would go to friends' pools, and stuff, but not that often. We were not members of a country club. We were from a small town. There wasn't a swim team, and there wasn't a town pool. It was just limited."

Rebecca said she was constrained by the unavailability of pools, "Tennessee, 1948. Growing up there were not facilities available. We were in a farm area."

Susan grew up in India and commented, "There are no pools just in the public, not open, public, no. Um, maybe in clubs, and gyms, and hotels, maybe."

Ray also grew up in India and experienced being constrained the unavailability of aquatic facilities, "I did not grow up in the United States. I grew up in India, and in a rural part of India. And unlike the United States it is not very common that, you know, small towns and cities have swimming pools and that kind of facilities."

Alice remarked:

One thing back early in my life is that is wasn't a place to swim. You know we didn't have like now, you know the Y and all that. We didn't have things like that that in my day, in my time you know. I am 64. Back then you know it just wasn't, you know swimming pools and things back then.

Tommy said he did not have access to pools or open water:

I grew up in the country. We farmed and did stuff. Really there wasn't any, maybe some creeks, but no large body of water. And really in Cheraw, I don't know where my wife took swimming lessons, unless at the lake or at someone's house. There aren't pools and stuff there. It is kind of a different place. We bought one of those little small 3 foot pools. We had that and would play with

that. But there isn't a lake in Cheraw. But there is a river in Cheraw, a huge river that goes pretty swift. And even kids, we did not go in the water. So, there wasn't anywhere to go. We would go to the beach and do some stuff, but really just still playing around.

Patty also did not have access to aquatic facilities:

Well, I grew up in the city and did not have much access to swimming areas. Ever since I have been a child, I have always really wanted to know how to swim. I did not have access to pools, or you know, there was a high school, and occasionally we would go up to the pool. But I was never really afforded the opportunity to learn how to swim. And not being around water, it just wasn't one of the things I did.

Kate recalled, "There were pools, but they weren't like a block away. They were

a couple of miles away. And in my day and age, I walked to everything. It wasn't like I

had a car to jump into and drive to it, you know. So, the access wasn't there."

Trudy also said she did not have access to aquatic facilities:

We did not have the ability of going in a swimming pool. Nobody had swimming pools back in those days that we knew. Around here there used to not be any of those. It was in the last 30 years that swimming pools have become popular and people have them. It just wasn't I mean, everyone has pools now; it used to not be that way. Everyone has a cell phone, it used to be hung up on the wall and you stay right there.

Rhonda was also constrained by limited access to aquatic facilities,

When I went to South Carolina State, that was in 1954, the pools there were designed for PE majors. Physical education majors, only for the majors, if you were majoring in physical education. No, were not exposed there, either.

Economic resources.

Economic constraints are those constraints affecting participation that involve

money or financial resources. Participants cited being constrained from swimming

because money to pay for swim lessons or a pool membership was unavailable.

Anna commented she did not learn to swim because, "Well, when I was young, my mother could not afford it."

Sarah also said she did not swim because she experienced economic constraints, "I didn't know any body that had a pool. It was more of a socio-economic level issue at that point. We just didn't have access."

Lucy described being constrained by economics:

The primary reason none of us never learned the proper way to swim was economic. There wasn't money for swimming lessons, or going to a pool where swimming lessons would be included. It was Woods Lake, Hartwell, or the river. Never neighborhood pools. The opportunities that we had that were affordable had closed down. The high schools down here did not have pools like the high schools up North used to. And we were poor, so we did not belong to neighborhood pools. So there wasn't the opportunity. Both of them are strictly economics. Not having the availability or the money to pay for swimming lessons. When the YWCA offered free swimming lessons, I remember one summer begging to go, but there wasn't the money to pay for the gas to get us over there across town. If we had been members of a neighborhood pool, there would have been swimming lessons provided. But that is not the kind of neighborhoods we lived in. So it was primarily economics.

Jennifer recalled why she did not swim:

I think that, you know, it was something that I really did not have to worry about or be concerned about, because I did not think I would ever be involved with it. That was above my socio-economic level to have the freedom of time to do something like that.

Allison described her economic constraints:

Well, first of all, I really did not have the opportunity. I was one of 11 children, and we were very poor. My father was a welder, my mother was a homemaker. And my father left when I was a young child, left my mother at home with 5 children to raise. The others, two were in college and the rest were married. So anyway, there just weren't the finances to take swimming lessons, let alone there was no pool or lake in the town where I lived.

Meredith said she did not swim because, "Number 1, we could not afford it."

Rhonda recalled experiencing economic constraints:

See, when I was born, my daddy was 60 years old. I think that was one, maybe one of the reasons we weren't exposed to a lot of things back then, too. He did not have transportation to take us where we wanted to go. And my mother died when I was young. We had no money. That was a problem, too. Wasn't an opportunity, wasn't exposed to it. And right now I think adults are learning to swim more, because they have no excuse. I did not have any either, but I wasn't exposed to it. I guess that was an excuse. And back then, transportation would have been a reason. You can't just walk 35 miles to go to the beach. So transportation would have been one of them.

Tommy said he also did not swim because of economic constraints, "Nobody had pools. Maybe there were a few of them, but they were maybe more privileged. I did not run with that circle anyway. I think probably until I was in my teens, it was because of money."

When asked why she did not swim, Linda commented, "Mainly the expenses and stuff like that. I wanted to do it, but it was just me not putting the money back, and the finances and stuff like that. The main thing, when you are looking with the way things are now, the prices."

Physical Limitations

Sisters taking swimming lessons together, Trudy and Jennifer, also described experiencing physical limitations constraining them from learning to swim. Regarding being constrained by physical limitations, Jennifer commented,

We did not realize until we were actually doing the swimming lessons. I had Lasik surgery 5 years ago, so I can see. But Trudy still has glasses, and she can't. So I really learned the steps much faster than she did. And I thought, we were playing in the water one day and I said, 'Trudy, do you think we did not learn when we was kids because we could not see what was out there?' We had the river. And like Trudy said, the current was pretty strong. But I don't think the current was what made me as hesitant to learn as much as the fact that I could not see. As a matter of fact, we asked, 'Do they make swimming goggles with

prescriptions in them?' We found out they do. But that may be something that parents of children might want to think about, because they can't see. If you can't see and you hear a rush of water and feel it tugging against you, it is pretty scary. I think it was the fact that I could not see.

Trudy agreed with Jennifer's comment saying she was constrained by poor vision:

I think it would be the vision. Because a lot of people learn to swim in the river. My boy learned to swim in the lake, and he can swim in the river. But I think it is the vision. I could not see the distance of a foot. And that terrified me. And of course I was not allowed to carry my glasses with me, because if I lost them, there wouldn't be another pair. There wasn't money to get another pair. So I think that is what did it for me.

Phenomenon

The topic of exploration of this study was the constraints to leisure experienced by adults that did not participate in swimming as a leisure activity during their lifetime, until recently. Therefore, the central category of this model is the phenomenon of leisure being constrained.

Leisure Is Constrained

Study participants described three ways leisure activities involving water and swimming had been constrained throughout their lives: 1) enjoyment was decreased while participating in leisure activities involving water and swimming, 2) participants did not participate in leisure activities involving water or swimming, or 3) the individual did participate in leisure activities involving water or swimming, but in a limited or modified manner. See Figure 5.3 for a visual diagram.

Figure 5.3 Leisure Is Constrained

```
                        ┌─────────────────┐
                        │    Leisure      │
                        │  Is Constrained │
                        └─────────────────┘
                   ╱             │             ╲
                  ╱              │              ╲
                 ↙               ↓               ↘
    ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
    │ Enjoyment Is │   │      No      │   │ Participation│
    │  Decreased   │   │ Participation│   │  In Activity │
    │    While     │   │  In Activity │   │  Is Limited  │
    │Participating in│ │              │   │  Or Modified │
    │   Activity   │   │              │   │              │
    └──────────────┘   └──────────────┘   └──────────────┘
```
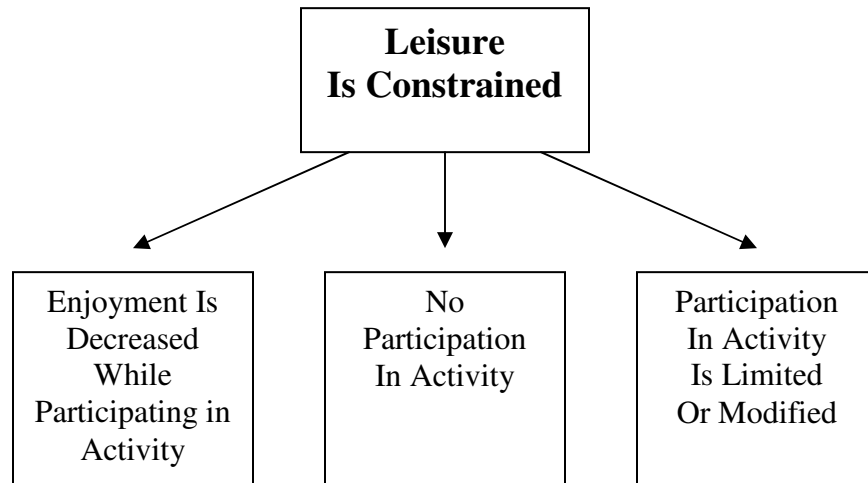
Enjoyment is Decreased While Participating In Activity

Constraints to leisure have the ability to decrease enjoyment while a person is participating in a leisure activity. When enjoyment is decreased, the participant is still able to participate in a leisure activity, however the activity is not enjoyed at the same level it would have been if the constraint to leisure was not present.

Tommy described his experience of playing with his children in water:

But when you are out there with your kids and with everyone, and they are swimming around and doing stuff, and you are just floating around, I think there is some, you feel kind of left out, and kind of like you can't do something someone else can do. Maybe you are not as good as them, type of thing.

Tommy also described his feelings of uncomfort when he is around water:

I will get on a large boat, because if it goes down, everyone is in trouble. I am not getting on anything small.   I will go out on a pier, but some small docks, still, I may feel tense. I will go out on it, but the whole time I am thinking, 'I don't know about this.' I will go out, maybe fishing or something, but if something was

108

unstable or very narrow across unknown depth of water, I am very hesitant about that.

Tommy continued, describing the anxiety he experiences at times while in pools;

> I think I know how to swim, but I don't know if I know how to stop. I tried to explain to my wife. Nobody understands. It is worse for me too because being in those pools, the whole time I am on my back swimming, my mind is thinking, 'How deep is it? How deep is it? How deep is it? How deep is it? How deep is it? You better check, how deep, how deep, how deep, how deep?' And so the whole time I am fighting, I need to stop, I need to see how deep this is. That is the reason I have to stop all of a sudden. Because I give into that and I think I do need to see. I am swimming up here, and it does not matter, but I am still from all those years fighting it: 'You need to know, you got to know how deep it is.' That is important. The whole time I am swimming, I am thinking, 'How deep? How deep? How deep?' I just can't even. So I may know how to, but I am not confident in my physical, you know, I still think that maybe something is going to happen. So, yes. Maybe I do. But I don't feel like I do. I would not tell anyone that actually, I know how to swim.

Tommy then described how he feels just being around children in the water, "When kids are playing in the water, I am always on the edge, watching. Any water situation, I can't keep my eyes off. All the time I am just worrying."

Patty described how she felt when her daughters were younger and swimming in the pool, "Both of my girls were life guards, and they were on the swim team, and swimming was a large part of their life. So I felt like I would go down and sit by the pool, but I wasn't really enjoying it."

Susan recalled how she felt when going to the beach, "Fear, because you know, I loved to go to the beach, but I could only go to like knee-deep water. And no further than that, because I didn't know how to swim."

Heather also described unpleasant feelings when she would get in the pool:

> The main thing I work on is going under the water, breathing through my nose, coming up. And that is really, it took me forever. Because for awhile it was like,

I go underwater, your chest is constricted. I mean, there is more pressure, and that feeling just freaks me out. Even now, it is just, I literally have to put forth some effort to kind of, you know, 'Okay, you know this is, if you blow through your nose.' I just have to, you know, try not to panic. And even a couple days ago, I was trying to swim and started to go under, and I started to panic. But that is probably no different from a lot of people.

Trudy also experiences decreased enjoyment when she is swimming, "I feel guilty taking the swimming or doing the swimming because my husband is the sole income, since I have not been able to work. So it makes me feel guilty to say we are going swimming when I can't go to work."

No Participation in Activity

Constraints to leisure inhibited some participants to the point of no participation in swimming or other water activities.

Tommy described how his fear of the water completely limited him, and at times his family, from participating in water activities:

It was like, we need to go white water rafting, I am like, 'You all go white water rafting. I am not going white water rafting.' They would say, 'Well, we will have on life jackets.' But still, I don't know to swim! I have never said I did know how to swim. I don't know how to swim. Like white water, it might be fun, but you don't have any business doing that if you don't know how to swim. You are not going to go out there and endanger yourself. Maybe too it is the whole, I think, maybe if the family would get out there, I would have a different opinion, but being by myself a lot, I have to worry about me first. I will not get on a small boat. I am not getting on anything small. I am not going to take out across the lake. You know, my wife has this big idea that I am going to get on a kayak. I am not going to do that! I cannot imagine going out in a boat and jumping off into the lake. So, I don't even, I am just, you know, would like to be able to swim laps in the pool. I think that is good enough for me. I do have a thing about the whole deep water issue. But then again, you know, some of my friends say, 'Oh your daughter should come with the boys, we are going to go out on the pontoon and jump out in the water.' See that stuff, I am still, now that type of thing, you will not hear me say it in front of my daughter, but she isn't going. All those situations I just kind of skirted. I think you condition yourself to stay away. You just don't go around those things at all. I mean, it is hard to explain, but it is just,

I might drive across a bridge and think, man I wish I knew how to swim, because if this bridge crashes, you are always at risk. When you don't know how to swim, you are really aware of whenever there is something more dangerous about the water, I think more than normal people.

Alice described how her fear of water constrained her from participating in activities that were even close to the water, "I didn't go near water. If we went out to cookout, we were away from the water. I didn't go near the water because I always was afraid I might fall in. It was awful, until now."

When Anna's daughter and husband swam in the pool, she said, "I would lay in the sun or lay and read or whatever. But I did not want to get in that pool."

Maggie was asked if she ever participated in water activities. She replied:

No, because I wasn't that stupid. I tried not to put my self in that situation. But just watching them come of the diving board and slide it just looked like so much fun. They'd tell me, 'All you got to do mama is hold your breath. No son, I am not going to do it.'

Rebecca described her longing to know how to swim during outings involving water:

And I just I wanted to learn to swim. Especially when my children Jeff and Reese, after I think about when they reached about 4 or 5 years old they were just like little river rats. And I just could, where ever I go, trips, just somewhere with a nice pool, the time we get there that is exactly where they wanted to go. Everybody, my husband would be in with them and I was the swim flower on the side, I would have a book and I would make attempts, but still knowing that I couldn't.

Ray described how he would occupy his time while his friends were in the river swimming, "I would just sit on the bank, you know, catch some fish.

Wendy also avoided water activities, "I made it a point to avoid any and all situations where I would have to show off any kind of swimming skills."

111

Allison described her participation with water activities, "Well, I would sit at the edge of the water, put my ankles in. But I would never go out on the lake. We bought a lake home, and I spent a lot of time sitting on the porch."

Linda described her families participation in water activities, "We went to the lake and put our feet in. And we took a trip with my husband, and there was a pool that he got in. But that is it. I don't ever remember the kids getting in no kiddie pool. No. We just didn't do that."

Participation in Activity is Limited or Modified

Some participants were able to participate in leisure activities involving water in a limited or modified manner.

Tommy described his participation in water activities,

Maybe if I had a lot of people that were swimming around and stuff, we would go. But I would maybe go fish off the banks or off the pier. Yes, we would go swim maybe at Twelve Mile. I would swim in the yellow area, just floating around, playing with the kids, but never thinking that I am going to go jump off a bridge, or swim across a lake, or go diving off a diving board.

Lucy described her participation in water activities, saying:

There were a couple of times when I went to pool parties with either a church group or I was very active with the community theater, and we went to someone's house at the lake or they had a pool. I would get in the water and play around, but I did not play any water polo or any of those games because there was too much splashing and you were definitely going to be going under the water doing those things. Or those guys, a group of them would get together and race. And I knew that was way out of my league.

Trudy's participation with water activities was limited to watching. She remarked:

I would get in the water and play or watch them. They would drop money in the bottom of the pool and go down and pick it up and stuff, make a game out of it and that kind of stuff. And I enjoyed watching them.

Kate also had limited participation with water activities, "I just, because I didn't, I felt I didn't know how to swim. So, I did not go in the water much, in other words. And if I did go in, I made sure I did not go in very deep water."

Susan described her participation, "I could go to the pool. I would sit on the edge, or go a little bit, you know, 3 feet deep, maybe. I would, you know, stay on the edge, because literally I didn't know how to swim. If it was a walk level, I would get in the water, but that was about it."

Allison's retirement home has a pool, yet she did not know how to swim. She described how she felt about the pool and how her pool was used:

I thought, 'Gee, it looks pretty!' And then I injured my knee in 2000, and I had to go through physical therapy. One of the things that felt really good was to get in the shallow end of the pool and walk. It would feel good on my knee, so I would do that. Then three years later I had a hysterectomy, an emergency hysterectomy. After the incision healed after a couple of weeks, that was one way I could get some exercise. I could get into the pool and walk around and get some exercise without it being too hot, because it was hot. It was in June, and by July it was very hot. It was a way to relax and to use some muscles but yet not be straining a lot. So I would just kind of walk around in the pool. My husband would swim in it, and my kids would swim in it when they came. And the neighbors across the street, I said, 'Come on over and swim any time.' So, the neighborhood would come over and swim in the pool. It was like this social thing.

Lilly commented on her limited leisure water activity:

I have always stayed in the shallow end where I can stand up. I never even tried to duck or sit or anything like that. I was always planted, feet firmly planted on the bottom of the pool, and would only be in there with people I trusted, like my son and nephews and nieces, little people, my husband and sister, but nobody that is going to do any kind of horse play.

Rebecca described her limited participation in water activities during different phases of her life:

And later, in school, getting older, teens, getting ready to go off to school, meeting other peers that could swim. It just made me want to swim because wow, going off to somewhere, going swimming. Everybody thinking it was special, the girls in the bathing suits. And I didn't want to just wear it for a fashion statement but actually wanted to swim. And then going on trips, going to see my family out in California and all that, and not be able to really enjoy the benefits. After teaching 31.5 years and I can't swim. And that's another thing, a ton of different friends and colleagues and having different occasions and outings. The swim flower. You feel you were invited, and the occasion was to swim. And, 'Oh I can't swim.' 'That's ok,' which was genuine I knew that, but I wanted to be totally involved.

Intervening Condition

In this model, an intervening condition occurred between leisure being constrained and the initiation of the coping process to overcome constraints to leisure. The intervening condition was a catalyzing life experience.
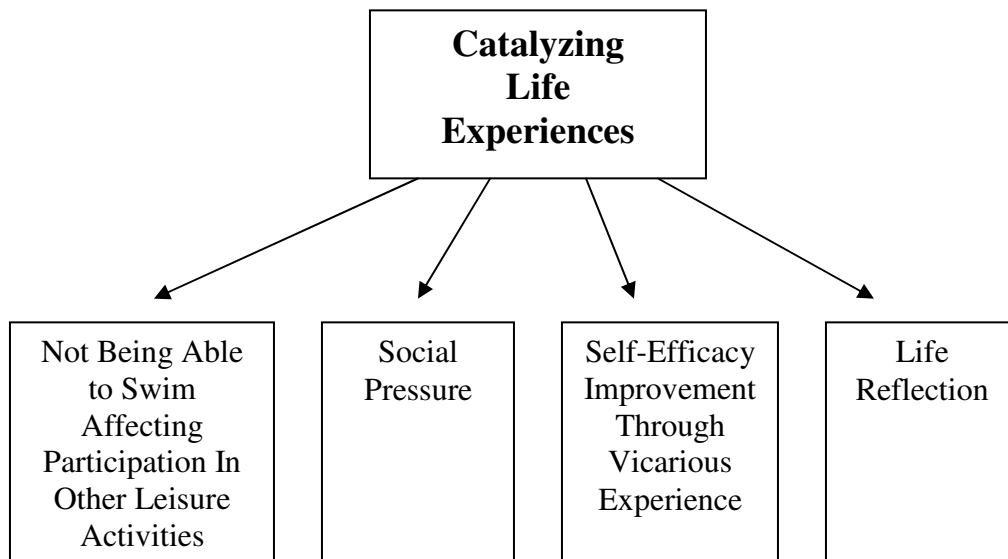
Catalyzing Life Experience

Catalyzing life experience refers to a life experience serving as a cause of change. In this study, participants reported a catalyzing life experience initiated the process of coping with their constraints to leisure. Catalyzing life experiences are grouped into the following categories: 1) not being able to swim affecting participation in other leisure activities, 2) social pressure, 3) self-efficacy improvement through vicarious experiences, and 4) life reflection. See Figure 5.4 on the following page for a visual diagram.

Not Being Able To Swim Affecting Participation In Other Leisure Activities

Along with being constrained from swimming, not knowing how to swim affected participation in other leisure activities. Participants described how not knowing how to

Figure 5.4 Catalyzing Life Experiences

```
              ┌─────────────────┐
              │   Catalyzing    │
              │      Life       │
              │  Experiences    │
              └─────────────────┘
         ↙        ↓        ↓        ↘
┌──────────────┐ ┌────────┐ ┌──────────────┐ ┌────────────┐
│ Not Being Able│ │ Social │ │Self-Efficacy │ │   Life     │
│   to Swim     │ │Pressure│ │ Improvement  │ │ Reflection │
│  Affecting    │ │        │ │   Through    │ │            │
│Participation In│ │        │ │  Vicarious   │ │            │
│ Other Leisure │ │        │ │  Experience  │ │            │
│  Activities   │ │        │ │              │ │            │
└──────────────┘ └────────┘ └──────────────┘ └────────────┘
```

swim affecting participation in other leisure activities was the catalyzing life experience

motivating them to finally learn to swim.

> Not knowing how to swim affected Laura's participation in a triathlon:

> I always wanted to learn to swim, but obviously not enough that I would go
> outside of my comfort zone and find a place that would teach me how to swim,
> until this triathlon that I had to do. And then like I said, finishing. I finished dead
> last for all the women. Well actually everybody on the swim part. And I did not
> like that I was last. I know somebody has to be last, but I didn't like it. I did not
> want it to be me. But you know what? I don't like it when I don't know how to
> do something, and I think I should physically be able to do it. I don't like that.
> So I just said I am just going to keep trying to take swim lessons and learn how to
> swim…I did really, really bad on the swim part of it, and it bugged me that I did
> really bad. It bugged me enough that when I had the opportunity to learn, I
> learned.

Kevin experience a similar catalyzing life experience when, after he signed up to compete in a triathlon, he realized his swimming abilities were weak enough to affect his participation:

> I have always been comfortable around water and have never had any problems and been around water: boating, water activities, skiing, all my life, but never had a formal swim lesson. I think, looking back on it, I think I was taught how not to drown. From earliest age I remember being in playing pools, and lakes, ocean, everything, no problem. But I never had, I know I never took any kind of formal swimming lessons. That got me to the point of needing it in 2003 because I decided to try some triathlons. Running was no problem, biking was no problem, but I went to the pool one day and thought I better make sure I could do this. I had based it on what I thought I had seen from other people's swimming. But I could not even make it halfway down the 25 meter pool without just stopping and panicking. That is how it came about. I did not think it would be that hard to translate just being in the water to being able to swim from one end of the pool to the other. But halfway across, I was so winded and exhausted, I was stopping. Again, it wasn't a fear. I stopped and stood up in the pool and just got frustrated and got out of the pool. Immediately I knew I had to find someone who could teach me to do a swim stroke. I think within a few days I made contact with an instructor at the Life Center.

Alice described how not knowing how to swim was affecting her participation in aqua aerobics:

> When somebody was telling me about the water aerobics I decided I was going to try it. I took water aerobics first and everybody was lying back on the noodle and I wanted to do that, but I was afraid to. So, then I decided I was going to take some swimming classes so I could do that. It just looked like it was so much fun to lie back on the noodle and do the exercises.

Anna recalled the day her catalyzing life experience occurred:

> My husband and daughter both are great swimmers. We were at Dollywood, you know, at Pigeon Forge. My husband and daughter were out there playing and trying to get me to get in or whatever. And I actually did not want to because I could not swim. And you don't put a vest on and get in a pool too much. Something just kind of clicked in me then, and I would say that was maybe about 4 years ago. I want to do this. When I get some free time, that is what I am going to do.

Allison's catalyzing experience occurred because not knowing how to swim was affecting the time she spent with her grandchildren. Allison's children would not let her keep her the grandchildren at her house because of the pool in the back yard:

> We kept wanting to bring the children to Auburn. I said, 'Why can't you let us have the kids in Auburn?' When my daughter had her little boy and my son had his little boy along with his little girl. My daughter finally said to me, and I am sure my daughter and son had had this conversation, no doubt in my mind, they were afraid of the pool. Even though we had it fenced. They said, 'What if the kids went out the back door?' So that really entered my mind, and I though, 'Yes, what would I do?' That really propelled me. It is now or never. Sally was the one who said it first. I eventually did ask my son, I said, 'Are you fearful?' And he said, 'Yes. Claire is so smart. She can get in and out almost any door.' I realized he was deathly afraid. And I said, 'Okay.' And, you know, that bothered me. It was on my mind a lot, from the winter time to May. I thought, 'I really need to do something about this, because we want our home to be a happy place for grandchildren.' And I thought. And the more I thought about it, and like I said, I had just finished working at the university, and I had more time, and then it came up, and John and I were like, because they finally let us take Claire and take her to a farm, and have fun with her at the farm and all this kind of stuff, and I thought, 'Okay, we want to do more of this.' We want the kids here. I finished working in May, and my husband and I were riding around, and he said, 'What do you want to do?' And I said, 'I want to learn how to swim, and I want to learn how to play the piano.' He could not find a swimming instructor fast enough!

Maggie described how not knowing how to swim was affecting her participation in leisure activities:

> Last year before school started, my son's friend had a back to school party and it was at the lake. And I was on the boat riding with my life jacket and they are out there on the tubes behind the boat and the skis and stuff and all I could think was, 'Man, that looks fun.' They tried to talk me into getting on the tube with my life jacket. I stood up and I looked over and I think my heart rate got so fast. He was joking and he said, 'I am not starting this boat up until you get out there' but he was just joking with me. But oh no, I can't do it. I think now, that's why, that stuff just looks fun.

Maggie had wanted to know how to swim as long as she can remember. She even described a near-drowning incident that occurred with her son and how even with a

possible near-drowning incident, she was not motivated enough to learn to swim. It was only after she was missing out on fun herself that she decided to make the steps to learn to swim:

> Last year, the incident after my son. The co-worker said, 'You really need to learn to swim.' 'I know. I know. I really do. I am going to take lessons.' But I never did. You figure that would have pushed me to take those lessons but it didn't. It was after I really saw the fun that I was missing. It sounds bad but you know what I mean, it was like, 'O.K. I am going to learn to swim.' When they was on the tube.

Patty's life catalyzing experience occurred when she and her husband were going on a cruise and wanted to participate in an underwater walk as one of the side-activities:

> Well, ever since I have been a child, I have always really wanted to know how to swim. I grew up in the city and did not have much access to swimming areas. And we have 21 grandchildren, and I watch all of them jump in the pool and swim and do very, very well, and I became jealous! And I think it was the cruise, as my husband said, that spurred me on. That is what motivated me. It said on the brochure that you really didn't need any advance swimming skills, but you know with that underwater walk, they said you go down 10 feet to 8 feet. I felt that if for some reason one of the hoses didn't work, I kind of felt like I wanted to make sure I knew how to get back up to the top. I just go back to thinking of planning for this cruise. I just wanted to feel more confident, you know, with this activity coming up.

Jennifer's catalyzing life experience also involved her grandchildren:

> I am very close to my grandson. I have probably missed maybe 8 Friday night dates with him since he was born. He was a C-section baby, just like his older brother. I was there with his mom the whole time, and I was the one who gave him his first bath, and those sorts of things. I am very family oriented. And I thought, Richard isn't going to be able to learn to swim unless I make sure he gets that opportunity. I thought, oh boy, this is a big one! I better learn, because I mean, he thinks I walk on water. And I ain't about to tell him that I can't even swim in water, let alone walk on it! And we have never asked them to do anything we couldn't do.

Bonnie's participation in water activities with her nephew was also affected because she could not swim:

I thought about it off and on through the years, but when I was actually serious about it, getting in and taking classes, was because of my nephew. He is 11 years old, and he had always wanted to go around water. We would go on vacation, and he wanted to stay in the swimming pool. I said, 'If you want to stay in the water a lot, you need to learn how to swim." Just the safety of it, even though I did not know. As a child, we wasn't in water a whole lot anyway for any of us to drown. But he wanted to go any time we were on vacation, and to stay in the water, and he developed a liking for it. I told his grand-mom and his mom that I was going to put him in lessons. I said, 'I will do it because he needs to learn.' He started when he was 7 years old, taking lessons at Seneca. And he has been going the last two years. And this last time, he is really getting good in the water, the deep end. He was okay with me in the shallow end, but now he is in the deep end. And I said, 'It is time for me to take lessons. It is time for me to get lessons.' I have been wanting to, I have thought about it off and on, and now Central has this great indoor pool. I said, 'Perfect.' He did not want to come to Central to take lessons. He wanted to stick with Seneca, because he was more comfortable with their coach. But I told him it is time for one of us to learn how to swim, because mama did not know, grandma, and I told him it is time for one of us to learn if he is going to be in the water! Someone needs to be in there with him! He does not need to swim by himself. Really for him, that was the last little push I need to get in and take lessons and learn. Mainly he would stay in the warm pool to start out, but like I say, he left me and went to the bigger pool with the deeper water to practice stuff like they were showing him, diving for rings and diving for sticks. That is really how I really, I really got down the schedule of when the lessons would be and paid attention to when it is time for them, and try to get things laid out with my schedule, with money, and everything. He was always wanting me to come in the water with him. I told him I did not know how to swim in the deep end and he thought that was funny. Yeah, he thought that was funny. The whole purpose, see, he is young, and the whole purpose of being older, he probably figured, you knew why he was in lessons, that I knew how. I told him I do not know how to swim, but I said I am going to learn now that I see you in the deep end, and it looks like fun. That was the last bit of push and motivation was my nephew and how well his classes were going, and he was moving far ahead of where I will ever be in the water. But I want to get to that point where he is at, standing there, treading water, and swimming. I like being active and it was something else to do beside jog, weight lift, basketball, walking, just something else. And really, swimming is a great exercise. And that had a good bit to do with it too. But the last little push really was my nephew. I could get in the water, but not deep in. But he really took to the water. That is when I said, 'Get him lessons.' I never did take to it as a child, but he did. So when he got in his lessons they were going so well he was going to the deep end. I don't want him going places with us on vacation and he can't enjoy it because we are all standing there scared to death that something is going to happen to him. So I got in lessons and I feel like I will be ready by next summer when we go on vacation

to get in with him. Everyone, I will feel better, Mama, everyone will feel better knowing someone else will swim in the family.

Ray described how he did not want to miss out on activities with his wife and

future family:

It is one of those things, you know, I don't want to live my life without knowing how to swim. But at the same time, I do not have much motivation to learn to swim. I was not too keen to do it. My thing was, ok, you learn to swim, then you do what? You know, that kind of stuff. But now the fact that you can do things together with my wife and things like that gives me some sort of motivation that I have not had before. She is not a fanatic about swimming or anything, but it is a combination of things. It is one of those things that I wanted to do, but not very motivated at different points in life, and I thought right now is a good time. And also I know that once people have kids, kids obviously like pools and water and that kind of stuff. So it will be a good thing if we have kids, and if I know now to swim, that is a good thing.

Tommy was starting to feel that not being able to swim was affecting his and his

family's leisure:

I think it is just the whole, I don't want them to be worried about me. I don't think I will ever be some Olympic swimmer, but I want them to like the water because I do like the water. When we go to the beach, we will ride the waves, and we will go out and do stuff. But now, I think basically as an adult it has gotten a lot more important than it was as a teenager. Now you get to a point where the kids want to play in the water.   They are having a good time, and I am not holding them back. I get in the water too, because they can't really get deep. So, I think the pressure of the children. I think it is just something that we are able to do, thankfully, we can afford to take swimming lessons, we can afford to be members of the pool, so why not? She has been on me for about 3 years, I would say. It is becoming more and more with my daughter something we can do as a family.

Social Pressure

The social pressure and support from family members or friends served as the

catalyzing life experience actually getting some study participants in the water taking

swimming lessons.

Tommy's catalyzing life experience occurred when his wife signed him up for

swimming lessons without asking him,

> I did not sign myself up for the lessons; my wife signed me up. Now I would
> have just kept on saying, 'I wish I knew how to swim better, but I never would
> have signed up.' I would have just kept on going, because that is what adults do,
> just put things off, and never do them. But she signed me up. She kept telling
> me, but I would, you know, huff at her. She would say, 'You know our
> swimming lessons are in a month.' And I said, 'What swimming lessons?' And
> she kept on and on. Then it was next week, and I said, 'Are we actually doing
> that?' I thought, 'Yes, that might be all right.' But in my mind, I was going to get
> out of it! Some kind of way, something is going to come up. And then the night
> before I asked, 'How much did we pay?'

Trudy's sister facilitated her catalyzing life experience, pressuring her into taking

swimming lessons, "I said, 'Do I really want to?' And my sister said, 'Yes, we do.' So,

she coerced me, and I said, 'Okay.'"

Kate also received social pressure from family to learn to swim. Kate

commented,

> My husband really kind of pushed it a little bit. He said, 'It would be good for
> you to know how to swim, so that when you are in the water you don't feel so
> panicky, you will be more relaxed, if we go on a vacation somewhere because it
> restricts us to the things we can do.' Because I can't swim.

Rhonda, 70 years old, was pressured by her 64 year old friend Alice to learn to

swim. Rhonda recalled,

> I started taking water aerobics. Alice encouraged me to try to swim. So, that is
> really why I am involved in the swimming lessons right now. She talks about it
> all the time. She was so enthused that at her age she learned how to swim, and
> she kept encouraging me. That is when I decided I am going go do it. When I
> enrolled my grandson, I saw that they had swimming lessons for adults, but I did
> not do it until Alice told me I should come. I did not even think about taking
> swimming lessons until Alice told me about it. She told me she was taking it and
> it was so easy. She encouraged me, so I thought I would try it. She motivated
> me. She did not have to do a lot of talking. She just told me, 'You need to try it.

I will be looking for you!' And I showed up. I guess she was surprised that I showed up.

Linda described how her husband's insistence served as her catalyzing life

experience:

My husband knows how to swim, and he wants the kids to be well rounded, especially swimming. He did not really care too much about the sports, but mostly swimming. I just pursued it because he was pushing me to do it. If it was left up to me, we would still be waiting. And I thank God for him, because he is always initiating things, 'Let's get it started now'. . . Because if it wouldn't have been for him I would be like, that is in the past, I should have learned when I was smaller; too late now.

Rose's catalyzing life experience also involved pressure from her husband:

I've always really wanted to learn but I guess I just didn't. It just takes a phone call. This time I was going to set up my granddaughter with swimming lessons and on the paper it said adult swimming lessons. Then my husband said, 'Why you don't take swimming lessons?' I said, 'Well, I could.' It went something like that. I have always wanted to know how so I could go out deeper in the water and not be afraid if I don't touch the bottom. I just hadn't ever made the phone call. So I haven't ever taken any lessons. I thought about it because they do give some at a place in Anderson but I never made that step. And why, I don't know? I have always wanted to learn to swim; it is just making that step. I guess because it was just there. Because I wanted my granddaughter to learn how to swim and right there it was, adult swimming lessons. And my husband said, 'You ought to go ahead and do it.' I don't know if I hadn't come up here for her whether I would have made the step. He gave me that little push. But I had to think about it; maybe, well I guess I could. We saw the adult swimming lessons, my granddaughter's were at 6:15pm and adults were right after at 7:15pm. My husband said, 'You ought to go ahead and take them. You have been wanting to.' He put me on the spot. It was just that moment. It was there and I was there, it just seemed like the thing to do.

Lucy's friend suggesting swimming lessons served as her catalyzing life

experience,

It has always bugged me that I did not swim properly. Like I said, I have always been a big one of form. I need to do it the right way. It has always bugged me that I swam without the proper form, without putting my face in the water. I never thought about taking lessons because it never occurred to me because I can

swim. I have thought about joining something where I would get instructions sideways, like doing laps or something. But I never really thought about taking lessons until my friend Sarah mentioned it

Self-Efficacy Improvement Through Vicarious Experiences

Self-efficacy refers to a person's belief in his/her ability to produce a specific outcome. Self-efficacy may be increased vicariously when a person sees or talks to someone whom they judge to have personal skill abilities similar to themselves succeed at a task or skill (Bandura, 1977). In this study, participant's swimming self-efficacy increased through vicarious experiences by watching or talking to peers succeeding at learning to swim

Heather met several people that learned to swim as adults, which improved her self-efficacy to learn to swim vicariously:

> There was another guy I knew that I would hang out with that was just learning to swim, because he wanted to teach his kids to swim, and that was kind of, like I said, I started to meet different people, and for whatever reason, some people just did not learn to swim. Then I met another friend and said she had taken swimming lessons as an adult. She did the same thing. She came over to my apartment complex and she was like, 'I just want to go swim. I just like to practice.' I was like, 'Okay, Stephanie can do this, I need to be able to do this, too.' You know, it was kind of what got me back into it. So, I said, 'Okay, it isn't that big a deal. I can go and take swimming lessons.' Actually, the guy that helps me tutor in here, we joined the rec center and signed up for swimming lessons, and I was telling him, and he said, 'Oh, I took swimming lessons there.' And here is this guy, 6'2" or 6'3", and he said, 'Yeah, I figured I needed to learn to swim.' That was the final push. I mean, I was going to do it anyway, but up until the point that I got into the pool, my friend wasn't actually sure I was going to go. But like I said, it is just all in my head. But if he did it, I should not be embarrassed to do it, too. When I had a discussion with Marcus and he said he had taken lessons. Then I said, 'Okay, I will just go.' I think literally that night I signed up that night or something.

John's wife was learning to swim, but once he saw her improvement, he decided he should also sign up for formal swimming lessons:

My wife's swimming instructor had worked it out so I could just kind of play around in the pool while my wife was taking her lesson. And I saw such improvement in just such a short time, I was impressed. I thought, 'Well, maybe I can do that too.' She was learning to stroke well, and just doing very well. So, that impressed me. What really motivated me was seeing how well my wife was doing. When I saw how quickly she was advancing, I thought, 'Well, wow, she is swimming better than I do.' It wasn't a competitive thing, but, when she started, she would say she didn't swim. She did, she could stay above water, but I saw how quickly she was getting down a nice stroke and being able to move through the water. I said, 'You know, maybe I ought to consider this.'

Sam's wife was also taking swimming lessons first and when he saw what she

was learning, he also thought he should give it a try:

When we went to the beach the last time, she actually could swim further and stronger than I can. Because I did not know how to swim and breathe at the same time. And being a smoker, I don't have the lungs that she has, where she is a very active and healthy person. And so she just kicked my butt! Which that was cool, someone that did not really think that she knew how to swim. That was probably the first time that she ever swam in the ocean where her feet were not touching the bottom. She was actually out over her head. I just, when I saw what she could do, just from the little bit that this other woman had taught her, it was like, 'Wow! That is cool. Maybe I could do, get some.' When she mentioned taking lessons together, that kind of, I thought, 'Maybe I can learn to swim as good as you are.' It was a really good feeling to see her kicking my butt in the ocean, because here is a woman that did not know how to swim, and she looks, you wouldn't know, looking at her in the pool, that she didn't know how to swim, before 3 months ago or 6 months ago. She just has this great form while she is going through the water. It is a pleasure to see it. It is cool.

Rebecca described her catalyzing life experience of vicarious self-efficacy

improvement giving her the push she needed to learn to swim:

This time with Alice, with her, she developed breast cancer and I saw her in the store and she said, 'Guess what I am doing.' And I said, 'What?' And she said, 'I am learning how to swim.' I said, 'You're kidding. I have put that off so long. You are older than I am. I am going to do it. If you can do it I can do it too. Thank you. You have just given me more inspiration to do it.' I said, 'By you sharing your story I am going to go sign up too. By you going and doing it, I am going to go and sign up too.' I said, 'My God, if she is doing that and she is older than I am? I can do this too.' Maybe I just needed a little boost for inspiration? And so here I am.

Mary described her catalyzing life experience motivating her take steps to learn to swim:

> This summer when I saw the kids, the lady I take care of has a swimming pool and her great-grand kids swim and they are only 5 to 6 years old. I said, 'Oh my God. They are swimming in 8 feet. I cannot do that and these kids are 5 and 7 years old.' So, I am going to learn how to swim.

Life Reflection

The life reflection subcategory includes a catalyzing life experience of reflecting back upon one's life and realizing learning to swim is one of the things he or she wanted to do, yet has not.

Sarah described her life reflection, saying:

> Why today versus not before? Turning 50, I think. It is turning 50. It is a milestone. Turning 50, my gosh, who knows? At my age peers are dying and that is pretty scary thought. I go to the gym pretty regularly, but the pool wasn't a big draw. It is just an ugly area in my opinion. It is just plain ugly. So it didn't draw me. If there were an outdoor pool it would be a different story. I would not get drawn to the water. But I just set my mind to it. Gosh, I turned 50, might as well. Life review, oh yes, life review. What am I doing? Where am I going? What if I die today what is going to happen? It is just a 50s thing, hitting the life review. What have I done with my life or what have I not done? What would not make a difference if I never did it and what would I like to do? Of all these things what have I always wanted to do? I do not want to wait until I am retired to start living.
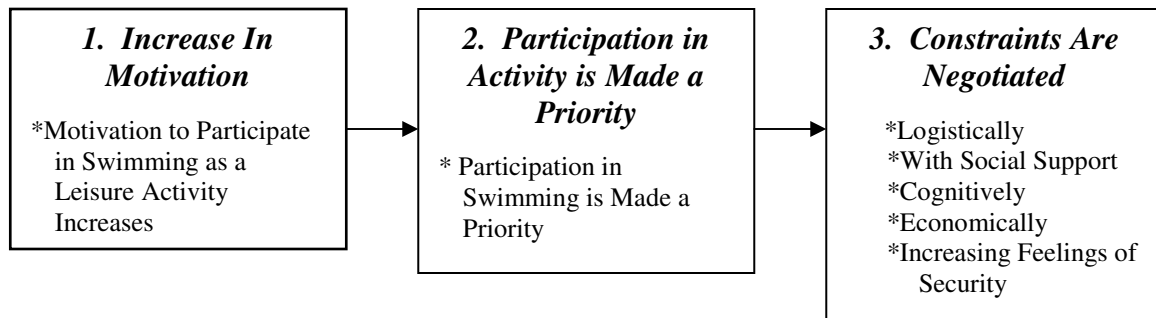
Coping Process

Once the catalyzing life experience had occurred, the coping process to overcome the inhibiting conditions or constraints keeping participants from learning to swim was initiated. In this model, coping refers to the process of facing or contending with leisure being constrained. The first step in coping with not learning to swim was an increase in motivation to learn to swim, followed by making learning to swim a priority. Once

learning to swim was made a priority, constraints to leisure inhibiting participants from

learning to swim then were negotiated. See Figure 5.5 below for a diagram of the process

of coping with constraints to leisure.

Figure 5.5 Process of Coping with Constraints to Leisure

Process of Coping with Constraints to Leisure

1. Increase In Motivation	*2. Participation in Activity is Made a Priority*	*3. Constraints Are Negotiated*
*Motivation to Participate in Swimming as a Leisure Activity Increases	* Participation in Swimming is Made a Priority	*Logistically *With Social Support *Cognitively *Economically *Increasing Feelings of Security

Increase In Motivation

The catalyzing life experience initiated the process of coping with constraints to

leisure which starts with an increase in participant's motivation to participate in the

activity. The increase in motivation was evident through participant's statements that

they were now determined to learn to swim, when before they were not or how important

learning to swim now was.

Alice described her increased motivation to learn to swim. "I was too afraid. I

wanted to learn so badly. I was going to lay back on that noodle. I was willing to take a

chance in trying to learn how to swim. I never thought I would have gotten this far."

126

Maggie said after she saw the fun she was missing out on, she was now ready to learn to swim:

> I always knew I didn't know. You know how you are when you are a little kid. I wanted to know how to swim. I guess really now, this is when I really wanted to know because I actually took steps to go ahead and get into the class. This time is different, because I am determined. I am ready to learn now.

Rebecca described her increase in motivation saying, "So, I am determined. I think with me, there was not enough determination to set and see the goal through. I guess some things I didn't want it bad enough. Didn't want it bad enough because of other things you've done."

Jennifer described her new found motivation to learn to swim saying, "I felt like this was a challenge I never took the bait on and never picked up the gauntlet. I was determined I was going to learn."

Linda commented about learning to swim, "It is just a matter of putting your mind to it and doing it now."

Mary described how she felt about learning to swim:

> It is all about, you really have to be determined and know what you want to do and know what you are trying to achieve in life. There is a reason for everything. If that person reasoned and they feel it is inconvenient, then they really do not want to swim then. It is really all up to you. If I am determined to do something I am going to do it. That is all it is to it. Nothing was going to hold me back.

When Mary was asked if she had ever tried to learn to swim earlier, she replied:

> As far as lessons? No. And being determined? No. But just going to a pool every now and then? Yes. I really didn't try to learn. I would just go out there for the fun of it. It wasn't something I was determined to do. If I wanted to swim across I'd swim across. If I couldn't, then I wouldn't. But as far as really trying to learn and being determined about it, no. This is the first time I really made a choice at decision in my life that it is time to learn to swim.

Allison descried a previous attempt she made at learning to swim, "The instructor tried to teach me a couple of times, but we mainly concentrated on the children. I did not really, I did not put a lot of effort in it, or time, because I was so interested in getting my kids going."

Lauren commented, "Well I always wished that I could swim, but I wasn't, I did not have any real commitment to doing it. You know what I mean?"

Patty described her increased motivation,

When I went to take swimming lessons, it was the same thing when I went back to college. I didn't go back for a grade; I went to learn. That is how I felt this time. I wasn't going there just to say I took swimming lessons. I was going there because I really, because I really wanted to learn.

Swimming Is Made A Priority

The next step in the process of coping with constraints to leisure, after motivation to participate in the activity increased was to make the activity a priority in their lives. Participants realized that if they were going to swim or participate in water activities, they were going to have to put learning to swim as a priority in their lives.

Linda described making swimming a priority for herself and her family:

Because you know, we had a flyer, but there was other things that kept coming up, or excuses. But then you have to get your priorities in order, and say I am going to set this for swimming. And that was the main thing. Because things happen, you know, distractions, to keep you from doing what you need to do, but like I said, I am going to overcome it and not allow that to distract me from doing what I need to do.

Lucy described her thought process of prioritizing learning to swim,

You have to decide it is more important than doing everything else. I have to decide it is more important than doing one more chart here. I have to decide that it is more important than going to another meeting, or than going home to cook

128

supper. So it does take planning and making it a priority, but that is something I intend to do is to make it a priority.

Rebecca also described how she had always wanted to learn to swim, and how in retrospect, if she had had enough motivation, she could have learned to swim earlier in her life:

> So, learning to swim was a goal, it was a delayed goal. I had always set that goal a long time ago but not acted on it. I finally had time but I cannot say that and blame my children. I can't, because I think of all the other things that I had to undertake with still working and raising a family all the other projects, all the other things. I just did not initiate it, take the time to do it. And where before, after retirement it was like, there, look at the time. I am saying it to me. You look at the other things that you sacrifice and you do and you have so many things on your plate and you do them.

Jennifer described putting swimming first, "As a matter of fact, my husband, Tuesday wanted me to do something else, and I said, 'Sweetheart, I have to go swimming first, and then I will come back and we will do that.'"

Sarah also described why she did not learn to swim earlier and how things were different now,

> Never set my mind to it. I wanted to but I never set my mind to it. I just never followed through. It wasn't that important. There were other things that took priority like work, getting settled, buying a house, moving in. I didn't make it a priority. It just wasn't a priority. When I went off to grad school. Even when I was an undergrad the pool was right outside my apartment but it was not a big deal. I had more things to do. I had other things that were pressing. I learned a few things and then I could not let go of my nose under water and then after that I went back to west Texas. I didn't prioritize it. It is a matter of priority. I didn't prioritize it. I am sure there was time, if I had wanted to, if I had made it a point, with gymnastics and everything else. It was a matter of carting her and taking her and getting babysitters to take her when I could not do it. So all of that was happening so if I had I prioritized it I probably would have done it. It was just not a priority. This just hadn't been a priority. Other things had been a priority.

Ray also described how previously, swimming had not been a priority in his life,

First of all, when you come to a new country, you try to adjust. You need to do all those things, including getting a driver's license. So swimming is not that number 1 priority. You are bothered about doing a lot more other things. Obviously school, you are studying then, you are here to find a job, all that kind of stuff.

Patty commented on why she did not learn to swim earlier but is now able to learn to swim, "It was really not a priority. I was busy being a mother, and then working while my children were in school. And I just didn't make it a priority."
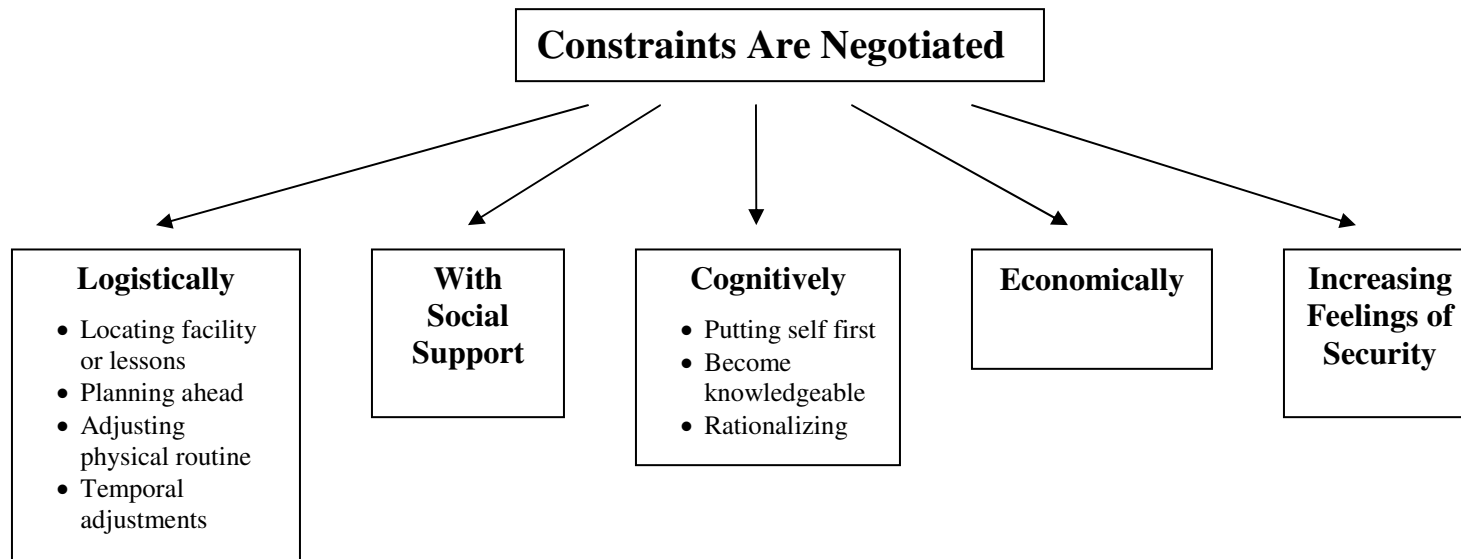
John commented on learning to swim later in life:

You know, my grandfather told me once when I was a teenager and I was working with him on the farm, and he was trying to teach me something, he said, 'You will never learn it any younger.' There is a lot of wisdom in that. While I can sit down and regret that I didn't learn to be a better swimmer earlier, I will never learn it any younger, so now is the time, or just, you know, don't do it. I am just trying to do it now. If I had to sum up why I did not learn earlier, I would just say it was not a high priority. I was doing other things: job, family, and things like that.

Constraints to Leisure Are Negotiated

Once learning to swim was made a priority, participants then began to negotiate constraints to leisure inhibiting them from learning to swim or participating in water activities. Negotiation refers to strategies used to overcome perceived constraints (Jackson & Rucks, 1995). According to this model, constraints to leisure are negotiated in the following ways: 1) logistically, 2) with social support, 3) cognitively, 4) economically, and 5) by increasing feelings of security. See Figure 5.6 on the following page for a visual diagram of constraint negotiation.

Figure 5.6 Constraints to Leisure Are Negotiated

Constraints Are Negotiated

Logistically
- Locating facility or lessons
- Planning ahead
- Adjusting physical routine
- Temporal adjustments

With Social Support

Cognitively
- Putting self first
- Become knowledgeable
- Rationalizing

Economically

Increasing Feelings of Security

Logistically

When constraints to leisure are negotiated logistically, the planning, coordination, and details of participation are worked out. Sub categories of negotiating constraints affecting learning to swim logistically include: 1) locating an aquatic facility or lessons, 2) planning ahead, 3) adjusting routine, and 4) scheduling time for swimming lessons.

Locating facility or lessons.

Not having the opportunity to take swimming lessons or access to instructors was cited by participants as being constraints inhibiting learning to swim. These constraints to participation were negotiated by participants locating swimming facilities and instructors. These constraints were often negotiated by taking simple steps of making phone calls and/or asking a few questions.

Lilly described how she found her swimming instructor, "I called the Life Center and they recommended this person to talk to, and that is how I ended up there."

Maggie commented on locating her swimming lessons, "I called down here. I knew my son had taken lessons down here. I just called and asked about it."

Jan also described how she found swimming lessons for her husband and herself:

I was at the pool one day, and a boy was having swimming lessons. I was talking to his grandmother or something, and the swimming teacher was there. I was asking her, I just asked, 'Do they ever have swimming lessons for adults?' She said 'Yes.' I decided I was going to sign my husband up. And then I decided I was going to do it too. So, I signed us up.

Ray's search for swimming lessons was more technologically advanced, finding swimming lessons through a Google search:

I guess one thing is you know the fact that there is an existing infrastructure in the United States. You can go to the neighborhood YMCA and sign up, and so that

part is taken care of. You don't even have to hunt or try and look to find a swimming instructor. It is pretty common in the United States. So, the accessibility was a good thing, so that is one thing which basically prompted, now you are here, now you don't have any of those old issues of not being able to find an instructor. I did not know much actually, I just did, actually I think I read an article somewhere last year in some newspaper, and they were talking about some adults learning to swim, and some people very, very afraid to, and all that. And there was some class somewhere in Greenville. Anyway, I just read the article, and at the time I did a normal Google search to find out the options in Greenville so as to find out the different options in Greenville. I live pretty close to the YMCA here, and I found the place, and I got a brochure.

Anna also located her swimming lessons through an internet search, "I got on the

internet. I got the number off the internet and then called and set it up."

Susan located her lessons by chance, bidding on a prize at a silent auction:

Well actually, as it happened, we were doing a silent auction at our agency for the March of Dimes. And one of the certificates was for a Pilates, a year's worth of Pilates from the YWCA. And I bought that. And uh, I called the director over at YWCA for scheduling the classes for Pilates. Well, they had canceled those classes. She asked me what else, you know, could she give me: Pilates private practice lessons, or what else she could give me, because that was canceled. At that time, I was like, 'You know what? This is my chance!' I was like, 'Okay, if you don't have the Pilates, what about swimming lessons?' They are like, 'We don't have it at YW,' and I said, 'Okay, what about YMCA?' She was like, 'Okay, which one is closest to you?' And she found out, you know, where I was living and all that. I told her Taylors was closer to me, than the Greenville Street. She said, 'Okay,' and that is how she, you know, she got me about 16 swimming lessons.

Bonnie said she found out about where to take swimming lessons through the

standard advertising method of brochures:

I was already coming over here to the facility, and I picked up a couple brochures they would have, talking about the pool, hours. And I asked them about lessons, and they had the little flyer packs when the dates were and all that.

Rose located swimming lessons though a family member's recommendation:

I was talking to my sister and she takes water aerobics. I knew a place in Anderson that offers lessons but I wanted a place closer. She said, 'You could

call Clemson Central Rec Center, they may offer them.' That is how I come over here.

Lilly made calls to several aquatic facilities in order to locate her swimming lessons:

> So, I put it out to two other Y's. I had it out to three Y's now, and then the Life Center at my hospital. So, I put it out at three other facilities. And when I talked to them, I said, 'Here I am, here is what I am lacking, so I need someone that is 'very special.'' And I wanted a private instructor. And about all in the same week, I got calls back, to say, we got the perfect instructor for you. One was Kristi, one was another lady named Nicle at a Y, and then at the Life Center I talked with the swim director. As a matter of fact, she said, 'I don't have any private slots right now,' especially at the time I needed, because I have very special times to get off work and stuff. But she said, 'I have this class, about 6 or 7 people, and I promise you they are all like you, they are just at different points and stuff,' so I said, 'What the hell.' And um, so, I signed up for three different instructors.

Patty was also given assistance from family member suggestions when attempting to locate swimming lessons:

> Well, my new son-in-law suggested, my daughter has an in-ground pool, but my new son-in-law suggested, 'Why don't you go to the Y? It is a larger pool and you will have accountability with an instructor.' And we just signed up, and Missy became our teacher.

Planning ahead.

Constraints to leisure are also negotiated logistically by planning ahead. Planning ahead involves developing strategies in order to better handle life's circumstances that may get in the way of taking swimming lessons and learning to swim.

When talking about negotiating her constraints to leisure so she can learn to swim, Lucy commented, "I need to plan ahead! I don't mind leftovers. I like to cook a bunch of stuff on Sunday and then I can eat off of it all week. If my brother does not like

leftovers, that is going to be his problem. So it does take planning and making it a

priority."

Jan had to plan ahead to find someone to take care of her children while she and

her husband were taking swimming lessons together:

> That is always an issue for us because we don't have family here. It isn't like my mom lives down the street and I can drop them off. It isn't any of that. But I was able to arrange the babysitting. Then when I got to the lessons I realized there were other people with children. I saw kids splashing around.   I thought it could be my kids splashing around. So then that was more incentive to take the next session.   Because I thought, "Well, I can bring them, as long as they behave and don't cause a ruckus." We had already spoken to the lifeguards about our kids staying in the pool, and that just made it a lot easier because we knew that we weren't really going to have to worry about the kids that much. They could come and swim, and it wasn't going to be any more distracting, because there were other kids there. So that wasn't a big deal. I thought it was going to be a bigger deal than it was, the childcare thing.

Adjusting physical routine.

When negotiating constraints to leisure logistically, some participants described

adjusting their normal physical routine, that is, changing the way they normally do some

things in order to learn to swim.

A common theme among African-American women was concern about their hair.

Alice commented on adjusting her normal hair-care routine:

> That's why they don't swim, on account of their hair. It is real bad on our hair. I hate to see them want to swim and can't swim on account of their hair. So I am trying to figure out what can they do so they would not have to shampoo it every time they get out to the pool. That's what they don't like doing. Someone told me we need to put in leave-in conditioner. So I have been telling them that about the leave-in conditioner. To most of them, their hair is very important. But that it doesn't matter to me, the hair doesn't bother me. I do not worry about mine. I do not have anything in my hair. It is natural but I am going to get a relaxer this week. The relaxer makes it straight. I will just shampoo it when I get out of the pool and I do not think I will have any problem.

Linda also described adjusting her routine to negotiate constraints involving her

daughter's hair:

> Jackie, my daughter, has a lot of hair, and blow drying it, and uuhhh! And her
> hair is longer than mine, and it is thick. You can imagine trying to put all that hair
> in a swim cap! But she doesn't mind. We got over it. And I have a beautician
> that does her hair. So she will do it for me, and in between I can just blow dry it,
> and so the Lord worked it out. It isn't that big of an issue. I am not going to let
> that stop me from letting her swim.

Mary also commented on adjusting her hair routine while she is taking swimming

lessons:

> If I got my hair done then it is one thing. But I didn't pay to get this done. It is
> ok for me to just take this out because I can do it again. But if I paid $40.00 for it,
> now I am not coming back to lessons. But I am going to be smarter than that. I
> know what I came there for. I am not going to pay someone and get my hair done
> and pay them money and then turn around and get in the pool. My hair is not
> hard to do. It is not problem with me at all. I can wear it spiky looking or let it be
> wet.

Bonnie also described changing her routine to keep her hair in good condition:

> I did not think it was going to be a big deal. But the more you get in that chlorine,
> you are going to have to wash it all the time, every day. And I do, because that is
> what my hairdresser told me, she said, 'When you get out of that pool, make sure
> you wash your hair.' I wasn't sure what type of shampoo to use, because usually
> my hairdresser does all that, but she said for me to wash it. And I actually need to
> go back and ask her, because I just got the cheapest shampoo I could get at Wal-
> Mart. But Maggie told me you need to get something stronger to strip those
> chemicals out of your hair, or your hair might start falling out a little bit. So I
> have to talk to my beautician to find out what I need to use, or if she can order me
> something stronger that will strip those chemicals out of your hair every time I get
> in the water.

Temporal adjustments.

Another logistic strategy for negotiating constraints to leisure present in this

model was to make to temporal adjustments. Negotiating constraints by making temporal

adjustments includes participants altering their normal schedule, or scheduling time specifically for swimming lessons.

Lucy had to adjust her normal walking routine while taking swimming lessons. She commented, "One of the things I had to do, the girl that I usually partner with to go walking, when we usually walk it was 7:00pm or 7:30pm. When I started swimming lessons, that meant we had to rearrange our time. I thought, 'Well, we will just have to rearrange our time.'

Lilly described scheduling time for swimming lessons:

I have it on my calendar at work, this is what I have to do. And I have to leave every day when I have a swim class by a certain time to get there. It is non-negotiable. So that is working out real well, too. I put it in my calendar so that when others see it, they also know it is a non-negotiable. So they don't call to ask me to do something particularly after like say 5:00pm because it takes me that long to get from work to my swimming lessons. So they don't ask. And so they let it go.

Maggie had a previous commitment conflicting with swimming lessons. Rather than put off learning to swim, she negotiated this scheduling conflict:

The first week when I called about swimming lessons and they said June 5-8. I said, 'Gosh that sounds like vacation bible school.' I said, 'Man, that is the same week swimming lessons is.' I got somebody else to teach vacation bible school so I could come to swimming lessons. I was determined I was going to do it earlier in the summer so I wouldn't miss my summer in the water.

Jan works the night shift at the hospital, therefore, she had to schedule time off from work to take evening swimming lessons. Jan remarked, "I had to take off from work. I had to write those days I wasn't going to come to work."

Regarding scheduling time for swimming lessons, Jennifer commented, "It just took the time of freeing up the time, and it working out where Trudy wasn't busy."

Sarah also had to schedule time specifically for her swimming lessons:

The day before, I had made up my mind. I had already gotten the sheet and cleared my schedule and my mind so that I could make it every day. I was doing it then or I wouldn't get it done. Because July is going to be a harder month for me. So it had to be now or it wouldn't get done.

Susan described scheduling her lessons around work:

Well, the director gave me the instructor's number, and we contacted, and I started my swimming lessons. It was 7:00 in the morning! It was the only time that we could work out. Well, you know, 8:30am to 5:30pm job. My instructor didn't used to teach swimming in the evening. And I, you know, I could be at the job longer or what not. There was no fixed time that I would leave. So, I had to take lessons in the morning.

Bonnie changed her work schedule so she could take swimming lessons:

I had an opportunity to change my work schedule to the weekends for awhile, and I said, 'Definitely.' Then I would get in the next class, which ended up being in August. The only reason why not earlier in the summer is just because of the work schedule. But then I lucked up, I got my work schedule changed to the weekends, and I said, 'Man, this is perfect.' The schedule changed. They had a weekend shift come open, so that is what I did. I went to just working on the weekends.

Heather was asked if she had to change her schedule around any in order to take swimming lessons. She replied, "A little bit, and that sucks. But it is just now swimming it is taking the place of the time I go and work out."

Social Support

In this study, constraints to swimming participation were negotiated by participants receiving social support. Receiving social support was an important contributor regarding participants' successful negotiation of constraints to leisure affecting learning to swim. Participants in this study cited receiving social support from peers and family members, as well as the swimming instructor.

Lucy negotiated constraints by receiving social support from a co-worker and taking swimming lessons together. Lucy commented,

> So, when Sarah was taking the lessons, I probably would not have taken lessons on my own, but with her, and I know I need to be exercising more frequently, and this was a way to do two or three things at a time. And it is more fun to do things as a group. I was thinking of it in terms of, well, two things. Making a commitment to her and to the classes would keep me from avoiding going to the gym or leaving that out of my lifestyle, and then Sarah said, 'Why not?' She was like, 'Come on, you know you need the exercise.'

Trudy described how negative body image constraints were easier to negotiate when she realized she was not the only woman facing this issue, "Most of the women that we have talked to here have been middle age and overweight, and so they have the body image problem too." Trudy also negotiated constraints socially, receiving social support from her sister to take swimming lessons, "Neither one of us are going to do it by ourselves. My sister had to talk for awhile to convince me. She said, 'Don't you really want to learn to swim?' So she wore me down. Neither one of us have the stamina to start an exercise program and stick to it by ourselves.

Jennifer, Trudy's sister, assisted Trudy in negotiating her constraints by providing social support, and in turn also negotiated her own constraints by receiving social support from her sister:

> I did not want to go by myself, and I knew she wouldn't exercise alone. So it is real easy for us just to get together and come to Greenville. We call it 'coming to town' because we live 45 minutes out. And we can do that 3 times a week and pretty well stick to it. We are a very disorganized family. When you come from a family of 9, you just kind of learn to fend for yourself. And we are real independent of each other, but, you know, coming into a place that has a lot of strangers in it, we thought as women we would rather go as a twosome.

Linda also received social support from friends she made while taking lessons together:

The other women in the classes with me, were each pulling for each other. That made it better, too, because we were all like scared. Because that first night, or that second night after she started adding arms, I wasn't really doing anything. And everyone else was determined they were going to get this down. And I was lagging behind, I am the last one in the shallow pool. I am like, 'You all go ahead.' And what made it with me, what made a difference was I would go to practice between classes. I would practice with some of the girls that is in my class. We would meet down there before class, or a day before class starts and we would practice. I did that, and I learned so much from one of my friends. She was teaching me how to do my freestyle, and how to open my mouth, and make sure my arm go back and my head turn back and my head is up out of the water before I opened my mouth. Because I was doing halfway and water was still getting in my mouth. It helped with us helping each other out and showing us what we see lacking. And even when I thought I was doing the worst, they were like, 'Wow, you are doing great!' So that helps, that helps. Really, you can learn from each other. I like the encouragement. Bonnie, she would go slower. And then there was one time that I went and she wasn't down there, but there was a girl down there with her kids that used to teach at the Y. And she was just telling me, she helped me a lot, too. But I learned from others, and then I, like I said, I enjoyed it, just being there, that encouragement. Yeah. Just the encouragement or whatever in the group setting. And it wasn't that big of a group. I would rather it be a group. But most people probably say I like it to be just the instructor and me, so I can learn at a faster pace. But I wasn't in a hurry, and I could learn from others, too. And they could learn whatever I was doing, because they thought, even the breast stroke, with the legs, they thought I was excellent with my legs. Whenever you think you are doing the worst, they are like, 'No, you are doing good, you are doing good.' I would rather it be like that for me. I would talk to them, and like Bonnie, she would ask me, she would see when I was moving too fast, she would say, 'How are you feeling?' I said, 'I feel winded.' She would say, 'Slow down, slow down! Go with the water, it looks like you are beating the water!' That helps me. I received that. I wasn't like, 'Shut up, you don't know what you are talking about.' But I received it, and as I received it, I learned, and then it helps me.

Mary described her positive experience of giving and receiving social support from other swimming participants:

I enjoy being in a group. I love communicating with people. I love cheering other people on. Just realizing the other women in that group, they are a little heavier

140

than me. And I actually look at one lady in our group that is big comes out in her bathing suit and doesn't mind. That is what I tell my mom too. I love being in a group, talking to people. I like cheering them on. Motivating them helps me motivate myself. I know they are going to cheer me on when I do something good. And if it is something that I do not do right they are still going to cheer me on. It is good to have inspiration behind your back from people that you do not even know. From people that you do know you can't even get that from them. From people you do not know it is a positive thing, it is real good.

Bonnie commented on her feelings of receiving social support from peers in her

swimming class:

I think that it actually, for me, being in a group, I kind of like the camaraderie, the enjoyment of just watching each other as we try to learn it, and just trying to say, 'Well, you know, you want to meet up over here and practice together,' even though neither one of us might not know what we are doing, but at least you are in the water getting some practice in. Because what you are going to see with group lessons, someone might have had lessons before, or someone might have had a relative and someone say, 'Try this.' Which is what I am finding out is true. Because when my cousin done class, she gave me a few things to try in class to help get the timing of my breathing down. And also she said just how you turn your head out of the water, just try something, a different way of looking at it. When you train a child, the way you have to get children to teach to get through to them in laymen's terms how to do this, make it not so hard. Just like if you are catching a ball or someone is throwing something to you, how you turn to catch that ball, do that in the water, how you look up a little bit. That is what my cousin said, how you turn your head, looking back for a pass. I said, 'Gotcha!' It makes sense. How I was rotating my head, I could not figure what is this and that, and when she said that, it kind of helped. So in a group, you do get help. Not only from instructors, but from each other. And that group picked up a little bit from Linda. She came over and practiced. And there is a lady who used to teach swimming working with her. It is just different; little tips that can help you, how you pull your water, how you stretch your arm. What you are aiming for, so you don't cut yourself or sell yourself short.

Lilly negotiated her constrains with the social support of an accountability

partner:

Well, we had a phone call every week. And in between we had set down goals and things we were going to accomplish you know, like chunking things down over the course of the week. And we would email back and forth, but primarily we would talk to each other. But she just basically helped me stay accountable.

And she would not take crap. Because you know how we always can come up
with a reason for an excuse not to do something? But she wasn't buying. And so,
um, and she always helped push, 'Okay, if you can't do it that way, what is
another way.' And that is one of the things that we have been recognizing, what
are the reasons, stories, and excuses that keep us from achieving what we want to
achieve and keep us from having the life that we want to have.

At one point Lilly was taking both group and private swimming lessons. She commented

on group lessons saying, "Well, the group was interesting from the standpoint of I had

other people supporting me that were kind of like in the same boat."

Lauren also negotiated her constraints with social support:

Two people at work had taken swimming lessons, adult swimming lessons.
Actually, and they told me that anybody can do it, and that they are all struggling
with it, and I would be fine. They kind of talked me into it.

Ray's wife assisted him in negotiated his constraints, "Actually I went to the

YMCA and I got this brochure and I decided with some other things, and I did not sign

up immediately. So, my wife was reminding me a couple of times and stuff like that."

Anna also negotiated her constraints socially,

But I think being in a group, we have encouraged the others, or been encouraged.
And once you see another one do something, and they say, 'You can do this.'
And plus you have someone to talk to you who says, cup your hands, or whatever.
I like the group; it has been good.

Alice commented on the social support of a group setting helps her negotiate her

constraints, "Being in that group helps. That really helps me. I look, 'Can you all do it?

Miss Gant is doing it and the other lady, Bert you got to do it.' That really helps."

Rather than only teaching swimming students the psychomotor skill of learning to

swim, swimming instructors also provided social support. Providing social support to

swimming students seemed to be equally as important as providing the physical

instruction. Alice described receiving social support from her swimming instructor and

negotiating constraints,

> I had a real good instructor because she had to hold my hand up and down the
> pool. She kept talking to me and telling me how I could do it and telling me how I
> good I was doing. And that helps; that really did help me. She was a lifeguard
> and she had me coming on Sunday and she would watch me. She was just so
> good to me. But all my instructors were really good, extremely good. If she
> hadn't babied me, nursing me, I never would have made it. Without having a
> good instructor, I would not have made it. You have to have faith in your
> instructor. And I got that. But I made it through that. If I hadn't had a good
> instructor I do not think I could have made it through. She kept encouraging me. I
> almost gave up. I tell other people, the instructors you get; you just have faith in
> them. They are so nice to you until you just feel comfortable, you get over that
> fear. They take it one step at a time until you get over that fear. They let you get
> over that first fear and then they carry you to another level and that is how you get
> over it.

Patty also commented on receiving social support from her swimming instructor:

> I think I just felt very, very comfortable with my instructor. She was a very good
> instructor, and she made me feel, she made me feel comfortable. I saw small
> children taking lessons, but she never made me feel, you know, 'Why are you
> doing this now?' She was a great encourager. You know, 'This is fantastic for
> you to even be thinking about doing this.'

Cognitively

Constraints to leisure affecting learning to swim are also negotiated cognitively.

When constraints to leisure are negotiated cognitively, negotiation occurs because of a

change in perception and reasoning about the constraint. Constraints are negotiated

cognitively by 1) putting self first, 2) becoming more knowledgeable, 3) and

rationalizing.

Putting self first.

A common theme among female participants was putting others first.   A

cognitive negotiation strategy was to put self first. In these instances, women make a

deliberate choice to place their needs and interests before the needs of their family.

Anna was asked what makes it possible for her to learn to swim now, versus

earlier in her life. She commented, "Putting myself before family. Because since I got

married and then had my daughter, it is, I have been on the back burner. This is one time

I have put myself up front."

Lucy mirrored Anna's comment describing negotiating constraints cognitively,

"Actually within the last 3, no more than 4, but closer to 3, have I started consciously

making choices that put my needs first."

Trudy also described putting everyone else's needs before her own and

negotiating those constraints cognitively:

> I think, too, we finally came to the realization that if we don't take care of
> ourselves and do something that we enjoy, then we are not good for anyone else.
> So that has spurred us on, too. Because we are not used to putting ourselves first.
> Everyone else comes first

Trudy's sister Jennfier continued saying:

> Yeah, it is like you get your job done, you get your kids raised, you make sure
> everyone has a well and septic tank on their property, you make sure you give
> them the land to get their house built, and then you can turn around and look and
> go, hmm…I think I have everyone else set. Now I can take care of me.

Become knowledgeable.

Another cognitive strategy to negotiate constraints to learning to swim was becoming more knowledgeable. Negotiating constraints by becoming more knowledgeable occurs with the acquisition of information or physical skill.

Jennifer and her sister Trudy were constrained by a negative body image. They negotiated negative body image constraints by becoming more knowledgeable about normal behavior in aquatic areas, "But see we didn't know that was the norm that nobody looked at you when you were at the pool, because we were so self-conscious."

Allison was able to negotiate other constraints inhibiting her learning to swim. But her fear of deep water persisted. She described how becoming more knowledgeable regarding safety and physical water skills assisted her in negotiating her constraint of being fearful of water,

> The only barrier I still had was the fear of the deep water. But because my instructor taught me the proper way to tread water, and because I know now that I could, if I am in deep water and I start to feel a little panicked, I can get to the side of the pool or the other end of the pool, or I could upright my body, you know, vertical my body, and tread water. I would not say it is 100% gone, but it is much more controllable. I have a very healthy respect for the deep water!

Mary negotiated her constraints to by becoming more knowledgeable by getting information regarding times and prices of swimming lessons:

> My aunt has a swimming pool and she told me her kids learned to swim at Central Rec. I asked her how much they cost and they gave me different prices. There are different prices if you live in Pickens or out of Pickens. And you know what, I was determined to go on up there and get my own little piece of paper and see how much it costs.

Rationalizing.

Rationalizing as a cognitive constraint negotiation tactic involves a person thinking through the situation and making themselves more comfortable. Participants described rationalizing with constraints that were inhibiting them from learning to swim, meaning they took themselves through a thought process making themselves more comfortable with the constraint or situation.

Trudy described negotiating her negative body image constraint through rationalization, "Well I just decided that there isn't going to be anyone else there that sees me other than my sister, and she is having a weight problem, too, so we might as well just show each other."

Jennifer, also negotiating a negative body image constraint, added to Trudy's comment saying:

> The fear of the water is not with me now, but the body image thing still is. As a matter of fact, my swimsuit has a little skirt on it. And still, when I get out of the water, I tug it down. It isn't long enough. But my thoughts were, 'You know, I am 52. I need to grow up!'

Sarah also described negotiating her negative body image constraint through rationalization, making light of her feelings of uncomfort by joking:

> I was bragging about my courage. Then it turned out there is another lady at my church. We were cooking and selling chicken dinners at the church. Turned out one of the ladies other had wanted to do it and hadn't done it. We were, you know the usual, body image joking. You know, at least it will be the 2 of us. We don't want any body to know us. We were just joking saying we were going to walk in as if the world was my stage. Regardless of how bad or generous my jiggling is, I'll just keep on walking. It was more of body image joking. She and I were going to go together except she has a lot of evening engagements so she could not get away. I would have preferred to have this friend do it with me but she was a chicken. It was more of a joke. My mind was made up. You just do whatever. I would joke about going in with a hoodie and sweats so nobody would

recognize me. That is the thing about a family recreation center. There are usually all kinds of shapes. I'd much rather see them there than at a restaurant over eating. I kept thinking, 'I won't know anybody. I will just walk in.'

Jan commented on negotiating her negative body image constraints:

I think that changed after I had children. You know, before you have children, you go to the beach, get tanned, see people and be seen. Then after you have children, you are going to have fun, and you just don't even think about it. But I still look at people! But what I have figured out is that there are very few perfect bodies on the beach! I say, 'Tommy, that lady had stretch marks bad as mine, and she had on a bikini! On her stomach!' And then, this girl, she had this little bikini on, and she had this fat roll. So it makes me think there is nobody that is perfect out here. So, no, I don't worry about that any more. I would go to a church pool party and put on a bathing suit, that is not an issue. I don't know, but I think having children changes things. You just want them to have fun. You are not worried about yourself.

Susan also negotiated her negative body image constraint through rationalization:

See, that was the thing. You know, even back then, I was a little self-conscious, and now, I am like 'Psshh, yeah, whatever!' I have gotten over it by now. I was 17, you know, I was still very body-conscious, what to wear, what not to wear. I am 27, you know, forget it! You know, your thinking progresses and changes. You are not that self-conscious any more.

Lilly described a unique rationalization negotiation technique:

The other thing that I did, too, was I have these swimsuits. Actually I have this one. It is a swimsuit, kind of comfy and stuff. So I decided okay, when I start taking these swim classes, I can't take them in this swimsuit, because this swimsuit is my old swimsuit, and it does not know how to swim. It knows how to kind of like stay in the shallow water and stuff. So I went and bought a new swimsuit, and I bought a swimsuit that could swim. It is black and white. And I have another friend out in Colorado who was trying to help, kind of like try to figure out what caused me not to swim any more, and I do remember that the last time I really enjoyed water, I was in a black and white bikini. Now, this is not a bikini. It is a two-piece, but it is black and white. And I did not remember that until after some effort and that kind of stuff. But I went out and bought a swimsuit that could swim. So, that was my thing. And now I swim in my old swimsuit, too, because now we are friends again. And it is okay to swim in it. It is not just stuck hanging out on the wall kind of stuff.

Lilly also described another rationalization process of negotiating her fear,

147

Oh yeah. I still have fear. I just have to overcome it. One of my favorite sayings that, I have long heard, did you see *Coach Carter*, the movie? Okay, you have got to see that. In that movie, the actor kept asking this little boy, 'What is your greatest fear?' And in this leadership conference, someone gave me that gift of sharing that. And I don't know it exactly, but it talks about our greatest fear is not being inadequate, it is about basically letting our light shine. And then it goes on to talk to us about, and why should we not, because God made us, and it really is against God's wishes that we don't let our light shine. And because our light, when we shine we motivate others to be their best, and all that. That is kind of like paraphrasing it. Anyway, I loved that, it just is one of those things that kind of like I repeat to myself, when I am kind of like trying to weird myself out and be scared and stuff. You know, because overcoming my fear of swimming and the joy I get from overcoming, because with every little thing, I am so appreciative, so happy, and I tell everybody.

John described rationalizing his negative body image constraints:

Well you know a man, he wants to be the macho guy. It was something that I thought about, a person of my age being instructed by this younger woman, and all these little kids learning, or a lot of them have already learned. So it was something I had to answer in my own mind and, you know, 'I am going to do it, regardless.'   I would have to say I am self-conscious enough to think that I wish I was in a little better physical shape. But it didn't stop me.

Wendy also negotiated her constraints through rationalization:

You just fight it. I pretend like that nervousness wasn't there and just went on. Yeah, the nervousness definitely subsided more and more, particularly after I met my instructor and we had our first swim lesson. I was nervous, but she made me feel very comfortable. So I wasn't, you know, I was basically cracking jokes the whole time because that is my defense mechanism. But yeah, I think that is when I got over the nervousness. But I definitely did not get over the nervousness when I was asking for the swim lessons. I am just a nervous creature by nature. So if I wanted to, nerves could pretty much prevent me from doing anything. And I did not want to be that way any more. And obviously, it still prevents me from doing some things, but I have decided that swimming, in the name of just getting more physically fit, was worth it. And I thought swimming would be something that would be so much fun if I would only have the courage just to ask for swimming lessons.

Ray was worried about getting embarrassed and falling behind other adult

students. He rationalized his way through this constraint, developing an alternate plan if

he did fall behind:

> Um, I basically, I did not have any experience before. So I wasn't really sure
> what to look for, but I thought this was one of the things I want to do, and I was
> okay, even if I fell behind someone. I am prepared to take further classes and you
> know, come to speed with them, if that happened.

Bonnie described negotiating her worries of not being able to learn:

> You gotta kind of push those thoughts out of your head, to tell you the truth. It
> will mess you up in class if it kind of enters your mind. That it is hard, because
> you start thinking I can't, I won't ever. So any time negative stuff come in about
> class because they showed you something and you don't get it right away, I would
> just kind of push them out of the way and just knew that I had to practice on my
> own some, too. I really just pushed it out of my head any time I thought this
> might not work. You do, you have to push all that out your mind, even when you
> get ready to go to the deep end. I already got myself psyched up to push that out
> of my head about fear of when you sink a little bit in the water something is going
> to happen to you that you will not be able to get back up. No kind of panic
> attacks or anything.

Heather negotiated her constraint of being worried about being embarrassed by

rationalizing, "I am just going to go, and get over the fact that 100 people are sitting there

watching me learn to swim."

Economically

Constraints to leisure were negotiated economically by participants finding

affordable lessons, budgeting, or some other method, to pay for swimming lessons.

Jennifer's sister Trudy said she could not afford to take swimming lessons.

Therefore, in order to negotiate Trudy's financial constraints economically, Jennifer gave

swimming lessons to Trudy for her birthday, "I decided, you know, February is Nancy's

birthday, I am going to make her do it with me! When I said, 'I have already paid for it,

if you don't go, we have wasted money,' you don't waste nothing in our family! I mean, that is just something you don't do."

Because Jan had two young children, the expense of childcare during she and her husband's swimming lessons was a constraint she negotiated economically,

> I had to trade some babysitting for the kids. So, I had to arrange with one of my friends, and agree to, of course I want to reciprocate, on this date I am going to keep her kids all day while she goes and does this, that kind of thing. Or, else I was going to have to pay somebody, and then the cost would be a lot higher. If you are paying $7.00 or $8.00 an hour, and then we were gone for two hours, that was $14.00 a night. That was going to be an issue.

Wendy negotiated her financial constraints to taking swimming lessons economically by finding an instructor willing to teach with out being paid:

> I got in touch with my instructor and as it turns out she was willing to give me swimming lessons. She was legally obligated not to accept money, which was great for a starving college student! So you know, she was very patient and we just kind of dove in, and I really like it. It was great. I was expecting maybe $15 or $20 a lesson. I don't know how much these things typically go for, but she can't accept any money, so that works out well.

Linda originally signed her children up for swimming lessons. When she was unhappy with the way the lessons were progressing she complained to the center director. In order to make Linda a happy customer, he let her take a session of adult swimming lessons at no cost. Therefore Linda's financial constraints were negotiated:

> I really wasn't satisfied with the progress they were making. And I waited, I think the third day, Wednesday, and I addressed it to the instructor. I said, 'I don't believe you are spending enough time with the kids. They are not showing enough progress.' Based on what I was seeing with the other kids, I wasn't satisfied. I was getting burnt up about that. So, I went to the director, and he said, he understood, and he said, 'I would rather that parents come to me telling them that the instructors are pushing them too hard, rather than not pushing them enough.' I did not want my money back because they needed to learn how to swim. I did not finish up the last week. So, actually they got to go September

free. He said, 'I want you to come.' He put me in lessons too. I had to go because he put me in the class. And he was paying for it, so I had to go.

Rose's husband was glad she was finally learning to swim and encouraged her to take more lessons. Rose was concerned about the cost of the lessons, but her husband reassured her they could make it work and negotiate financial constraints, "My husband wants me to take the next session. I said, 'Where are we going to get the money?' And he said, 'We will find it. That way you will learn a little more.' He is supportive."

Increasing Feelings of Security

In this model, constraints to leisure are also negotiated by increasing security. When constraints to leisure are negotiated increasing security, the individual makes him or herself feel more secure in the situation in accordance with his or her specific needs or wants. For some participants, feeling more secure meant swimming where a lifeguard was present or in an indoor pool, some participants preferred group lessons, while others preferred private lessons.

To make herself feel more secure, Alice commented she only swims under certain conditions, "I don't like lakes. I'd rather be in a pool. And right now I still have to be somewhere there is a lifeguard. Right now I do."

Negotiating her constraints of being fearful, Lilly also commented she only swims in areas with the extra protection of a lifeguard, "I mean, my instructors are life guards, too, but I do like having that external one, just in case."

When deciding to learn to swim and make herself more feel more secure in the situation, Allison stated:

151

I wanted to take swim lessons in our pool. We don't belong to a country club any more because we have the pool. There are no adult lessons at a community pool here in Auburn, besides the fact that I don't think community pools are all that clean. And I know how clean my pool is! And then, self image. You know, did I want to be in a class with a bunch of other people? No. I wanted one on one, because I knew, it would take concentration and focus on my part. And the best way I could do that would be to do it in my own pool.

Negotiating her constraints, Maggie said she prefers swimming in an indoor pool, "At an outdoor pool I have to worry about trying to put on sunscreen and the weather. I would rather just drive down here and get in the indoor pool."

Patty commented on making herself more secure learning to swim, "I didn't want to go into a group lesson. If I am doing this at this age, I wanted to do it as a private lesson."

Kate described an earlier attempt at learning to swim and negotiating constraints, making herself more secure during this attempt at learning to swim:

There were a lot of younger women, really young, like 19 or 20 and I did not feel comfortable with that. This time I asked if they had an adult, for older, really for seniors, is what I asked. And they said 'Yes, they do teach seniors at this particular recreation center.' So they teach seniors. I said, 'Oh good, better yet.'

Regarding taking swimming lessons, Lilly said, "I only wanted private so that they would focus on me."

Jennifer and her sister took swimming lessons together and preferred private instruction over the group setting. Commenting on group swimming lessons, Jennifer said:

I am not sure we would have gotten as much out of it. I think, 5 to 7 people who already have body image issues? I think it would have been very hard for us, especially since we can't see. With an instructor one on two, we can say, 'Wait a minute, let Trudy get her glasses. She can watch you teach me, and then she will be able to do it better.'

Trudy added to Jennifer's comment saying:

My thing would have been, I would have stood back and let everyone else go
first. So, I would never have had any practice time. It wasn't a failure issue as
much as a courtesy issue. I knew I would not feel as comfortable saying, 'Wait a
minute, I have a question.' It is hard to believe, but it is true.

Wendy also felt more secure taking one-on-one swimming lessons:

I really prefer private lessons, just because I felt like I would probably improve
much faster with just private lessons. And I really think that I did. And then you
know group instruction has again the paranoia of not being very good, or if
everyone else is improving and I am not.

Kevin negotiated his constraint of being embarrassed by taking private lessons:

Well, I felt like, it was probably a couple of reasons, one was probably
embarrassment. I did not want to be around a group of people. And two, I felt
like if someone could show me the strokes; I had learned a lot of terms and
techniques, but I knew I wasn't doing anything right. And I did not think it would
take that long for someone to show me how to do it. So, I figured one on one
would be the best bet.

Susan also negotiated constraints, feeling more secure taking private swimming

lessons:

I wanted one-on-one time. That is how I am, if I want to do something, I want
100% attention on me. Because, you know, in group, it gets, attention gets
diverted. That is why I wanted private lessons. But I am not big on group things.
If I am wanting to do something and I have to do it in a short amount of period, I
don't have time to deal with people. It is like, 'Look, teach me. Let's get it over
with. Get it done.' I don't think I would ever have learned it in a group. That
was one of the things like even in college, they had swimming classes. My
middle sister learned in college, how to swim. I never went to those swimming
classes. I don't like that swimming, you know, a group environment.

However, Lauren had the opposite opinion, feeling more secure in group

swimming lessons:

I could get private swimming lessons, but I was too embarrassed to even do
private swimming lessons. So, I thought, you know if I do a group thing everyone
will be in the same boat with me. The teacher will not know that I am really that

stupid that I don't know how to swim at this age. The fact that if you are going to be spending like a whole half hour or a whole hour with me, and I don't really know what I am doing, and I wanted someone to show me how to do at least some of it before I did anything private.

Mary had friends offer to teach her how to swim. But she was uncomfortable

with scenario and felt she would be more secure with formal lessons:

One of my guy friends in Greenville he told me, he said, 'I know how to swim. You should have told me.' But I am kind of like I want to learn from a person that knows how to actually swim. I do not want to get in there and you'd be touching all on me and all that stuff and not helping me out.

<div align="center">Outcome</div>

The outcome in this model is participation in the desired leisure activity. Because

this model focuses on participants that were successful in negotiating constraints to

leisure, all participants achieved the outcome of participation in the activity.

<div align="center">*Participation*</div>

Everyone participating in this study was successful at coping with constraints to

leisure, therefore participating in swimming by taking swimming lessons. In addition to

taking formal swimming lessons, coping with constraints also led to, or is anticipated by

participants that it will lead to, participating in swimming as a leisure activity or other

activities involving water. Additional by-products of coping with constraints and

participating in swimming were positive emotions from overcoming obstacles and

reaching goals perhaps participants never thought they would reach. Physical benefits of

participation in swimming were also described.

Swimming for Leisure

Learning to swim by taking swimming lessons created new opportunities for leisure. Anna described how learning to swim is going to enhance her leisure opportunities:

> It isn't going to change anything for me as far as the lake goes, because I will still wear a vest there. But in the pool, yeah, because I think it will be more fun. I will be jumping in with Kim and her friends, or when her and her dad's in, when we are on vacation, and things like that. I will be more in with them instead of out in a chair and reading a book.

Successful in negotiating her constraints, Allison described how learning to swim has opened new opportunities to spend time with her family:

> For sure I am going to be very comfortable with my grandchildren in the pool, as was evidenced over the 4th of July weekend. I had baby Jeff in the pool, playing, and I was having fun. It has opened opportunities. I was in swimming races with my son-in-law and my daughter! It has given me the opportunity to much more enjoy life. It has given my husband and I time. You know, a lot of couples at our age find sometimes, and I am not saying all the time, but they reach for something they have in common. We have a lot of things in common, and this gives us one more, where I will say, 'Are you going to go in the pool tonight? Let's go in the pool tonight.' And we do, and we just swim back and forth, and talk, and we will be out there an hour and a half or two hours, by ourselves, just talking. And so it is giving my husband and I an opportunity for really nice alone, very comfortable time together.

Allison also described showing off her new swimming skills to her daughter for the first time and the positive effect learning to swim has had on her family:

> When I got in the water, I swam and I turned around and came back, and she said, 'Mother, what are you doing?' I said, 'What does it look like I am doing?' She said, 'It looks like you are treading water.' I said, 'That is exactly what I am doing.' She said, 'You can't do that! You can't swim!' I said, 'Yes, I can.' She said, 'No, you can't.' I said, 'Yes, I can.' And she actually got tears in her eyes, and she said, 'What did you do?' And I said, 'I have been taking swimming lessons.' So, she sent me a card, from my grandson, saying, 'Way to go granny. You are a champ. You are a hero.' So it has had a very positive effect. And my son Will, she told him that mom swims now, and he called me and he said, 'I am

so glad to hear that you did that.' I told Alicia, and she is really happy, too. And I said, "Well, having grandchildren really did propel me into the 21st century. You have to learn how to swim.' So he was very happy and very encouraging about it. My daughter went nuts. And my husband, after I had 3 lessons and I was going in the deep water, he said, 'She's gotten you in the deep water? Oh my gosh!' So he is very happy.

Maggie commented on how things will be different now when she is with her son now that she can swim:

> Oh, we both will be out there enjoying the water the whole time instead of me kind of sitting back watching. And then too, even at hotels when you swim at your own risk and he wants to go down there. 'No Jonathon. I am not ready to go.' And now both of us can be down there together whether there is a lifeguard or not, at least I know how to swim.

Rebecca said now that she knows how to swim, "I will be just like the other ladies bringing their grand kids to the pool or being able to watch somebody else's kids for them around the pool. And feel safe and secure enough that I can qualify to help if that occurs."

Learning to swim has also provided more opportunities for Lauren, "Well now when I go to the beach I can kick my husband's butt! Beside that, I can participate in triathlons. And I meet new people doing that. And that actually is part of it for me, meeting new people."

Tommy commented, "We will have a lot more fun as a family in the pool."

Linda also said learning to swim is going to give her family more leisure opportunities:

> It will give us something to do. Because one day we went on a Sunday; we went there right when it opened, and we stayed there until about 4:00pm. We enjoyed it. We stayed in the water. It was like, we don't care if we eat; we are getting in the water, and it was fun. If we hadn't had started swim classes. We probably

would have thought of something else to do, but it wouldn't have been as fun and enjoyable.

Bonnie anticipates knowing how to swim is going to open opportunities for her as well,

I am really looking forward to what else could open up, knowing how to swim. Because this really is a good, a very, very good exercise. I really feel good every time we have a class, and coming out of the water, working certain muscles that I have not probably worked in a long time. It feels good! I do think it will open up other doors to just being able to participate in other water sports. But other than that, it is just being able to keep up with my nephew when we go on vacation.

Heather described how taking swimming lessons is going to change leisure in her life:

My friend is coming in, and her in-laws have a place on the lake. We are going to go out in the boat tomorrow. It makes it, not that I am, again, ready to jump off, I will probably still have my life jacket on. But hopefully this time next summer it won't be such a big deal. If I want to get off the boat, I can get off the boat, because I have not done that before. I may find that I don't like the lake. Going out in the ocean, it gives you opportunity to do more different things. It makes things different. There is a different perspective from sitting on the beach and watching people go in the water and actually going in the water yourself. Back in April we went to the beach, and at least now I feel like I can do more things and not stand on the sidelines so much.

Heather continued to comment that now, "I am looking forward to actually going to the pool."

Positive Emotions Resulting from Coping with Constraints to Leisure

Successfully coping with constraints to leisure not only resulted in participating in swimming and enhanced leisure opportunities, positive mental emotions resulted as well.

Lilly described how learning to swim has had a positive impact on her life:

Just being able to swim and just enjoy the water is going to be great in and of itself. Where again, overcoming that fear, I can see it now already, by beginning

157

to overcome that fear, other things in my life I kind of put into perspective, and evaluate it, and say 'Wait a minute. If you can do this, then you can do that.'

Rebecca commented on learning to swim, saying:

It has been wonderful. It makes me feel good. I put off something and now I am doing it. It is like putting a list of accomplishments. And now it is something you said you were going to do and you have been putting on the back burner saying, 'I am going to do this. I am going to do this. And now you are actually doing it.' It feels good. Now you are doing it. You are going ahead and completing the goal. The same thing you do with your children. You say once you are going to do something, you are always completing a task. And not just saying I am going to do something and quit, not being a quitter. And this is almost like do as I say and not as I do. I always stressed with my children growing up if you start something you finish it out. Afterwards if you don't is up to you not to carry it on.

Allison described how she feels now that she has learned to swim, "I don't have any regrets about it. What I do have is a strong sense of self worth and elation now that I am doing it."

Sarah also described her feelings, "It is just a sense of accomplishment. Even if I were to stop now I'd know something more than I did a week ago. It is a sense of 'Ok, I jumped in.' I didn't just talk about it, I jumped in."

Wendy commented, "I am actually very proud of myself for just getting over my fears and just going ahead and doing it."

When describing her feelings about learning to swim, Alice said, "I am proud of myself."

Mary said she is looking forward to showing off her new swimming skills,

It is summer time and I want to go on vacation. Whoever goes with me, I want to show them a little something. My guy friend is saying he could have taught me this. But he hasn't swum in 10 years. I want to be able to show a little bit of something I got and be proud of myself. It is nothing like accomplishing something in life, even if you do not get an award for it. It is all about how you feel about yourself. Some people think it takes getting an award or for everyone

in the whole world to know you have achieved this or that. It is just all about how you feel about yourself.

Rose commented on how she feels about learning to swim,

I love it. I don't know why I waited so long. I am not scared like I thought I would be, going under water and breathing under the water. I am more comfortable than I thought I would be. I am loving it. I am glad I made the step. I feel better. I am actually learning. I feel really good. Better than what I really thought I would, as comfortable in the water and stuff. It makes you feel good. It is just, well, I am doing it. Even though I have a lot to learn yet, but I am on my way.

Physical Benefits of Swimming

Participating in swimming as a leisure activity also has physical benefits.

Alice also commented how learning to swim and getting in the water has contributed to her quality of life:

One thing, it relaxes me when I am in the water. It just makes me a different person. I have a lot to talk about now. So, it just has done a lot for me. The water is so relaxing. It just relaxes you better than taking a tranquilizer.   I can just get in there and sit for hours. I have come and sat two hours. It is just really relaxing for me.

Meredith remarked on now knowing how to swim, "It is nice to know how to do it. It is relaxing, especially if you go on vacation. You can relax and get in the pool and swim across."

Summary

Causal conditions and contexts act as constraints to leisure. Because of causal conditions and contexts, the phenomenon of leisure being constrained occurs. Then an intervening condition of a catalyzing life experience occurs, initiating the process of coping with constraints to leisure. The process of coping with constraints to leisure begins with an increase in motivation to participate in the activity, followed by

159

participation in the activity being made a priority, and then constraints to leisure are negotiated. The outcome of the process of coping with constraints to leisure is participation in the leisure activity.

<div align="center">Evaluation of Research</div>

A detailed discussion of how grounded theory is evaluated is presented in Chapter 3. This section addresses evaluation criteria, judging the trustworthiness, research process, and empirical grounding of the theory.

<div align="center">*Trustworthiness*</div>

Trustworthiness is the parallel term for validity in qualitative research. Trustworthiness of results was achieved through: 1) triangulation, 2) using thick, rich description in the final narrative of the theory, 3) providing an audit trail, and 4) conducting member checks. In addition, the research process and empirical grounding of results have been evaluated using criteria presented by Strauss and Corbin (1990, 1998).

Triangulation

In grounded theory, triangulation is achieved when multiple participants describe concepts and categories (Strauss & Corbin, 1990, 1998). In all but one instance, theoretical concepts were mentioned by multiple participants, thus triangulating results. In the case the concept was mentioned by only one participant, (the catalyzing life experience of "life reflection") the concept made logical sense within the theoretical framework and the decision was made by the researcher to include the concept in the theoretical framework.

Thick, Rich, Description

Thick, rich descriptions of concepts, categories, and relationships and statements made by participants are laced throughout results, presented in Chapter 5. The use of thick, rich, description allows readers to understand how concepts, categories, and the theoretical framework were developed by serving as evidence of meaning through participant quotes. Participant quotes were used to illustrate meaning in each category of the theoretical framework. By using participant quotes, readers should be able to understand the meaning of the theoretical framework, as well as how it was developed.

Audit Trail

Tables 4.1, 4.2, and 4.3 in Chapter 4 and Figure 5.1 in Chapter 5 provide an audit trail of the development of concepts, categories, and theory emerging during data analysis. In addition, memos providing documentation of the research and analytic process and theoretical development are available upon request to the author of this dissertation. Interview recordings, as well as raw and coded interview transcriptions are also available upon request to the author of this dissertation.

Member Checks

During interviews, the researcher conducted member checks, assessing understanding of meaning by repeating information back to participants and asking if the researcher understood what the participant was communicating. In instances where there may have been a discrepancy, the researcher asked for clarification and elaboration of meaning from participants. Once the final theoretical framework had been developed, the researcher wrote a condensed narrative of the theoretical framework. The narrative was

sent to all study participants via email or postal mail, along with a brief questionnaire regarding the accuracy of the theory. See Appendix B.

Participants were asked if they agreed the theory was an accurate description of why they did not learn to swim earlier in life and how they came to learn to swim as an adult. Participants were also given the opportunity to write any comments regarding the accuracy of the theory or if any information. Thirteen out of 28 participants responded to the member check. All participants returning the questionnaire responded either "yes" or "mostly yes," the brief narrative was an accurate description of why he/she did not learn to swim earlier in life and his/her journey of learning to swim as an adult. Copies of the returned member check questionnaires are available upon request to the author of this dissertation.

Evaluation of Research Process and Empirical Grounding Quality of Study

The quality of a grounded theory study is judged by evaluating both the research process and empirical grounding of results. Specific criteria are outlined by Strauss and Corbin (1998) for each.

Research Process

Strauss and Corbin (1998) developed the following criteria for researchers to judge the research and analytic process in grounded theory:

Criterion #1: How was the original sample selected? On what grounds?

Criterion #2: What major categories emerged?

Criterion #3: What were some of the events, incidents, or actions (indicators) that pointed to some of these major categories?

Criterion #4:   On the basis of what categories did theoretical sampling proceed? How did theoretical sampling guide data collection? Were categories representative of data?

Criterion #5:   What were some of the hypotheses pertaining to conceptual relationships among categories, and on what grounds were they formulated and validated?

Criterions #6: Were there instances when hypotheses did not explain what was happening in data? How were these discrepancies accounted for? Were hypotheses modified?

Criterion #7:   How and why was the central category selected? Was selection sudden, gradual, difficult, or easy? On what grounds were final analytic decisions made?

(Strauss & Corbin, 1998, p. 269)

The above criteria put forth by Strauss and Corbin (1998) to evaluate the research process are addressed in Table 5.1 on the following 2 pages.

Table 5.1 Evaluating the Research Process

Criteria:	Evidence
1) How was the original sample selected? On what Grounds?	Theoretical sampling was used to select the study sample. Adults taking swimming lessons were chosen as the original sample because the focus of the study was on people that had experienced constraints to leisure, yet had been successful in coping with constraints. The sample of participants possessed these qualities.
2) What categories emerged?	Causal Conditions, Phenomenon, Intervening Conditions, Coping Strategies, and Outcomes were the broadest categories.
3) What indicators (events, incidents, or actions) pointed to major categories?	1. Causal Conditions-reasons people did not learn to swim earlier in life. 2. Leisure Is Constrained-people wanted to learn to swim but did not earlier in life. 3. Intervening Conditions-some specific, catalyzing life experience occurred that initiated the process to cope with constraints to leisure. 4. Coping Process-1. Motivation was increased. 2. Participation in the activity was made a priority. 3. Constraints were negotiated. 5. Outcome-participation in swimming lessons and swimming for leisure
4) On the basis of what categories did theoretical sampling proceed? How did theoretical sampling guide data collection? Were categories representative of data?	Theoretical sampling proceeded on the central category of leisure being constrained. Theoretical sampling guided data collection because adults that had previously experienced constraints to leisure were interviewed. Categories developed during coding were representative of data. See the narrative presentation of the theory for specific examples.
5) What were some of the hypotheses pertaining to conceptual development?	Hypotheses 1: People had a desire to learn to swim but were constrained from learning. Hypotheses 2: Experiencing constraints to leisure decreased enjoyment in the activity and/or participation in activity.

On what grounds were these formulated and validated?	Hypotheses 3: Participants experienced a catalyzing life experience that increased his/her motivation to learn to swim. Hypotheses 4: In order for a study participant to learn to swim, constraints had to be coped with successfully. Hypotheses were formulated throughout the study and validated with participant interviews.
6) Were there instances when hypotheses did not explain what was happening in data? How were these discrepancies accounted for? Were hypothesis modified?	There were no instances when hypotheses did not explain what was happening in the data.
7) How and why was the central category selected? Was selection sudden, gradual, difficult, or easy? On what grounds were final analytic decisions made?	The central category, leisure is constrained, was selected because leisure being constrained was the central phenomenon of the study and all other categories related back to leisure being constrained. Selection of the central category was neither gradual nor difficult because the guiding research question of the study was specific, focusing on constraints to leisure. Final analytic decisions regarding constraints to leisure constrained as the central phenomenon of the study were made because all categories were related back to the development of and coping with constraints to leisure.

(Strauss & Corbin, 1998, p. 269)

Empirical Grounding

Strauss and Corbin (1998) developed the following criteria for researchers to use

when evaluating the empirical grounding of theory in data:

Criterion #1: Are concepts generated?

Criterion #2: Are the concepts systematically related?

Criterion #3:   Are there many conceptual linkages, and are the categories well

developed? Do categories have conceptual density?

Criterion #4:   Is variation built into the theory?

Criterion #5:   Are the conditions under which variation can be found built into

the study and explained?

Criterion #6:   Has process been taken into account?

Criterion #7:   Do theoretical findings seem significant, and to what extent?

(Strauss & Corbin, 1998, p. 270-272)

The above criteria put forth by Strauss and Corbin (1998) to evaluate empirical

grounding are addressed in Table 5.2 on the following page.

Table 5.2 Evaluating the Empirical Grounding of the Theory.

Criteria:	Yes	No
1) Are concepts generated?	X	
2) Are concepts systematically related?	X	
3) Are many conceptual linkages, and are the categories well developed? Do categories have conceptual density?	X X	
4) Is variation built into the theory?	X	
5) Are the conditions under which variation can be found built into the study and explained?	X	
6) Has process been taken into account?	X	
7) Do theoretical findings seems significant, and to what extent?	Findings are significant because this is the first grounded theory study of constraints to leisure and successful coping process of adults swimming. Results may be applied to other activities.	

(Strauss & Corbin, 1998, p. 270-272)

CHAPTER VI

DISCUSSION

Introduction

Although examination of constraints to leisure has become a sub-field of leisure research, limited methodological scope and lack of theoretical framework has left this area of study with many unasked and unanswered questions. Previous models of constraints to leisure have been speculative. Empirical studies with a theoretical framework are of limited number and have yielded contradictory results. The purpose of this study was to generate a theoretical model that describes, explains, and predicts the dynamic nature of constraints to leisure experienced by adults previously constrained from swimming and the successful process of coping with constraints to leisure.

The following areas are addressed in this chapter: 1) theoretical implications, 2) methodological implications, 3) study limitations, and 4) recommendations for further study.

Theoretical Implications

The first element of the theoretical framework categorizes and describes the causal conditions and contexts of constraints to leisure. Constraints are grouped into the following categories: 1) socialization, 2) psychological issues, 3) life responsibilities, 4) limited resources, and 5) physical limitations. Categorizing constraints to leisure is not new (McGuire, Dottavio, & O'Leary, 1986; Jackson, 1990a; McCormick, 1991; Shaw, Bonen, & McCabe, 1991; Jackson, 1993; Hultsman, 1995). Much empirical work had been conducted with the purpose of recognizing and categorizing constraints to

leisure, with previous attempts at categorizing constraints to leisure yielding numerous constraint categories. This study resulted in the categorization of constraints unlike those in other empirical studies. However, a novel idea presented in this study, and contradictory to previous research, is the idea that separating constraints into neat, mutually-exclusive categories is not necessary to understand how people successfully cope with constraints to leisure.

The theoretical framework presented in this study does not support the hierarchical model presented by Crawford, Jackson, and Godbey (1991). The model presented in this study did not find that intrapersonal, interpersonal, and structural constraints are experienced and negotiated in a hierarchical manner, nor does it categorize constraints as intrapersonal, interpersonal, or structural. In addition, support was not found for the model of antecedent and intervening constraints presented by Henderson, Stalnaker, and Taylor (1988) that states antecedent constraints affect leisure interest while intervening constraints affect participation. The present study did not find that some constraints affect interest, while others affect participation. Results of this study found constraints did not affect interest in swimming, only participation.

The second element of the theoretical framework presented in this study is the phenomenon of leisure being constrained. According to this model, leisure can be constrained in three ways: 1) people can participate in the leisure activity but enjoyment may be decreased while participating (e.g., experiencing anxiety because of fear of water or body image while swimming), 2) there is no participation in the leisure activity (e.g., reading a book on the deck while everyone else swims in the pool or avoiding all

situations that involve water), and 3) participation in the leisure can be limited or modified (e.g., staying in the shallow end of the pool where the person can stand rather than actually swimming in deep water or limiting participating to shallow areas of lakes). These results are consistent with previous empirical studies of constraints to leisure (Frederick & Shaw, 1995; Kay & Jackson, 1991; McGuire, Dottavio, & O'Leary, 1986; Whyte & Shaw, 1994).

The next element of the theoretical framework is the intervening condition of a catalyzing life experience. All participants in this study stated having a catalyzing life experience that initiated the process of coping with constraints to leisure. The idea of a catalyzing life experience propelling people to start the process of coping with constraints to leisure is new and unique to empirical studies and previous conceptualization of constraints to leisure. Catalyzing life experiences were grouped into the following categories: 1) not knowing how to swim affecting engagement in other leisure activities, 2) receiving social pressure, 3) self-efficacy improvement through vicarious experience, and 4) life reflection. Most participants actually recalled the day of the catalyzing life experience and the process of coping with constraints to leisure began.

The next element in the theoretical model following the catalyzing life experience is the 3-step process of coping with constraints to leisure. The idea of there being a 3-step process to cope with constraints to leisure is also novel to empirical results and constraint conceptualization. Most previous literature on constraints to leisure has credited negotiation of leisure constraints as a single step and the path to leisure participation. However, this study found that leisure participation depends on coping

170

with constraints to leisure as a 3-step process, with negotiation of constraints as the final step in the coping process. The first step in the process of coping with constraints to leisure is an increase in motivation to engage in the activity. This step is critical in the process of coping with constraints to leisure and in turn, participating in swimming.

The second step in the process of coping with constraints to leisure is making participation in the activity a priority. Once the person's motivation to participate in swimming increased, study participants then made participating in the activity a priority. Previous studies on constraints have categorized making the activity a priority as a negotiation strategy (Henderson & Bialeschki, 1993; Little, 2002). However, the model presented in this study distinguishes making the activity a priority as its own step in the coping process, separate from actually negotiating constraints.

The final step in the process of coping with constraints to leisure is to negotiate constraints. Negotiation refers to strategies used to overcome perceived constraints (Jackson & Rucks, 1995). The majority of previous empirical work, when examining how constraints to leisure are overcome, focuses exclusively on negotiation. In addition to having negotiation of constraints as a component of a 3-step coping process, the present study also categorizes negotiation strategies, also unique to constraint conceptualization. Constraint negotiation strategies are grouped into the following categories: 1) logistically, 2) social support, 3) cognitively, 4) economically, and 5) by increasing feelings of security. Again, no evidence was found supporting the conceptualization that constraints to leisure are negotiated in a hierarchical manner (Crawford, Jackson, and Godbey, 1991).

The final element of the theoretical framework presented in this study is the outcome of participation. In this study, all participants were successful at coping with constraints to leisure. Participant success was evident by participation in swimming lessons, as well as swimming for leisure. In addition, participants also described positive affect following coping with constraints to leisure and engagement in the activity.

An interesting and unique element in the conceptualization of constraints to leisure is the idea that people use constraints as an excuse for non-participation. All study participants stated they were interested and had the desire to swim for some time before actually taking lessons. However, several participants acknowledged that the constraints to leisure or causal conditions and contexts of not swimming and learning to swim were actually just excuses to not participate; if they had really wanted to swim, they would have. Upon reflection, participants commented that they used constraints to leisure as excuses for non-participation and they "just did not want to swim badly enough." What this means is that the motivation to participate in the activity and negotiate the constraints to leisure was not high enough. For people that use constraints to leisure as excuses for non-participation, regardless if the constraint to leisure is removed, another constraint will surface in its place. Researchers need to think beyond the idea that removal of constraints to leisure will result in engagement in the activity.

Participants also stated once they experienced the catalyzing life experience, their motivation to participate in the activity increased and they were then "ready to learn to swim." Therefore, even though participants had the desire and interest to swim, it was

not until their motivation to participate in swimming increased that they actually took steps to negotiate constraints to leisure and learn to swim.

So then, the question arises, is participation in a leisure activity is really about motivation? If a person is interested in participating in an activity, yet is not motivated enough to overcome constraint to leisure, he or she has the ability to come up with any number of reasons, excuse, or constraints affecting participation. As evidenced in this study, if a person is motivated to participate in a leisure activity, he or she will find a way to participate. In the present study, despite the variety of constraints to leisure experienced by participants, every participant that had been previously constrained from swimming, once they experienced the catalyzing life experience and his or her motivation to participate increased, any and all constraints to swimming participation, even if the constraint was not actually removed, such as a fear of water or negative body image, were negotiated followed by swimming participation. Perhaps constraints to leisure are not the critical components inhibiting leisure participation, motivation is.

At a more abstract level, coping with constraints to leisure involves behavior change. All participants in this study stated they had the desire and interest in swimming and learning to swim. However, it was not until the catalyzing life experience that participants took steps to change their current behavior of non-participation in swimming activities to participation by taking swimming lessons and learning to swim. Therefore, is the difference between leisure non-participation and participation really about changing behavior? Using models of behavior change, such as in the health field, may also help

further understanding of the process of going from non-participation to participation in leisure activities.

<center>Methodological Implications</center>

This study contributes to qualitative research by exemplifying how grounded theory methods outlined by Strauss and Corbin (1990, 1998) can be utilized to successfully generate a theoretical model that describes causal conditions and contexts, as well as predicts, behavior, action, and reaction.

As a qualitative examination of constraints to leisure, this study is distinctive. The qualitative approach of grounded theory was chosen as the most appropriate research methodology to answer the research question specific to this study. In addition, once the methodology of grounded theory was chosen, specifically the grounded theory design of Strauss and Corbin (1990, 1998), the research design was strictly adhered to throughout the study. Previous qualitative research on constraints to leisure have not stated, chosen, or adhered to a specific research design (McCormick, 1991; Scott, 1991; Henderson & Bialeschki, 1993a; Henderson & Bialeschki, 1993b; Whyte & Shaw, 1994; McMeeking & Purkayastha, 1995; Culp, 1998; Livengood & Stodolska, 2004). Rather, these studies used aspects of multiple qualitative approaches, resulting in studies that seemed less systematic in design, results, and rigor.

This study also serves as an example of how grounded theory methods outlined by Strauss and Corbin (1990, 1998) may be used to generate theoretical models specific to the field of recreation and leisure. One comment made in the field of leisure studies is that we, as a field of research and study, do not have any of our own theories and only

<center>174</center>

borrow theories from other fields, such as psychology, sociology, anthropology, and education. The grounded theory methods outlined by Strauss and Corbin (1990, 1998) have the ability to address this issue by allowing theoretical frameworks to be developed that describe and predict behavior and actions specifically in recreation and leisure settings.

Another comment made in the field of recreation and leisure is that leisure scholars are discouraged against creating new theories and encouraged only to verify existing theories. This phenomenon of being encouraged only to verifying existing theories was occurring in the field of sociology and is the reason why grounded theory methods were originally developed by Glaser and Strauss in 1967. This issue again exemplifies why grounded theory methods are appropriate to use in the field of recreation and leisure. In a field that is discouraged against creating theory, grounded theory methods (Strauss & Corbin, 1990, 1998) provide a research approach that allows for theory generation through systematic data collection and analysis.

Regarding grounded theory as a research method, this study provides an example of approaching theoretical sampling with an already established insider status. In this study, the researcher also served as the swimming instructor and gatekeeper for 10 of the research participants. Therefore, this study provides an example of how theoretical sampling can be combined with convenience sampling to acquire potential study participants. The remaining 18 study participants were instructed in swimming by instructors with no connection to the study. No difference was found between the experiences described by participants that were taught how to swim by the researcher and

outside instructors.   Therefore, when sampling theoretically, researchers should not be hesitant to use participants that are convenient and easily accessible, as long as participants meet established theoretical sampling guideline

Study Limitations

Several limitations of this study are present. One limitation of this study is, because of the research question, only participants that were successful in coping with constraints to leisure were included in the study sample. Participants that were not successful at coping with constraints to leisure were not included in the sample because those people would not contribute to the theoretical framework of successful coping with constraints to leisure.

An additional limitation is that only two participants described experiencing a physical limitation as a constraint to leisure. The opportunity for saturation may have been stronger if more than two participants were included in the study that experienced physical limitations as constraints to leisure. However, the two participants that described having physical limitations acting as constraints to swimming when they were children were not medically classified as disabled because of poor eyesight. In addition, the focus of the present study was not on how people with disabilities experience and cope with constraints to leisure.

Another limitation regarding theoretical sampling is present because only one participant mentioned "life reflection" as a catalyzing life experience. The opportunity for further saturation of concepts and categories may have been present if more than one

person experiencing "life reflection' as a catalyzing life experience had participated in the study.

An additional sampling limitation is that only five study participants were men. Even though theoretical sampling does not dictate it is necessary to have an equal number of men and women, or a sample that is representative of the population, if more men had participated in the study, perhaps experiences that were unique to men may have been uncovered. It is interesting to note however, that four out of the five men experienced social pressure from their wives to learn to swim as their catalyzing life experience.

Another limitation of the present study is that swimming was the only leisure activity of focus. Therefore, results may be limited to constraints and the coping process associated with swimming as a leisure activity.

In addition, in order to locate participants that were successful in coping with constraints to leisure associated with swimming, persons taking formal swimming lessons were chosen as the strategy for locating study participants because they had the potential to have previously experienced constraints from swimming but were successful at coping with constraints.   Therefore, results may be limited to persons that take formal swimming lessons. Another limitation is that the study also used participants that were taking formal swimming lessons in pools. Therefore, results may also be limited to persons that take formal swimming lessons in pools, versus those that learn to swim in lakes or oceans.

A methodological limitation is that only one researcher analyzed and coded data. Trustworthiness of results would have been even greater if a second researcher had

independently analyzed and coded data and the same concepts, categories, and theoretical framework had been developed.

In addition, member checks were done via email or postal mail. In an ideal world, the researcher would have liked to have held a focus group with participants openly discussing results, experiences, and the theoretical framework.

Recommendations for Further Study

Several recommendations for further study developed as a result of the present study. Now that a theoretical framework for constraints to leisure has been presented, the next step in the research process would be to quantitatively test the model on adults that are learning to swim. A quantitative model could also be developed and tested using other leisure activities, as well as multiple leisure activities.

In addition, the current study could be replicated using leisure activities other than swimming. Results could then be used to further refine and make the theoretical framework more generalizable. In addition, the study could also be replicated using participants that have not been successful at coping with constraints to leisure. Results could then be compared to better understand why some people, while others are not successful at coping with constraints to leisure. Addressing limitations, the study could be replicated including more men, as well as persons with disabilities.

Theoretical implications also raised questions involving how people use constraints as excuses for non-participation. This is an interesting concept and definitely worth further exploration. Further research is also need to better understand the importance of motivation in the coping process, as well as the significant role of

178

motivation in leisure participation. In addition, research is needed using constraints to leisure and leisure participation with the framework of behavior change may also answer lingering questions of why some people are successful at coping with constraints, while others are not. Outcomes of coping could be studied further by measuring or exploring the lasting effects of the mental outcomes or whether people persist at coping with constraints to leisure.

Continuing to examine constraints to leisure using research ideas such as those presented above has the potential to increase the understanding of constraints to leisure, enhancing the theoretical base of constraint research.

APPENDICES

Appendix A Informational Letter to Participants

Information Concerning Participation in a Research Study
Clemson University

Understanding the Dynamic and Contextual Nature of Constraints to Leisure

Description of the research and your participation

You are invited to participate in a research study conducted by Dr. Fran McGuire and Harriet Dixon.

The purpose of this research is to gain an understanding of why some adults did not learn to swim earleir in life and why they are now motivated to learn to swim.

Your participation will involve participating in an interview, lasting approximately one hour. The interview will be conducted in a comfortable, quiet, public place of your choice or over the telephone. The researchers may also observe you during a swimming lesson.

After the initial interview, the researchers may contact you again for a follow-up interview lasting approximately thirty minutes.

Risks and discomforts

There are no known risks associated with this research.

Potential benefits

There are no known benefits to you that would result from your participation in this research.

This research may help recreation professionals understand what factors prevent people from learning to swim earlier in his/her life. Recreation professionals may use this information to design programs that will entice adults to learn to swim or enroll children in swimming lessons.

Protection of confidentiality

We will do everything we can to protect your privacy.

Appendix A Informational Letter to Participants cont…

Interviews will be audio recorded. Audio recordings will then be transcribed by Harriet Dixon. All interview data will be coded with fake names.

A key with participants' identities and contact information will be kept by the researchers. Only the researchers will have access to this information. Interview recordings, transcripts, and data analysis materials will be stored electronically by the researchers for five years. Computers used to store the interviews are secured by passwords.

Upon completion of the research, the participant identification key will be destroyed.

All tapes, transcripts, and information from interviews will be stored electronically by Harriet Dixon, until she sees no further use of the hard data.

Information from this study will be included in a dissertation. Information found through the course of the research will not be edited in presentations, articles or formal reports. All presentations, articles and formal reports will use fake names for participants. Your identity will not be revealed in any publication that might result from this study.

Voluntary participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact:

Dr. Fran McGuire
Department of Parks, Recreation, and Tourism Management
Clemson University
864.656.2183.

Harriet Dixon
Department of Parks, Recreation, and Tourism Management
Clemson University
864.207.1833
hturner@clemson.edu

Appendix A Informational Letter to Participants cont…

If you have any questions or concerns about your rights as a research participant, please contact:

Dr. Laura Moll
Clemson University Office of Research Compliance
864.656.6460.
Lmo11@clemson.edu

Appendix B Member Check Letter, Theoretical Narrative, and Questionnaire

Dear Research Participant,

   Thank you again for your earlier participation in my research project.   After talking to 28 people, I have written a condensed story of adults not knowing how to swim and the steps taken to learn to swim. I would like to make sure I have to an extent captured your journey of not knowing how to swim and learning as an adult. Please read over this brief story and answer a few short questions at the end. A self-addressed, stamped enveloped is enclosed for you to use in mailing the responses back to me. If you have any questions or would like to discuss any aspect of the story, questions, or research project, please contact me.

Thank you,

Harriet Dixon
275 Willow Court, #37
Central, SC 29630
hturner@clemson.edu
864-207-1833

Learning to Swim

Earlier in your life when you had an interest in swimming, but before you decided to take steps to learn to swim, there were conditions or situations keeping you from learning to swim. These conditions or situations may have included one or more of the following:

1) a physical limitation (not being able to see without glasses)
2) no opportunity (no facility, did not have the money, no lessons offered, or no one to teach you, etc.)
3) life responsibilities (family, work, or lack of time in general)
4) Personal Issues (fear of water, fear of being embarrassed, too shy, did not want to get in a bathing suit in front of people, felt you were too old, or felt swimming was just something you did not do)
5) Other Issues (swimming was an activity your did not participate in when you were a child, your ethnic group does not swim, your friends and family do not swim, your parents told you to stay away from the water, segregation of swimming facilities, or during the time period you were a child, people did not swim or pools were not available, etc.)

One or more of the above issues kept you from learning to swim and participating in swimming earlier in life. If you were able to participate in water activities:

1) you did not enjoy it (because of fear, worrying about being in a bathing suit, or not being able to see, etc)
2) you participated in a limited or modified way (by going in the water up to your knees, staying in the shallow end, or you wore a life vest, etc)
3) you sat on the side, reading a book or doing something else while everyone else was swimming

Then, you had some kind of personal experience that made you really want to learn to swim. Not participating, or sitting on the sidelines while everyone else was swimming was not good enough anymore. The personal experience included one or more of the following:

1) you realized the fun you were missing out on or could be missing out on (activities and events with friends and family, etc.)
2) you started to feel left out or did not want to be left out in the future
3) you wanted to participate with everyone else (get on the noodle, in the deep end, or ride the tube, etc.)
4) you overestimated your skill level and wanted to learn more (signed up for a triathlon and realized you could not swim as well as you liked or saw someone swimming better than you)
5) you saw or met someone swimming or learning to swim (adult or child) and thought, "If she/he can do it, I can do it."

      6) you reviewed you life and thought swimming was something you always wanted to do but always seemed to put off
      7) you wanted to swim for the health benefits
      8) friends, family, or spouses encouraged or pressured you to learn to swim

One of the previously stated personal experiences increased your motivation to learn to swim. After the experience, you were *determined* to learn to swim and made learning to swim a *priority in your life*.

Once learning to swim was a priority, you found a way to overcome the conditions that had previously kept you from swimming earlier in life. Overcoming the conditions or factors was accomplished by one or more of the following:
      1) finding affordable lessons or changing your budget so you could afford swimming lessons
      2) planning ahead (making larger meals during the week so you could eat leftovers, packing your swimming bag and taking it to work with you, or finding a babysitter, etc.)
      3) if you thought of swimming as an activity that you could not participate in because of age or other reasons, you used other friends or people you knew that were taking swimming lessons as an example that you could participate
      4) receiving support or encouragement from family or friends in your efforts
      5) preparing your self mentally
      6) changing your work schedule
      7) changing your routine (doing your hair, etc)
      8) getting more information about swimming lessons
      9) making personal goals
      10) finding lessons (either group or private lessons, whichever you preferred)
      11) finding a facility you felt comfortable in (lifeguard, personal pool, etc.)

After you took the above steps, you were then able to take swimming lessons and learn to swim. Learning to swim has opened up new opportunities for you to participate with family and friends and in new activities.

Appendix B Member Check Letter, Theoretical Narrative, and Questionnaire cont…

Questions

1) The story may not describe you specifically because it is a condensed version of 28
   different people. However, can you see yourself or situation somewhere in this story?
   Place a check mark by your response below.

   _____No   _____Mostly No   _____Mostly Yes   _____Yes

2) If no or mostly no, why?

3) Is there any important information you feel I have left out?

4) Is there any information you feel is incorrect?

5) Any additional comments:

REFERENCES

Aas, O. (1995). Constraints on sportfishing and effect of management actions to increase participation rates in fishing. *North American Journal of Fisheries Management, 15*, 631-638.

Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In Ju. Kuhl & J. Beckman (Eds.). *Action control: From cognition to behavior* (pp.11-39). Heidelberg: Springer.

Alexandris, K., & Carroll, B. (1997). Demographic differences in the perception of constraints on recreational sport participation: Results from a study in Greece. *Leisure Studies, 16*, 107-125.

Alexandris, K., Tsorbatzoudis, C., & Grouios, G. (2002). Perceived constraints on recreational sport participation: Investigating their relationship with intrinsic motivation, extrinsic motivation, and amotivation. *Journal of Leisure Research, 34*, 233-252.

Alexandris, K., & Stodolska, M. (2004). The influence of perceived constraints on the attitudes toward recreational sport participation. *Society and Leisure, 27*, 197-217.

Almquist, E. M., & Angrist, S. S. (1970). Career salience and atypicallity of occupational choice among college women. *Journal of Marriage and the Family*, 32, 242-249.

Auster, C. J. (2001). Transcending potential antecedent leisure constraints: The case of women motorcycle operators. *Journal of Leisure Research, 33*, 272-298.

Backman, S. J. (1991). An investigation of the relationship between activity loyalty and perceived constraints. *Journal of Leisure Research, 23*, 332-344.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 8,* 191-215.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, NY: Freeman.

Bem, S. L. (1981). *Bem sex-role inventory*. Palto Alto, CA: Consulting Psychologists Press, Inc.

Boothby, J., Tungatt, M. F., & Townsend, A. R. (1981). Ceasing participation in sports activity: Reported reasons and their implications. *Journal of Leisure Research, 13*, 1-14.

Carroll, B., & Alexandris, K. (1997). Perception of constraints and strength of motivation: Their relationship to recreational sports participation in Greece. *Journal of Leisure Research, 29*, 279-299.

Clayton, L. B. (2002). *The use of concept mapping to evaluate the isomorphism of the hierarchical leisure constraint typology.* Unpublished doctoral dissertation, Clemson University, South Carolina.

Cognitive. (n.d.). *Dictionary.com Unabridged (v 1.1).* Retrieved April 30, 2008, from Dictionary.com website: http:dictionary.reference.com/browse/cognitive

Crawford, D., W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure. *Leisure Sciences, 9*, 119-127.

Crawford, D. W., Jackson, E. L., & Godbey, G. (1991). A hierarchical model of leisure constraints. *Leisure Sciences, 13*, 309-320.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice, 39*(3), 124-130.

Crompton, J. L., & Kim, S. (2004). Temporal changes in perceived constraints to visiting state parks. *Journal of Leisure Research, 36*, 160-182.

Culp, R. H. (1998). Adolescent girls and outdoor recreation: A case study examining constraints and effective programming. *Journal of Leisure Research, 30*, 356-380.

Deci, L., & Ryan, M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenium.

Dweck, C. & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*, 256-273.

Edginton, C. R., DeGraaf, D. G., Dieser, R. B., & Edginton, S. R. (2006). *Leisure and life satisfaction: Foundational perspectives*. Boston, MA: McGraw Hill.

Eggen, P. & Kauchak, D. (2001). *Educational psychology: Windows on classrooms (5ᵗʰ ed.)*. Upper Saddle River, NJ: Prentice-Hall.

Fleischer, A. & Pizam, A. (2002). Tourism constraints among Israeli seniors. *Annals of Tourism Research, 29*, 106-123.

Frederick, C. J., & Shaw, S. M. (1995). Body image as a leisure constraint: Examining the experience of aerobic exercise classes for young women. *Leisure Sciences, 17*, 57-73.

Gilbert, D., & Hudson, S. (2000). Tourism demand constraints: A skiing participation. *Annals of Tourism Research, 27*, 906-925.

Glaser, B. G. (1978). *Theoretical Sensitivity*. Mill Valley, CA: The Sociological Press.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New Brunswick: Aldine.

Godbey, G. (1985). Nonuse of public leisure services: A model. *Journal of Parks and Recreation Administration, 3*, 1-12.

Goodale, T. L., & Witt, P. A. (1989). Recreation non-participation and barriers to leisure. In E. L. Jackson & T. L. Burton (Eds.), *Understanding leisure and recreation: Mapping the past, charting the future* (pp. 421-449). State College, PA: Venture Publishing, Inc.

Hawkins, B. A., Peng, J., Hsieh, C., & Eklund, S. J. (1999). Leisure constraints: A replication and extension of construct development. *Leisure Sciences, 21*, 179-192.

Henderson, K. A., Bedini, L. A., Hecht, L. & Schuler, R. (1995). Women with physical disabilities and the negotiation of leisure constraints. *Leisure Studies, 14,* 17-31.

Henderson, K. A., & Bialeschki, M. D. (1993a). Exploring an expanded model of women's leisure constraints. *Journal of Applied Recreation Research, 18*, 229-252.

Henderson, K. A., & Bialeschki, M. D. (1993b). Negotiating constraints to women's physical recreation. *Society and Leisure, 16*, 389-412.

Henderson, K. A., Stalnaker, D., & Taylor, G. (1988). The relationship between barriers to recreation and gender-role personality traits for women. *Journal of Leisure Research, 20*, 69-80.

Hubbard, J., & Mannell, R. C. (2001). Testing competing models of the leisure constraint negotiation process in a corporate employee recreation setting. *Leisure Sciences, 23*, 145-163.

Hultsman, W. Z. (1992). Constraints to activity participation in early adolescence. Journal of Early Adolescence, 12, 280-299.

Hultsman, W. Z. (1993a). The influence of others as barriers to recreation participation among early adolescents. *Journal of Leisure Research, 25*, 150-164.

Hultsman, W. Z. (1993b). Is constrained leisure an internally homogeneous concept? An extension. *Journal of Leisure Research, 25*, 319-334.

Hultsman, W. Z. (1995). Recognizing patterns of leisure constraints: An extension of the exploration of dimensionality. *Journal of Leisure Research, 27*, 228-244.

Iso-Ahola, S. E., & Mannell, R. C. (1985). Social and psychological constraints on leisure. In M. G. Wade (Ed.), *Constraints on leisure* (pp. 111-151). Springfield, IL: Charles C. Thomas.

Jackson, E. L. (1983). Activity-specific barriers to recreation participation. *Leisure Sciences, 6*, 47-58.

Jackson, E. L. (1990a). Trends in leisure preferences: Alternative constraints-related explanations. *Journal of Applied Recreation Research, 15*, 129-145.

Jackson, E. L. (1990b). Variations in the desire to begin a leisure activity: Evidence of antecedent constraints? *Journal of Leisure Research, 22*, 55-70.

Jackson, E. L. (1991). Research update: Leisure constraints. *Parks and Recreation*, *73*, 18-23.

Jackson, E. L. (1993). Recognizing patterns of leisure constraints: Results from alternative analysis. *Journal of Leisure Research, 23*, 129-149.

Jackson, E. L. (1994a). Activity-specific constraints on leisure participation. *Journal of Park and Recreation Administration, 12*, 33-49.

Jackson, E. L. (1994b). Constraints on participation in resources-based outdoor recreation. *Journal of Applied Recreation Research, 19*, 215-245.

Jackson, E. L. (2000). Will research on leisure constraints still be relevant in the twenty-first century? *Journal of Leisure Research*, *32*,1, 62-68.

Jackson, E. L. (2005a). *Constraints to leisure*. State College, PA: Venture Publishing, Inc.

Jackson, E. L. (2005b). Leisure constraints research: Overview of a developing theme in leisure studies. In E. L. Jackson (Ed.), *Constraints to leisure* (pp. 3-19). State College, PA: Venture Publishing, Inc.

Jackson, E. L., Crawford, D. W., & Godbey, G. (1993). Negotiation of leisure constraints. *Leisure Sciences, 15*, 1-11.

Jackson, E. L., & Dunn, E. (1991). Is constrained leisure an internally homogeneous concept? *Leisure Sciences, 13*, 167-184.

Jackson, E. L., & Henderson, K. A. (1995). Gender-based analysis of leisure constraints. *Leisure Sciences, 17*, 31-51.

Jackson, E. L., & Rucks, V. C. (1993). Reasons for ceasing participation and barriers to participation: Further examination of constrained leisure as an internally homogeneous concept. *Leisure Sciences, 15*, 217-230.

Jackson, E. L., & Rucks, V. C. (1995). Negotiation of leisure constraints by junior-high and high-school students: An exploratory study. *Journal of Leisure Research, 27*, 85-105.

Jackson, E. L., & Searle, M. S. (1983). Recreation non-participation: Variables related to the desire for new recreation activities. *Recreation Research Review,* 5-12.

Jackson, E. L., & Searle, M. S. (1985). Recreation non-participation and barriers to participation: Concepts and models. *Society and Leisure, 8*, 693-707.

Jackson, E. L., & Witt, P. A. (1994). Change and stability in leisure constraints: A comparison of two surveys conducted four years apart. *Journal of Leisure Research, 26*, 322-336.

James, K. (2000). "You can feel them looking at you": The experiences of adolescent girls at swimming pools. *Journal of Leisure Research, 32*, 262-280.

Kay, T., & Jackson, G. (1991). Leisure despite constraint: The impact of leisure constraints on leisure participation. *Journal of Leisure Research, 23*, 301-313.

Kleiber, D. A., & Durkin, G. R. (1985). Intrapersonal constraints to leisure. In M. G. Wade (Ed.), *Constraints on leisure* (pp. 17-42). Springfield, IL: Charles C. Thomas.

Lazersfeld, P. F. (1972). *Qualitative analysis: Historical and critical essays.* Boston: Allyn & Bacon.

Liechty, T., Freeman, P. A., & Zabriskie, R. B. (2006). Body image and beliefs about appearance: Constraints on the leisure of college-age and middle-age women. *Leisure Sciences, 28,* 311-330.

Little, D. E. (2002). Women and adventure recreation: Reconstructing leisure constraints and adventure experiences to negotiate continuing participation. *Journal of Leisure Research, 34*, 157-177.

Livengood, J. S., & Stodolska, M. (2004). The effect of discrimination and constraints on leisure behavior of American Muslims in the post-September 11 America. *Journal of Leisure Research, 36*, 183-209.

Loucks-Atkinson, A. & Mannell, R. C. (2007). Role of self-efficacy in the constraints negotiation process: The case of individuals with fibromyalgia syndrome. *Leisure Sciences, 29*, 19-36.

Mannell, R. C., & Iwasaki, Y. (2005). Advancing quantitative research on social cognitive theories of the constraint-negotiation process. In E. L. Jackson (Ed.), *Constraints to leisure* (pp. 261-275). State College, PA: Venture Publishing, Inc.

Mannell, R. C., & Kleiber, D. A. (1997). *A social psychology of leisure*. State College, PA: Venture Publishing.

Mannell, R. C., & Loucks-Atkinson, A. (2005). Why don't people do what's "good" for them? Cross-fertilization among the psychologies of nonparticipation in leisure, health, and exercise behaviors. In E. L. Jackson (Ed.), *Constraints to leisure* (pp. 221-232). State College, PA: Venture Publishing, Inc.

Mannell, R. C., & Zuzanek, J. (1991). The nature and variability of leisure constraints in daily life: The case of the physically active leisure of older adults. *Leisure Sciences, 13*, 337-351.

Marcellus, L. (2005). The grounded theory method and maternal-infant research and practice. *Journal of Obstetric, Gynecologic, and Neonatal Nursing, 34*(3), 349-357).

McCormick, B. (1991). Self-experience as leisure constraint: The case of Alcoholics Anonymous. *Journal of Leisure Research, 23*, 345-362.

McGuire, F. A. (1984). A factor analytic study of leisure constraints in advanced adulthood. *Leisure Sciences, 6*, 313-326.

McGuire, F. A.., Dottavio, D., & O'Leary, J. T. (1986). Constraints to participation in outdoor recreation across the life span: A nationwide study of limitors and prohibitors. *The Gerontologist, 26*, 528-544.

McGuire, F. A., & Norman, W. (2005). The role of constraints in successful aging: Inhibiting or enabling? In E. L. Jackson (Ed.), *Constraints to leisure* (pp. 79-101). State College, PA: Venture Publishing, Inc.

McMeeking, D., & Purkayastha, B. (1995). "I can't have my mom running me everywhere": Adolescents, leisure, and accessibility. *Journal of Leisure Research, 27*, 360-378.

Mowen, A. J., Payne, L. L. & Scott, D. (2005). Change and stability in park visitation constraints revisited. *Leisure Sciences, 27*, 191-204.

Nadirova, A., & Jackson, E. L. (2000). Alternative criterion variables against which to assess the impacts of constraints to leisure. *Journal of Leisure Research, 32*, 396-405.

Neulinger (1981). *The psychology of leisure* (2nd Ed.). Springfield, IL: Charles C. Thomas.

Nyaupane, G. P., Morais, D. B., & Graefe, A. R. (2004). Nature tourism constraints: A cross-activity comparison. *Annals of Tourism Research, 31*, 540-555.

Ogbu, J. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly, 18,* 312-334.

Outdoor Recreation Resources Review Commission (1962). *Outdoor recreation for America.* Washington, DC: U.S. Government Printing Office.

Pavlov, I. (1928). *Lectures on conditioned reflexes.* New York, NY: International Universities Press.

Pennington-Gray, L. A. & Kerstetter, D. L. (2002). Testing a constraints model within the context of nature-based tourism. *Journal of Travel Research, 40*, 416-423.

Philipp, S. F. (1995). Race and leisure constraints. *Leisure Sciences, 17*, 109-120.

Pintrich, P. & Schunk, D. (1996). *Motivation in education: Theory, research, and applications.* Upper Saddle River, NJ: Prentice Hall.

Raymore, L. A., Godbey, G. C., & Crawford, D. W. (1994). Self-esteem, gender, and socioeconomic status: Their relation to perceptions of constraint on leisure among adolescents. *Journal of Leisure Research, 26*, 99-118.

Raymore, L., Godbey, G., Crawford, D., & VonEye, A. (1993). Nature and process of leisure constraints: An empirical test. *Leisure Sciences, 15*, 99-113.

Samdahl, D. M., & Jekubovich, N. J. (1997). A critique of leisure constraints: Comparative analyses and understandings. *Journal of Leisure Research, 29*, 430-453.

Schram, T. H. (2006). *Conceptualizing and proposing qualitative research.* Upper Saddle River, NJ: Pearson.

Schwandt, T. A. (1997). *Qualitative inquiry: A dictionary of terms.* Thousand Oaks: Sage Publications.

Scott, D. (1991). The problematic nature of participation in contract bridge: A qualitative study of group-related constraints. *Leisure Sciences, 13*, 321-336.

Scott, D. (2005). The relevance of constraints research to leisure service delivery. In E. L. Jackson (Ed.), *Constraints to leisure* (pp. 279-293). State College, PA: Venture Publishing, Inc.

Searle, M. S., & Jackson, E. L. (1985). Socioeconomic variations in perceived barriers to recreation participation among would-be participants. *Leisure Sciences, 7*, 227-249.

Shaw, S. M., Bonen, A., & McCabe, J. F. (1991). Do more constraints mean less leisure? Examining the relationship between constraints and participation. *Journal of Leisure Research, 23*, 286-300.

Shinew, K. J., Floyd, M. F., & Parry, D. (2004). Understanding the relationship between race and leisure activities and constraints: Exploring and alternative framework. *Leisure Sciences, 26*, 181-199.

Shogan, D. (2002). Characterizing constraints of leisure: A Foucaultian analysis of leisure constraints. *Leisure Studies, 21*, 27-38.

Shores, K. A., Scott, D., & Floyd, M. F. (2007). Constraints to outdoor recreation: A multiple hierarchy stratification perspective. *Leisure Sciences, 29*, 227-246.

Spradley, J. P. (1979). *The ethnographic interview*. Belmont, CA: Wadsworth Group.

Spradley, J. P. (1990). *Participant observation*. New York: Holt, Rinehart & Winston.

Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.

Strauss, A.., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks: Sage.

Strauss, A., & Corbin, J. (1994). Grounded theory methodology. In N. K. Denzin & Y. S. Lincoln (Ed.), *Handbook of Qualitative Research* (pp. 273-280). Thousand Oaks, CA: Sage Publications.

Stodolska, M. (1998). Assimilation and leisure constraints: Dynamics of constraints on leisure in immigrant populations. *Journal of Leisure Research, 30*, 521-551.

Vallerand. R., & Losier, G. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *Journal of Applied Sport Psychology, 11*, 142-169.

Virden, R. J., & Walker, G. J. (1999). Ethnic/racial and gender variations among meanings given to, and preferences for, the natural environment. *Leisure Sciences, 21*, 219-239.

Wade, M. G. (1985). *Constraints on leisure*. Springfield, IL: Charles C. Thomas.

Weiner, B. (1992). *Human motivation: Metaphors, theories, and research*. Newbury Park, CA: Sage.

Whyte, L. B., & Shaw, S. M. (1994). Women's leisure: An exploratory study of fear as violence as a leisure constraint. *Journal of Applied Recreation Research, 19*, 5-21.

Witt, P. A., & Goodale, T. L. (1981). The relationships between barriers to leisure enjoyment and family stages. *Leisure Sciences, 4*, 29-49.

Wright, B. A., & Goodale, T. L. (1991). Beyond non-participation: Validation of interest and frequency of participation categories in constraints research. *Journal of Leisure Research, 23*, 314-331.

Wright, B. A.., Rodgers, E. B. D., & Backman, K. F. (2001). Assessing the temporal stability of hunting participation and the structure and intensity of constraints: A Panel Study. *Journal of Leisure Research, 33*, 450-469.