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FRYE, BUFORD VERNON

LEISURE ATTITUDES AMONG MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

The University of North Carolina at Greensboro ED.D. 1981

LEISURE ATTITUDES AMONG MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

by

Buford Vernon Frye

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the Faculty of the Graduate School at
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Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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FRYE, BUFORD VERNON. Leisure Attitudes Among Middle School and High School Students. (1981) Directed by: Dr. W. Larry Osborne. Pp. 108.

Leisure counseling is one of the fastest growing segments of the counseling profession. Until now most leisure counseling has been with adults who need rehabilitative or retirement counseling. However, more interest is beginning to be given to leisure counseling in an educational-developmental context. This has resulted in a need for more knowledge about the orgin of leisure attitudes. This study attempted to partly fill that need by investigating such attitudes among middle school and high school students.

The sample of students studied consisted of 620 students from grades 6, 7, 8, 10, and 12 from the public schools of Alamance County in north central North Carolina. This sample was 48% male, 52% female, 16% non-white, and 84% white. Data were collected through the Adolescent Leisure Attitude Survey (ALAS) which was an adaptation from two previous studies. Factor analysis, analysis of variance, and correlational methods were used to examine the data.

The hypotheses related to three concepts: (a) that factor analysis of the data from this sample would yield a factor structure similar in composition and strength to that found by two previous researchers with adult and high school samples (Neulinger & Breit, 1971; Goldstein, 1979); (b) that there would be differences in the strength of the factor scores from grade to grade with the high school cases close to the level of Neulinger and Breit's (1971) adult sample; and (c) that there would be significant differences in factor scores relative to the background characteristics of sex, race, IQ, parents' educational level and

parents' occupation. Since developmental trends in leisure attitudes were the main concern of the study, hypothesis two was the most important of the three.

Analysis of the data showed that the first hypothesis was only partly upheld. Factor analysis of the total sample yielded three significant factors involving only 11 of the 27 items of the ALAS. The three factors extracted were significantly similar to the factors of the previous studies, but the failure to include more factors and items leaves the total similarity doubtful. A factor analysis of the high school cases from the sample, yielded a four-factor solution involving 16 items. The four factors were significantly related to similar factors from the previous studies.

The results on factor structure suggests that two factors, Affinity for Leisure and Amount of Perceived Leisure, are stable across all studies and might be used by leisure counselors and researchers with a high degree of confidence.

Grade-to-grade differences were evident only in the factor relating to the amount of vacation time desired or thought proper. No other analyses supported a grade-related difference in attitudes toward leisure.

Sex was the only background characteristic which showed a significant relationship to factor scores. Differences due to sex were found in factors relating to affinity for leisure and the amount of perceived leisure. Item-by-item analysis revealed that females had a lower desire for leisure and a lower desire for a life of leisure for their children.

In the discussion of results and implications for practice, it was suggested that the findings of this study would support the consideration of leisure and vocational development as one whole concept and that in practice each should involve the other.

ACKNOWLEDGMENTS

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The project would not have been possible without the participation of the students, administration, and teachers of Alamance County Schools who gave time and effort to the collection of data.

Most of all, the personal, loving support of Anne, Susan, Stephen and Jonathan, who have helped make leisure and work worthwhile, is gratefully acknowledged.

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CHAPTER I

PURPOSE AND RATIONALE

In the past decade the study of leisure has become increasingly important to the counseling profession as well as to psychology, sociology, and recreation. In a recent issue of the Personnel and Guidance Journal, Edwards and Bloland (1980) noted that a need now exists for a kind of counseling which in the late 1960's would have seemed an anomaly. In summarizing the recent trends they stated:

> As our postindustrial society continued to make more non-work time available through a reduction in working hours, longer paid vacations, and incentives for early retirement, filling these newly available hours became more and more troublesome and upsetting for many people. Today the executives whose success enables them to slow down, the housewives whose children have grown, the young people who wish to develop their potential, the retired workaholics -- all are potential candidates for this emerging helping service. (p.435)

If this emerging field of counseling is to serve the needs of its clients, it must be founded not only on sound counseling theory in general, but also firmly on adequate knowledge about the nature of leisure behavior in particular. The pioneers in leisure counseling have borrowed techniques based upon knowledge and experience in other counseling applications. These techniques have been used with special groups of persons, such as the physically handicapped and those who face personal crises arising from lack of ability to cope with increased leisure time. However, the time has come to have some specific theory and well developed methods to be used with those indicated by the above quote from Edwards and Bloland. Many of the pioneers in leisure

counseling have called for research and experimentation in moving beyond a mere crisis response and toward a developmental-educational approach (Eason, 1972; Fain, 1973).

The purpose of this study was to deal with attitudes toward leisure, a construct which may be part of the basis for a developmental-educational approach to leisure counseling. In this chapter the problem investigated will be stated, a brief background to support the need for the study will be given, and the research hypotheses will be presented. In Chapter II related literature will be reviewed, and in Chapter III the methods of investigation will be described. The results and conclusions will be given in Chapters IV and V.

The Problem

McDowell (1976) reviewed several leisure counseling approaches which seemed to him to be developmental-educational in nature. He concluded that attitudes toward leisure was one of several constructs about which more understanding is needed. The problem is that very little definitive knowledge exists upon which to build this understanding. In the review of literature there will be evidence that a few investigations have been conducted, but almost nothing has been done which looks at the development of leisure attitudes during the adolescent years. This study focused on the attitudes of middle schoolers (grades 6 through 8) and high schoolers (grades 9 through 12) and attempted to discover how attitudes toward leisure differed from grade to grade. Correlations between leisure attitudes and personal and environmental variables were also examined. The goal was to discover variables which

have meaningful relationships with leisure attitudes. Information about these could add to the knowledge concerning the development of leisure attitudes during adolescence. Such knowledge would be useful in a developmental-educational approach to leisure counseling.

Background

Although there is evidence to suggest that leisure as a sphere of influence upon a person's life-style is entering a new era, the conceptualization of theory about leisure is not new. Histories of the study of leisure (Pieper, 1963; Miller & Robinson, 1963) typically trace the concept back to Aristotle who seems to have defined it as the performance of activity "for its own sake or as its own end" (de Grazia, 1962, p. 13). However, the definition of leisure which has been the most influential in the present century is typified in the classic work by Veblen, The Theory of the Leisure Class (1899), in which leisure is placed in opposition to work as an activity which is nonproductive and somewhat less than worthy. Although Veblen's interpretation has been influential, the leisure class about which he wrote and the work ethic which he embraced have been drastically altered by events of the past few decades. The term " a leisure class" has come to have less and less meaning in the second half of the twentieth century. It has been predicted that within the next 25 to 50 years western society will need only two to eight per cent of its population to produce all needed goods and services (Martin, 1967). This leaves more time for leisure pursuits.

In addition to the reduction in the number of hours worked per week, other factors are also influencing the amount of time available

for leisure. A recent news article ("Cherryville Textile Plant to Try Three-day Week," 1980) indicates that alternative scheduling has arrived in an industry commonly considered traditional in most ways. While not creating fewer hours of work a week, such schedules do produce larger blocks of time free from work. Earlier retirement, longer life spans, and unemployment with compensation have also contributed to increased time for leisure activities (Tinsley, Barrett & Kass, 1977). Evidence that these changes are making a difference in leisure activities can be seen in the increased number of leisure-oriented retirement centers, the number of families with vacation homes, and the increased demand for recreational facilities ("83 Billion Dollars for Leisure," 1969). It seems that the leisure class of Veblen has been parceled out to almost everyone; more and more people have the time, money, and other resources for an increased use of leisure time.

But the increased amount of leisure time is not without its problems. Neulinger (1974) identified three major areas of difficulty created by the changing leisure outlook. First, persons have many decisions to make about how to use their free time, and they are pressured to think that happiness can be had by filling free time with "a frenzy of galloping consumption" (p. 144). Second, the "Protestant Work Ethic" so permeates much of our society that a sense of shame and guilt toward nonproductive activity is common. Third, work has been promoted so much as the way persons achieve self-identity and worth that they feel a great sense of loss if this is no longer their goal. Green (1968) supported this concern when he cautioned that our youth may be entering a leisure society with an exclusive orientation toward a job-conscious

society. These are some factors responsible for the increased demand for leisure counseling and for the kind of research which this study undertook.

The problems and challenges presented by increased leisure time have led researchers to examine just how these affect persons today. Recreationists have investigated leisure activity patterns and leisure interests so that they might provide the desired activities and facilities to meet the demand (Duncan, 1978). Sociologists have studied the trends in leisure activities and attempted to develop a cohesive theory of leisure's place in the sociological structure (Kaplan, 1960). Others have investigated the psychology of leisure, connecting it with personality theory (Hiller, 1963), needs theory (London, Crandall & Fitzgibbons, 1977), and psychological compensation theory (Spreitzer & Snyder, 1974).

Much research on leisure has been done in recent years, but much remains to be done. One of the areas needing more research is that of attitudes toward leisure. In their study of leisure attitudes, Neulinger and Breit (1969) were interested in "what persons might want to do and how they like what they are doing . . ., in how people want to spend their time and money and how much satisfaction they get from spending it the way they do . . . and what leisure means to different people." Their reason behind this interest was a belief "that one of the basic values that determines a man's life-style is his attitude toward work and leisure" (p. 255). In a later book, Neulinger (1974) used the following as a definition of an attitude:

> An attitude can be defined as an enduring system of three components centering upon a single object: the beliefs about the object--

> the cognitive component; the affect connected with the object--the feeling component; and the disposition to take action with respect to the object--the action tendency component. (p. 116)

This definition highlights the importance of attitudes toward leisure, for as leisure becomes a greater part of life, a person's cognitive, affective, and action disposition toward leisure may be indicative of how satisfying leisure and other aspects of life will be for that person. Loesch (1981) emphasized this point concerning leisure values (his definition of values parallels Neulinger's definition of attitudes) when he wrote:

> A person's behaviors are a reflection of a person's values . . . Indeed, many authorities believe that values are among, if not the, primary determinant of human behavior. It follows therefore that a person's leisure behavior should be related to that person's values. Further, a person's leisure activities (behaviors) should be most satisfying when they are in accord with the person's values. (p. 1)

Thus we can conclude that a person's attitudes toward leisure as well as the values which may underlie them are extremely important to that person's satisfaction with his or her life.

Neulinger and his associates have made several attempts to discover the attitude dimensions of leisure for several groups of adults (Neulinger & Berg, 1976; Neulinger & Breit, 1969; 1971; Neulinger & Raps, 1972). In a discussion of the application of developmental theories to the study of leisure, Neulinger (1974) stated: "Nothing contributes more to the understanding of a phenomenon than a knowledge of its genesis" (p. 115). Developmental psychology would suggest that much of the beginnings of adult attitudes toward leisure are rooted in the adolescent stage of development. Erikson (1968) described the adolescent stage as a time when youths move toward adult identity. It

may be a time of crisis and a time of rapid change in attitudes and attachments. Such developmental theory would lead to the expectation that attitudes toward lesiure could fluctuate drastically during the adolescent years, but also show some general trends as youths try to assimilate the experiences of childhood and move toward adult roles. Neulinger (1974) declared that there is a need to produce research which will provide empirical knowledge that may be worked into a comprehensive developmental theory of leisure.

There is a parallel between the need for research on attitudes toward leisure and past research on vocational development. Much emphasis has been placed upon finding out what the developmental processes are in the field of vocational choice and adjustment, in order that guidance can be given at the appropriate stages (Crites, 1969; Osipow, 1973). Theorists such as Ginzberg et al. (Osipow, 1973), for example, suggest that the adolescent period is a time of great importance as the individual leaves a Fantasy stage of development at about age 10-12 and moves into a Tentative stage, then a Realistic stage, and finally a Crystallization stage at about age 20. Leisure attitudes may also be conceived of in such developmental terms. Research now needs to be conducted to discover evidence of developmental processes which may underlie leisure attitudes.

> It is clear that much research is needed to clarify the function of both work and leisure for the developing adolescent and adult. Borow (1966) suggests that "there is need for considerably more research to test the hypothesis that the vocational fantasies, choices, and conflicts of youth are linked to attempts to deal with such psychological needstates as belongingness, recognition and self-esteem" (p. 417). There is no question that such research would be equally fruitful if it dealt with the avocational fantasies, choices, and conflicts of youth (Neulinger, 1974, p. 123).

Neulinger has made a strong appeal for developmental research, but to date most leisure attitude investigations have been with adults. A recent study by Goldstein (1979) did adapt Neulinger's instrument to grades 10, 11, and 12, but the major emphasis of her work was on the correlation of attitudes with activities--not on differences in attitude grade to grade which is necessary in order to examine developmental trends. It was the purpose of this study to partly fill that need.

In this section the typical meaning of leisure has been discussed, the increased importance of leisure noted, and some relevant problems stated. Research related to leisure has also been briefly sketched so as to establish the importance of leisure attitudes and the need for this study on the leisure attitudes of adolescents.

Statement of Hypotheses

The hypotheses involved in this study were dictated by the need to compare the results of the study to other similar investigations, by the chief concern to discover developmental trends in leisure attitudes, and by the need to establish the parameters of the survey instrument.

Hypothesis One

Data were collected by a slightly revised version of an instrument used by Goldstein (1979) which is in turn an adaptation of Neulinger's (1974) A Study of Leisure.

The first hypothesis was that this instrument would be able to identify the same dimensions of leisure for the sample of middle and high school students as those identified by Neulinger and Breit (1971) and Goldstein (1979) with their adult and high school samples. The

strength of these dimensions were expected to vary from grade to grade (see next hypothesis) but the content of the factors was expected to closely parallel the former studies.

Hypothesis Two

Loesch, Rowe and Hackmyer (1981) studied leisure interests of middle schoolers and found significant grade-related differences in eight of eleven interest subscales. Neulinger and Breit (1971) found age-related differences in four of their five leisure attitude dimensions with an adult sample where age ranged from 18 to 68 years.

The second hypothesis was that there would be significant differences in the strength of attitude dimensions from grade to grade with the high schoolers close to the level found by Neulinger and Breit (1971) with adults.

Hypothesis Three

In any study of a descriptive nature, and particularly in one which hopes to detect developmental trends, it is important to look at personal and environmental characteristics which may correlate differentially with the main dimensions of the study.

The third hypothesis was that there would be significant differences in the strength of the attitude dimensions relative to the following: Sex of the student, age of the student, race of the student, intellectual level of the student, parents' educational level and parents' occupation.

CHAPTER II

REVIEW OF RELATED LITERATURE

While many sources have been cited in introducing and supporting the need for this study, it is necessary to more fully describe the literature related to the study of leisure and leisure attitudes. In this chapter literature concerning the theoretical foundations, leisure activity research, leisure psychology research, attitude measurement, and leisure attitude research will be reviewed.

Theoretical Foundations

Several authors have set forth theories about leisure which stem more from philosophical musings than from empirical knowledge. Classic among these is Veblen's (1899) slightly satirical treatment of the leisure class. His definition of leisure as the superfluous element in time and activity is still influential today. Of a more modern style is Neumeyer and Neumeyer's Leisure and Recreation (1953) which deals with the theme of the impact of industrially influenced social changes upon leisure time use. They saw these changes as a challenge to the person's choice of leisure time use: choices which may be influenced by personal and environmental factors.

In general, the above authors have looked at leisure as time off the job, but others have challenged this definition. De Grazia (1962) carried the definition back to the Greeks, who defined leisure chiefly as a state of mind rather than a quantitative period of time. De Grazia also challenged the notion that the amount of leisure time is

increasing. He challenged the comparison of the 1850 work week to the present work week as proof of an increase. His argument is that other factors of modern life have made the reduction of the work week irrelevant to the amount of true leisure. He cites the increase in extra part-time jobs and full-time jobs many workers now hold, the reality that many working men now share the homemaking tasks which only non-working women once did, and the national averages now include many part-time jobs held by students. His philosophy of leisure is summed up in this statement:

> The world is divided into two classes. Not three or five or twenty. Just two. One of the greatest majority; the other the leisure kind, not those of wealth or position or birth, but those who love ideas and the imagination. (p. 377).

Miller and Robinson (1963) shared something of de Grazia's idea, but expressed it in a less poetic way. They differentiated between free time (time left after necessary work and other survival duties are fulfilled) and leisure time (the portion of free time devoted to leisure values). They further clarified this concept by defining leisure as "the complex of self-fulfilling and self-enriching values achieved by the individual as he uses his leisure time in self-chosen activities that recreate him" (p. 6). Leisure is more than free time away from one's employment; it involves a quality of experience.

In a review of theories of leisure, Neulinger (1974) suggested a paradigm of leisure in which the perceived freedom in an activity, the motivation for an activity, and the goal of the activity determine the degree of leisure involved in that activity. If a person, no matter what the activity, engages in an activity which he or she freely chooses,

in which the motivation is the pure pleasure in doing it, and the goal of the activity is completed within the action itself, that activity could be called pure leisure. If, however, a person engages in an activity through constraint, finds the motivation in an extrinsic reward, and uses the activity to reach another activity which is the final goal, then that activity is work. This conceptualization would allow for gradations of work-leisure between the two extremes. The use of three qualifiers--perceived freedom, motivation, and goal--would make it possible for the same activity to be judged either as work or leisure, depending upon the individual perceptions of the two factors. Neulinger has suggested this as an ideal conceptulization for future use, but seems to have used the common definition of leisure as non-working time in most of his studies. It may be noted that in Chapter III of this study the stipulated definitions of work and leisure emphasize the idea of perceived freedom as definers of work and leisure.

Bull (1971) defined leisure in terms of discretionary time and measured it by noting the variability of time spent on each of several activities by his subjects. His supposition was that the more the time spent varied, the more discretion was shown over the activity and more nearly it became a leisure activity. This technique, however, identified several activities which are, in matter of fact, largely necessary and seldom considered leisure.

Crandall and Slivken (1980), like Neulinger, suggested a move away from the leisure-work dichotomy. Their Leisure Attitude Scale contains 10 items, none of which place work and leisure in opposition. While their comments relate to leisure attitudes for the most part,

they serve to emphasize the importance of a definition of leisure which is compatible with a coherent theory of leisure. In fact, a clear definition of leisure may be the most needed addition to the theory of leisure.

Leisure Activity Research

It is understandable that much research on leisure activities has been directed toward finding out what people want to do, where they want to do it, and the facilities needed to do it. Some of this research has been directed toward discovering ways to predict recreational and leisure needs in the future (Hubert, 1969; Peterson, 1974; Duncan, 1978). Such studies are related to a study of leisure attitudes, for as persons indicate what leisure activities they want, they may be expressing a cognitive, affective and action disposition toward a potential object--terms used by Neulinger (1974) to define an attitude.

Leisure activity studies have been directed toward classification of leisure activities into similar groups, often with the supposition that persons of the same type will like activities from the same group. Witt (1971) surveyed several hundred high school students in three cities and found and named the following major types: sports, outdoor-nature, adolescent-social, and aesthetic-sophisticate. McKechnie (1974) collected information from 288 adults in an affluent setting and extracted categories of past and future activities. His classifications were: mechanics, crafts, intellectuality, slow living, sports, glamour sports, adventure, ego recognition, and clean living. Loesch et al. (1981) assessed the interests of middle school students and identified 11 types: passive, active outdoor, social (amusements), social (games), reading,

artistic, intellectual, competetive, personally relaxing, and skilled activities.

Leisure activity inventories are many times patterned after their vocational guidance counterparts (Hubert, 1969) and have much of the same purpose in mind: matching persons with activities. The studies noted here are a few of the many mentioned in the literature.

Leisure Psychology Research

The psychological interest in leisure activity goes beyond what people do, to the question of why they do it. In the previously mentioned study, McKechnie (1974) not only classified activities, but also correlated them with the scales of the Minnesota Multiphasic Personality Inventory (Hathaway & McKinley, 1943) and concluded "that active involvement (or desire for involvement) in leisure activities is, at least to some extent, indicative of psychological health" (p. 12). Hiller (1963) and Walshe (1977) applied personality theory to a study of leisure and reached a similar conclusion. To follow the lead of these researchers would be to suggest that leisure counseling psychology is a matter of matching personality types with activities suitable to that type. This is comparable to vocational guidance models in which a realistic, conventional, or social type of person is matched with a job of that type (Holland, 1966).

Several studies have pointed out the need to classify leisure activities according to the psychological needs they meet. In this way information can be acquired to counsel persons who have some dissonance regarding selection of appropriate activities. London, Crandall and Fitzgibbons (1977) demonstrated a method of factor analysis to

accomplish this. Tinsley, Barrett and Kass (1977) examined the differentiating power of 45 need dimensions for a sample of common leisure activities and in a later replication (Tinsley & Kass, 1978) examined differences due to sex on similar dimensions. They found that some needs could be met only by specific leisure activities, but that other needs could be satisfied by a number of activities. They found no sex-related differences.

Attitude Measurement

The measurement of leisure attitudes is build upon theory and practice in the general field of attitude measurement. While there is much disagreement regarding the meaning of attitudes, some fairly standard methods have been developed to measure people's attitudinal dispositions toward objects. Cook and Selltiz (1964) noted five ways of measuring attitudes. They are: (a) self-reports, (b) behavioral observations in a natural setting, (c) reaction observation to a structured stimuli, (d) performance of an "objective" task, and (e) physiological reactions. The most commonly used measure is some form of the self-report which is often gathered through some kind of survey instrument.

The simpliest self-report instrument involves one or more questions about attitude toward an object which require only a single dichotomized response, i.e. yes-no, like-dislike. However, most instruments employ some kind of multiple response which allows various degrees of attitude to be expressed. Remmers (1954) noted that there are two basic ways of allowing this kind of response. The first, pioneered by Thurstone (1927), employs a scale which places possible

responses in equally spaced units along a continuum. The spaces are determined through an experimental process which proposes to make each response have a definite discriminating power. The second approach is typified by Likert's (1932) scale which assumes that attitudes are distributed normally along a continuum. It employs no experimental investigation of the appropriate distance between points on the scale.

A third type of attitude assessment device is the semantic differential, in which the subject is asked to respond to feelings toward an object or concept in relation to a series of adjective pairs. The attitude of the subject is indicated on an undefined scale between the two adjective pairs. Neulinger (1974) used this technique to assess attitudes toward "work" and "leisure" with 16 adjective pairs. The semantic differential yields much data with minimal effort (Isaac & Michael, 1971).

Leisure Attitude Research

Although research on leisure attitudes is intertwined with the psychology of leisure, it is meaningful for this study to separate the two in this review. As has been evident throughout the introductory chapter and this present chapter, Neulinger (1974) and his associates have produced the major work in the area of attitudes toward leisure. Neulinger (1974), in chapter two of his book, outlined the steps taken in developing his leisure attitude survey. The first attempt (1967) was quite open-ended, with the purpose of probing the possibilities of the questionnaire items. Through other revisions (1968) and finally through trials of a more comprehensive and finely tuned instrument

(Neulinger & Breit, 1969; 1971), a viable instrument with demonstrated stability was achieved.

In much of the early work of Neulinger et al., the sample used was incidental, since the development of the instrument was the major goal. Later several attempts were made to test the instrument with particular population samples. Neulinger and Raps (1972) reported on an analysis of results from a group of Mensa members--a group with high IQ scores as the main criterion for membership. This group showed a greater affinity for leisure and a greater desire for vacation time than did a norm group. Neulinger and Berg (1976) examined the differences between two college groups and their parents. They found a clear generation gap, but the differences were attributable mostly to the males in the sample. It was not clear whether these differences were due to historical or personal variables.

Loesch (1981) field tested an instrument to assess the leisure values of an adult sample. An examination of this instrument and his study indicates that the assessment made is of a construct which is quite similar to leisure attitude. Neulinger's (1974) definition of an attitude as a particular way of thinking about, feeling about, and acting toward an object is closely paralleled by much of the intent of Loesch's (1981) study. The following items from Loesch's survey are strongly suggestive of Neulinger's (1974) dimension called "self-definition through leisure or work":

Leisure activities should . . .
. . . aid in personal self-improvement
. . . help people explain themselves to others
. . . have a result people can be proud of

Loesch's instrument is directed toward the affective element in attitude, more than to the cognitive or action dimension.

Goldstein (1979) adapted Neulinger's instrument and used it and other instruments to examine the relationships between leisure attitudes and leisure activities for a group of high school students. She found that the dimensions of attitude were similar to those Neulinger et al. found. Results also showed that the attitude of self-definition through leisure correlated highly with community participation. A high affinity for leisure correlated highly with "hanging-out" activities. Leisure activities were highly correlated also with family income, fathers' education, and fathers' occupation.

Crandall and Slivken (1980) developed an instrument to measure the degree of positive or negative affect associated with leisure. Development of their scale, which they call the Leisure Attitude Scale, involved reviewing and borrowing from: Burdge's (1961) Leisure Orientation Scale, Bryan and Alsikafi's (1975) survey related to the leisure ethic, Buchholz's (1978) survey identifying five leisure factors, and Neulinger's (1974) A Study of Leisure. Their ten-item survey is one of the shortest attitude surveys and contains no reference to a leisure-work contrast. Experimental administrations of this instrument has yielded three factors related to leisure attitude: liking leisure, desire for leisure time, and spontaneous enjoyment of leisure.

Ragheb and Beard (1980) and Rimmer (1979) have developed instruments and conducted studies on the leisure satisfaction of persons. The relationship of their investigations to leisure attitudes is made

clear by this statement from Ragheb and Beard (1980) defining leisure satisfaction as, "The perceptions or feelings which an individual forms, elicits or gains as a result of engaging in leisure activities and choices" (p. 330). This feeling of satisfaction resulting from a leisure activity will result in an attitude toward that activity in the future and be a part of the person's general attitude toward leisure.

CHAPTER III

METHODOLOGY

The purpose of this chapter will be to describe the methods employed in selecting a sample of subjects, collecting data from that sample, and analyzing that data. A description of the population from which the sample was drawn, information about all variables investigated, and a description of the instrument used in the collection of data is given.

This study focused on the leisure attitudes of adolescents over a wide age span to discover the developmental trends that might be evident. It was expected that adolescents would show something of the same dimensions of leisure as found by Neulinger et al., but that the strength of these dimensions would vary according to the age-grade of the adolescent students. This would contribute to a basis for suggesting that attitudes toward leisure are developmental. Since age is seldom the only mediating factor in a developmental process, personal and environmental variables were also investigated.

One of the first decisions in determining methods to examine developmental trends is whether to look at changes over a period of time with one sample of persons, or to select samples of persons at various intervals over the age span of interest. The choice is between longitudinal and cross-sectional methods of descriptive research. This study was a cross-sectional one for several reasons. First, a longitudinal study which would cover a period of six years would require time

and resources not feasible for a dissertation. Second, from a theoretical point of view, a longitudinal study would be inappropriate for a subject about which so little is known. The need now is for a quicker method which will establish basic parameters. Third, the longitudinal method has the disadvantage of being subject to historical contamination, since it would be possible for external events such as economic and social conditions to affect the attitudes of the sample from one point in the study to the next (Isaac & Michael, 1971).

This study examined the leisure attitudes of students enrolled in grades 6, 7, 8, 10 and 12 in the public schools of Alamance County Schools in north central North Carolina. Limitation to this school system and these grades was made for practical and theoretical reasons. The author had been associated with this school system for over 10 years and had a suitable level of cooperation in selecting and surveying a sample of students. Limitation to one school system seemed acceptable since, with a large sample for descriptive purposes, representativeness was not a critical concern (Nunnally, 1967). Limitation to these specific grades made sense because they encompass the age span which child development theory would suggest as the most rapid and significant in developmental changes (Erikson, 1968). The grade span selection also coincides with the upper two divisions of the selected school system. The middle school includes grades six through eight and the high school includes grades nine through twelve. Every grade in the middle school was sampled because it is often viewed as the time of most rapid developmental changes and because it had not been studied previously. Only two grades in the high school were sampled, since the high school could be

expected to be a period of less rapid change and because previous studies had already established some information about that age group (Goldstein, 1979).

Population Description

Alamance County Schools draws its students from all of the county with the execption of those who attend school in the city of Burlington. Alamance County is described as being in the North Carolina Piedmont Crescent, an area characterized by growing cities and counties sharing a common interest. Alamance County is heavily industrial through its central east-west section, but quite rural in its northern and southern areas. It is the home of manufacturers in textiles, chemicals, hosiery, electronics, plastics, machine products, and fire safety devices. Tobacco is the chief agricultural product. The 1970 census showed 96,362 (Table 1) persons living in the county, with 35,930 living in the city of Burlington. The 1978-79 average daily membership of the Alamance County Schools was 12,464; the city of Burlington had 7,468. It may be true that the county schools represented a more rural population, but of the 60,432 persons living outside the city of Burlington, 23,005 lived in incorporated or unincorporated areas of an urban nature. Further demographic data is shown in Table 1; Tables 2 and 3 show recent achievement and competency test results for the county schools, and Table 4 shows size and grade composition of the Alamance County Schools.

Sampling Procedures

The goal was to select a minimum of 150 students at each of the grade levels for a total sample of 750. This would provide both the total number and the number in each subgroup which would be necessary

Table 1

1970 Population Data for Alamance County

Group	N	%
Population	96,362	
Males	46,484	48
Females	49,878	52
White	76,114	82
Black	17,099	18
Families	22,548	
Mean Family Size	3.75	
Mean Years Schooling	10.75	
Mean Family Income	$9,301	
Per-Capita Income	$2,487	

Note. From Statistical Record of Growth of Alamance County, prepared by Alamance County Chamber of Commerce, Burlington, North Carolina, 1978.

Table 2

National Percentile Scores for the California Achievement Tests, Spring 1979

Alamance County Schools

Grade	Reading	Spelling	Language	Math	Total
3	48	54	57	53	52
6	46	51	50	44	45
9	44	50	47	41	43

Note. From A Plan for Educational Excellence, Alamance County Schools, Graham, North Carolina, 1980.

Table 3

North Carolina State Competency Test

Results for 1978 and 1979

Alamance County Schools

Date	Reading			Mathematics		
	% Passed	% Failed	Ave.	% Passed	% Failed	Ave.
1978	90.1	9.9	105.9	83.7	16.3	96.2
1979	90.6	9.4	106.3	87.2	12.8	99.2
				87.2	12.8	99.2

Note. From A Plan for Educational Excellence, Alamance County Schools, Graham, North Carolina, 1980.

Table 4

Students Per Grade in Alamance County Schools

1979-1980

Grade	Membership[a]	Grade	Membership
K	638	7	984
1	712	8	1038
2	939	9	1125
3	935	10	1002
4	974	11	835
5	923	12	827
6	915	Exceptional Classes	78

[a] Based on Average Daily Membership.

Note. From Superintendent's Report, June 1980.

to have a wide distribution across personal variables. Individual randomization was not considered feasible for this descriptive study, so classroom groups were used as the sample unit.

Principals in each of the eight schools were contacted, and their willingness to have their students participate was determined. The proposal was then submitted to the central office administration for approval. While permission was obtained to sample from all eight schools, time and location constraints led to sampling from four of the high schools and three of the middle schools. Students from the schools closest to the author's work site accounted for 38% of the high school sample with the other three high schools contributing 26%, 23% and 13% respectively. In the middle schools the author's home school accounted for 45% of the sample with the other two schools accounting for 30% and 25% each.

Principals and counselors in the seven schools were asked to help select class groups to provide as representative a sample as possible. The middle school sample was drawn from the prevocational classes. All students participate in this program, and students are grouped heterogeneously. In the high schools it was impossible to find heterogeneously grouped classes in which all students were represented. Therefore, English classes were selected since all students are enrolled in English at every grade level with students homogeneously grouped in five levels of instruction. Class groups were selected so as to provide, as nearly as possible, samples which would proportionally represent each of the five levels. The size of particular classes, the number of students volunteering, and the number absent on the day of the survey all

contributed to a lack of absolute precision in achieving the proportional sample. However, Table 5 shows that after elimination of cases with missing data, the 263 remaining cases which were entered into the factor analysis for the high school group conform very well to the intended distribution of ability levels. The final number also meets the criterion of having ten times as many subjects as variables for the factor analysis procedure (Nunnally, 1967).

A process of sampling class groups in which students must volunteer and bring written parental permission to participate, caused some concern about the possible bias which could be introduced into the final sample. Missing data, resulting in cases being eliminated from the final analysis were also a source of such bias. However, Table 6 indicates that the sex and race percentages are comparable in the total sample, in the reduced group entered into the factor analysis, and in the high school group entered into the factor analysis. Comparison of Table 6 and Table 1 indicates that the final sample used in data analysis closely corresponded to the characteristics of the Alamance County population. The IQ scores obtained on 636 of the 780 cases had a mean of 99.65 and a standard deviation of 14.88, another indication of the representativeness of the sample. Table 7 gives grade distributions.

Data Collection

Data collection was carried out by the author with the cooperation of school counselors and teachers and with the assistance of three college students. Ninety percent of the data were collected during the two weeks prior to the Christmas vacation in December of 1980. The remaining data were collected during the first week in January of 1981

Table 5

Number and Percentage of each English Level Desired and Number and Percentage in Final Sample Available for Factor Analysis

Level	Grade	Desired N	Desired %	Final Sample N	Final Sample %
Special Education	10	7	8.4	2	1.3
	12	3	2.2	2	1.6
Basic English	10	8	5.9	10	6.7
	12	11	9.7	4	3.3
General English	10	67	46.7	79	53.3
	12	51	43.6	51	43.2
College Preparatory	10	49	34.6	47	31.7
	12	42	35.5	45	38.1
Gifted-Talented	10	11	7.7	11	7.4
	12	11	8.9	16	13.5

Table 6

Number and Percentage by Sex and Race in the Total Sample, the Total Factor Analyzed, and the High School Group

Groups	Total Sample N	%	Factor Analyzed N	%	High School N	%
Sex						
Males	374	48%	297	48%	124	47%
Females	406	52%	323	52%	139	53%
Totals	780	100%	620	100%	263	100%
Race						
Black	159	20%[a]	98	16%	48	18%
White	618	80%	520	84%	213	82%
Totals	778	100%	618	100%	261	100%

[a]Two minority other than black.

Table 7

Grade Distribution of the Total Sample and the Final Sample Entered into the Factor Analysis

Grade	Total Sample		Final Sample	
6	160	20.5%	107	17.3%
7	163	20.9%	125	20.2%
8	156	20.0%	125	20.2%
10	157	20.1%	133	21.0%
12	144	18.4%	130	21.0%

following the Christmas vacation period. Since most of the students were under 18 years of age, written permission was required for those willing to participate. The data collection instrument was administered as uniformly as possible by following the instructions in the administrator's manual (Appendix B).

IQ scores were obtained from the students' cumulative records at each school. For the most part these scores were from the Verbal section of the Cognitive Abilities Test (Thorndike & Hagan, 1971). Unfortunately, most of the test scores were four to five years old, since recent testing has not been administered to these students. Where the Cognitive Abilities Test was not available, the most recent group test in the record was accepted. The most frequent alternate test was the Otis-Lennon Mental Ability Test (Otis & Lennon, 1967).

The survey instruments were scored numerically in the same way as suggested by Neulinger (1974). Each form was scored and later rechecked for clarity and accuracy. Data were transferred to computer cards by a professional keypunch operator who keyed and varified each case. An offline print of the data was used as a subsequent check for accuracy and a computer file established from which analyses were accomplished. The computer program was prepared so as to identify all missing items for appropriate deletion during analyses.

Instrumentation

The attitudes of the student sample toward leisure were assessed through an instrument called The Adolescent Leisure Attitude Survey (ALAS) which is a modification of Goldstein's (1979) adaptation of Neulinger's (1974) A Study of Leisure. Neulinger's orginal instrument

was inappropriate for the younger students because of its length and reading level. Crandall and Slivken (1980) have pointed out also that it contains too many formats to be easy to administer and to score. Goldstein has reduced the length and simplified the format considerably. The major revisions for this study were for reading level improvements and a clearer definition of leisure and work. For the sake of comparison, Goldstein's instrument is in Appendix A, and the ALAS is in Appendix B.

Goldstein (1979) found some difficulty with her definition of work as the job which the student proposed to enter upon completion of school. Difficulty with the definition of work may have resulted in some problems with the definition of leisure also. For the students who responded to the ALAS, the following definitions were stated:

> Work - The activities you are required to do or expected to do. Young students may consider school work and chores at home to be some examples of work. Older students may have paying jobs in addition to school work and chores as examples of work. Work does not have to be something you dislike doing. You may enjoy these activities.
>
> Leisure Activities - The activities you choose to do during your free time and for your own enjoyment. Reading, games, sports, and hobbies are some examples of leisure activities. Some of these activities may look like work to others, but they are leisure activities for you if you choose to do them for your own enjoyment.

Crandall and Slivken (1980) have offered valid criticism of Neulinger's instrument concerning its content validity, the use of five separate factors, the fact that some factors are made up of items that barely represent a construct, and that the replication of the overall factor structure does not mean that each scale is reliable. In defense of the use of Goldstein's (1979) adaptation of Neulinger's (1974)

instrument, in light of these criticisms, it should be noted that the purpose of the present study was not to validate Neulinger's instrument entirely nor to develop a more viable instrument. The purpose of this study was to discover possible developmental trends in leisure attitudes with an adolescent sample. Therefore, an instrument which had been used with several groups of persons, been adapted for use with high schoolers, and proven to be stable over all these replications was preferred so that comparisons could be made.

Because of revisions in the instrument and because a different population was sampled than that for which the original instrument was designed, some pilot testing of the instrument was conducted. Three reading specialists reviewed the instrument during its development and made suggestions regarding the appropriateness of its reading level. The doctoral committee gave advice concerning the instrument's format. A pilot test of the instrument was conducted by surveying from 10 to 15 students at each grade level. The results of this pilot testing was the addition of several more job categories, with examples, for the question relating to parents' occupations. The section regarding parents' education was also rewritten to make it clearer. The total weeks in a year and total days in a week were stated in the questions related to these concepts.

Goldstein's instrument was previously used with grades 10 and 12, so it was considered necessary to establish the equivalency of that instrument and the ALAS through a concurrent validity procedure. A group of 30 tenth graders was administered both instruments during one class session. The results of this testing are reported as evidence of the equivalence of the two instruments.

The reliability or stability of the ALAS was examined through a test-retest procedure involving 30 middle school students and 30 high school students. The results of this procedure are reported in Chapter IV.

Statistical Analyses

Analyses of data served four major purposes: (a) establishment of parameters for the survey instrument, (b) comparison of results of this study to previous studies, (c) determination of the extent to which leisure attitudes differ from grade to grade for adolescent students, and (d) examination of relationships between leisure attitudes and relevant background variables.

Concurrent validity between the ALAS and Goldstein's (1979) instrument was tested in three ways. To obtain an overall comparison, Pearson product-moment correlation coefficients were computed between the total summed scores on the ALAS and the total summed scores on Goldstein's instrument obtained by a group of 30 tenth graders. Since the total scores might result in comparing unlike entities, similar coefficients were computed for the total scores of items in each of Goldstein's factors. Finally, to help determine the concurrent validity of each item, Kendall's rank-order coefficients were computed between each pair of items.

Test-retest reliability or stability for a group of 57 students, representing all five grades in the study, was examined by the same methods as the concurrent validity tests and for similar reasons. Pearson product-moment correlation coefficients were computed between the total scores on the first and second administration. Similar

coefficients were computed for the items comprising each factor. The factors were according to the factor analysis of the ALAS and all factors were used for the correlation regardless of whether they met the criteria for a significant factor. Kendall's rank-order coefficients were computed to compare individual items on the test and retest.

The first hypothesis of this study was that the ALAS would identify the same dimensions of leisure attitude as those identified by Neulinger and Breit (1971) and Goldstein (1979) with their samples of adults and high schoolers respectively. To test this hypothesis, a factor analysis of the items of the ALAS was conducted using principal-component factoring with iteration and Varimax rotation. The results of the factor analysis allowed the extracted factors to be compared to previous studies for general similarity of content.

A coefficient of congruence was computed to test the strength of the similarity of the factors which were common to the ALAS and the previous studies. Such a procedure has been developed by several researchers (Burt, 1948; Tucker, 1951; Wrigley & Newhouse, 1955) and explained in Gorsuch (1974), Harman (1976), and Cattell (1978). The following equation (Gorsuch, 1974) was used to compare the factors of the ALAS with those of Neulinger and Breit (1971) and Goldstein (1979):

$$c_{12} = \frac{\sum p_{v1} p_{v2}}{\sqrt{\sum p_{v1}^2} \sqrt{\sum p_{v2}^2}}$$

where C_{12} is the coefficient of congruence between factor 1 and factor 2, p_{v1} the factor loadings of the first factor, and p_{v2} the factor loadings of the second factor.

No definitive distribution of such coefficients has been established, but Cattell (1978) reported the work of Schneewind and Cattell (1970) which provided distributions derived from Monte Carlo methods. According to their table of values, a coefficient of congruence of $\pm$.57 is significant at the .01 level and $\pm$.70 is significant at the .001 level for the number of factors and variables in this particular study. These values were used in determining the significance level of the coefficients. In order to make direct comparisons item by item with previous studies, raw score responses for each item of the survey were tabulated.

The second hypothesis was that there would be significant grade-to-grade differences in the strength of leisure attitude dimensions and that the strength of these dimensions for the tenth and twelfth graders in the sample would not be significantly different from the level found by Neulinger and Breit (1971) with their adult sample. To make these comparisons, the factor scores obtained from the factor analysis were subjected to a one-way analysis of variance procedure in which differences due to grade level were examined. The chi-square statistic was also computed on raw score responses for each item, so that the influence of each item toward grade-related differences could be determined. As a further check on age-grade differences, the factor scores of the middle schoolers and high schoolers were grouped separately and subjected to an analysis of variance procedure. The

significance of particular grade-related differences were examined by the Scheffé method of comparison (Glass & Stanley, 1970).

Testing the likeness of the tenth and twelfth graders to the adult sample of Neulinger and Breit (1971) was accomplished by obtaining factor loadings through a factor analysis for these two grades and comparing them to the previous study through the same methods as described previously. In addition to the comparison with Neulinger and Breit's (1971) findings, similar comparison was made to the results of Goldstein's (1979) study. A separate factor analysis of the middle school cases was also performed for the sake of comparison for similarity to the other analyses.

Relationships between leisure attitude dimensions and relevant background variables (hypothesis three) were examined through analysis of variance and correlational methods. Students' IQ scores were related to their factor scores through Pearson product-moment correlation coefficients. Kendall's rank-order correlation coefficients were computed for relating parents' educational level to students' factor scores. Analysis of variance procedures were used to determine the relationship between factor scores and sex, race, mothers' occupation, and fathers' occupation. The chi-square statistic was computed for sex and race for each item of the survey so that the influence of individual items could be determined.

All data were analyzed by use of the computer programs of the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner & Bent, 1975) and the services of the Academic Computer Center of the University of North Carolina at Greensboro.

CHAPTER IV

RESULTS OF ANALYSES

The main purpose of this study was to discover developmental trends in the attitudes of adolescents toward leisure. A previously used instrument was modified for this study. Therefore, the reporting of results deals first with the parameters of the revised instrument and comparison of results to previous studies before dealing with grade-related differences. The presentation of results will follow the order established in the description of analyses in Chapter III.

Concurrent Validity

A Pearson product-moment correlation coefficient of .877 was obtained when the total summed scores of the ALAS and Goldstein's instrument were compared for the 30 tenth graders who were administered both instruments. When the sums of the items in each factor were correlated, the Pearson product-moment coefficients ranged from .556 to .856 (Table 8), four of which were significant at the .001 level. The item-by-item correlations achieved through Kendall's rank-order methods yielded coefficients from .257 to .961 with only three of the 26 coefficients being less than .50 (Table 9). It should be noted that items 10, 16, and 18, which had low correlation coefficients, were all items which had been reworded for the ALAS.

Test-Retest Stability

A Pearson product-moment correlation coefficient of .664 was obtained between the total summed scores of the test and retest for the

Table 8

Zero-Order Correlation Coefficients between the Sums of Items in each Factor of Goldstein's Instrument and Like Items of the ALAS

Factor N = 30	Correlation Coefficients
I. Affinity for Leisure	.856**
II. Self-Definition Through Leisure	.763**
III. Society's Role Leisure Planning	.503*
IV. Work Time, Free Time, Vacation Time	.556**
V. Amount of Perceived Leisure	.673**

*$p < .005$

**$p < .001$

Table 9

Kendall's Rank-Order Coefficients Between the Items of the ALAS and the Items of Goldstein's Instrument

ALAS Item[a]	Goldstein's Item	Coefficient	ALAS Item	Goldstein's Item	Coefficient
1	1	.624**	15	15	.810**
2	2	.865**	16	16	.371*
3	3	.802**	17	17	.654**
4	4	.637**	18	18	.257
5	5	.589**	19	19	.600**
6	6	.676**	20	20	.746**
7	7	.789**	21	21	.731**
8	8	.778**	22	22	.919**
9	9	.791**	23	23	.808**
10	10	.511**	24	[b]	
11	11	.432*	25	24	.904**
12	12	.694**	26	25	.716**
13	13	.547**	27	26	.961**
14	14	.595**			

[a] N=30

[b] No comparable item in Goldstein's study.

*$p < .01$

**$p < .001$

group of 57 students. When related to each other by the summed scores of the items in each factor of the ALAS, the correlation coefficients ranged from .163 to .769 (Table 10), with all but two being significant at the .001 level. Kendall's rank-order correlation coefficients between each pair of items of the ALAS test-retest yielded values from .134 to .675 (Table 11), with seven of the 27 coefficients not meeting the .001 significance level. Twelve of the item-by-item correlation coefficients were below .50 with items from Factor III showing the least overall stability.

Results of Factor Analysis and Comparison of Factors

Factor analysis of the items of the ALAS for 620 students using principal-component factoring with iteration and Varimax rotation resulted in three factors which met the criterion of having an eigenvalue of one or greater. Table 12 reports the items loading at .30 or greater and .10 or larger on the respective factor than on any other factor. Table 12 also shows the loadings of Neulinger and Breit (1971) and of Goldstein (1979), allowing a comparison of these with the ALAS. It should be noted that the items from the previous studies which did not load on the three factors of the ALAS did, however, group together on factors which failed to meet the eigenvalue criterion for inclusion as a factor in the rotated solution. Of note also is the 68% of explained variance attributed to the three factors of the ALAS compared to the 38% and 42% reported by Neulinger and Breit (1971) and by Goldstein (1979) respectively for their five factors.

Table 10

Zero-Order Correlation Coefficients between the Sums of the Items of each Factor of the ALAS for the Test and Retest

Factors[a] N=57	Correlation Coefficient
I	.742**
II	.769**
III	.163
IV	.592**
V	.249*
VI	.517**
VII	.415**
VIII	.628**

[a]All factors of the unrotated solution used.

*$p < .05$

**$p < .001$

Table 11

Kendall's Rank-Order Coefficients Between the Test and Retest for each Item of the ALAS

ALAS Item	N=57	Coefficient	ALAS Item	Coefficient
1		.626**	15	.343**
2		.641**	16	.228
3		.675**	17	.597**
4		.525**	18	.225
5		.640**	19	.607**
6		.215	20	.352**
7		.298*	21	.536**
8		.340*	22	.478**
9		.593**	23	.574**
10		.572**	24	.587**
11		.369**	25	.634**
12		.436**	26	---[a]
13		.134	27	.273*
14		.583**		

[a]Correlation could not be computed.

*$p < .01$

**$p < .001$

Table 12

Factors, Loadings and Communalities for the Factor Analysis of the ALAS with Comparable Factors and Loadings of Previous Studies

ALAS Item[a]	ALAS Factors[b] I	II	III	ALAS Communality	Neulinger and Breit's Factors	and Loadings	Goldstein's Factors	and Loadings
1	.79	---	---	.69	I	.75	I	.85
2	.81	---	---	.71	I	.81	I	.83
3	-.47	---	---	.29	I	-.57	I	-.69
4	.63	---	---	.44	I	.68	I	.76
5	.34	---	---	.29	I	.58	IV	.90
17	---	---	-.62	.47	IV	.61	V	-.78
18	---	---	.36	.15	IV	-.41	V	.59
19	---	---	.73	.63	IV	-.55	V	.80
20	---	---	.40	.20	IV	-.61	V	.60
23	---	.60	---	.46	V	.78	IV	.46
25	---	.57	---	.35	V	-.73	--	---
Sum of Squared Loadings	4.06	1.35	1.13					
Percent Total Var.	40.8	13.5	11.4	65.8		42.0		38.0

[a]Only items loading on the three factors of the ALAS presented here.

[b]N=620 for the ALAS

Significance tests using the coefficient of congruence, as outlined in Chapter III, resulted in a coefficient of .935 (Table 13) between Factor I of the ALAS and Neulinger and Breit's Factor I. This large coefficient was obtained in spite of the fact that the previous study contained two additional items not present in the ALAS results. A similar comparison with Goldstein's Factor I, with her study having one less item, resulted in a coefficient of .964. Correlations between Factor II of the ALAS and Neulinger and Breit's Factor V, where only two of four items were common to both studies, resulted in a value of -.796. A similar comparison for Goldstein's study was impossible due to the lack of common items. Coefficients obtained between Factor III of the ALAS, Neulinger and Breit's Factor IV, and Goldstein's Factor V (all of which share four common items) were -.716 and .989 respectively. The smaller values for Neulinger and Breit can be attributed to two additional items in their study and to negative loadings on three of their items.

A direct examination of the responses of the students to the ALAS and similar data from Goldstein's study (Tables 14 through 18) shows many similarities and a few notable differences in the attitudes of two samples of students to basically the same survey instrument. In the factor Affinity for Leisure, both groups were slightly negatively inclined toward liking a complete life of leisure. In both groups, more than half felt that they could tolerate a life of leisure for a year or less, but the students in the present study were less inclined to indicate they could tolerate it "forever." The ALAS group indicated a

Table 13

Coefficients of Congruence between Factors of the ALAS and Factors of Previous Studies

ALAS Factors	Labels	Neulinger & Breit's Factors	Coefficient of Congruence	Goldstein's Factors	Coefficient of Congruence
I	Affinity for Leisure	I	.935**	I	.964**
II	Work-Vacation Desired	V	-.796**	--[a]	---
III	Perceived Leisure	IV	-.716**	V	.989**

Note. All significant items of factors used in computation.

[a]Not similar enough for comparison.

**$p < .001$

Table 14

Number and Percentage of Responses to the ALAS and Goldstein's Survey: Affinity for Leisure

	Items	Category Label[a]	ALAS N	ALAS %	Goldstein N	Goldstein %
1.	How much would you like to live such a "Life of Leisure?"	Not at all	49	7.9	48	8.5
		Probably dislike	144	23.2	106	18.7
		Not sure	167	26.9	147	25.9
		Would like	143	23.1	127	22.4
		Very Much	65	10.5	59	10.4
		Extremely so	26	4.2	30	5.3
		Most wanted	26	4.2	46	8.1
2.	How long could you stand such a life?	Month or less	222	35.8	143	25.2
		Half a year	111	17.9	112	19.8
		One year	103	16.6	74	13.1
		Two years	35	5.6	46	8.1
		Five years	32	5.2	36	6.3
		Ten years	18	2.9	19	3.4
		Forever	99	16.0	124	21.9
3.	Would you feel guilty about living such a "Life of Leisure?"	Not at all	60	9.7	129	22.8
		Probably not	82	13.2	79	13.9
		Not sure	105	16.9	100	17.6
		Somewhat	195	31.5	148	26.1
		Quite a bit	85	13.7	40	7.1
		Very Much	45	7.3	38	6.7
		Extremely so	47	7.6	29	5.1
4.	If you have children, would you like them to live such a life?	Certainly not	151	24.4	132	23,3
		Probably not	181	29.2	162	28.6
		Not sure	92	14.8	108	19.0
		Somewhat	105	16.9	81	14.3
		Quite a Bit	34	5.5	11	1.9
		Very Much	35	5.5	35	6.2
		Extremely so	22	3.5	28	4.9

[a]Labels are abbreviated, see Appendix B for full statement.

bit more guilt about a life of leisure, but both groups were about equally inclined to not want a life of leisure for their children.

In the items representing Goldstein's factor labeled Society's Role in Leisure Planning (Table 15), the two groups responded quite similarly except for items 6 and 10 for which the ALAS group was more inclined to express a strong opinion. The use of the nondirectional scoring for these items makes more definitive comparison difficult. It should be noted that for items 9 and 10, concerning the encouragement of exercise or thinking activities, the chi-square statistic for sex-related differences was significant ($p < .001$). Females were more favorable toward thinking activities, but males favored exercise.

In the factor, Self-Definition Through Leisure (Table 16), the ALAS group defined themselves more in terms of leisure on three items and in terms of work on three. The ALAS group differed in the direction of response with Goldstein's group on all six items. This finding will be discussed later, but it should be noted that Goldstein's group answered in terms of their intended work, while the ALAS defined work in terms of obilgatory activities (see definitions in Chapter III).

In items related to the Amount of Perceived Leisure (Table 17) the ALAS group expressed a much stronger desire for more free time and always had more to do than Goldstein's group. Goldstein's group expressed a feeling of not having enough leisure, but did not express a desire for more free time. The ALAS group expressed a feeling of having enough free time, but also wanted more. The ALAS group was more inclined to say that their free time was not leisure than did Goldstein's group.

Table 15

Number and Percentage of Responses to the ALAS and Goldstein's Survey: Society's Role in Leisure Planning

Items	Strongly Encourage-Discourage N	%	Not Sure N	%	Encourage-Discourage N	%
6. Activities in which something is made	168 (159	27.1 28.0)[a]	70 (109	11.3 19.2)	379 (296	61.1 52.2)
7. Activities in which musical or artistic talent is used	214 (232	34.5 40.9)	84 (72	13.5 12.7)	318 (260	51.3 45.8)
8. Activities in which one takes part in community-social events	202 (155	32.6 30.7)	122 (99	19.7 17.5)	292 (290	47.1 51.2)
9. Activities which call for physical exercise	326 (298	52.6 52.6)	44 (48	7.1 8.5)	247 (219	39.8 38.6)
10. Activities in which thinking is important	285 (151	46.0 26.7)	76 (147	12.3 25.9)	254 (263	41.0 46.4)

[a]Goldstein's data in parenthesis. Her five-point scale converted to the three-point scale as suggested by Neulinger (1974) i.e., discouraging implies as much of a role as encouraging.

Table 16

Number and Percentage of Responses to the ALAS and

Goldstein's Survey: Self-Definition

Items[a]	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
11. My leisure activities let me use my talents more than my work.	119 (21	19.2 3.7)[b]	207 (99	33.4 17.5)	150 (152	24.2 26.8)	130 (165	21.0 29.1)	14 (128	2.3 22.6)
12. My leisure activities are more satisfying than my work.	139 (29	22.4 5.1)	217 (107	35.0 18.9)	110 (135	17.7 23.8)	127 (143	20.5 25.2)	27 (143	4.4 25.2)
13. What I do in my free time tells the kind of person I am better than my work.	109 (22	17.6 3.9)	190 (107	30.6 18.9)	128 (107	20.6 18.9)	159 (170	25.6 30.0)	34 (156	5.5 27.5)
14. It is more important to be good at free time than at work.	23 (94	3.7 16.6)	33 (236	5.3 41.6)	75 (112	12.1 19.8)	328 (72	52.9 12.7)	161 (44	26.0 7.8)
15. I would rather be famous for something done at work than in free time.	133 (50	21.5 8.8)	178 (110	28.7 19.4)	165 (159	26.6 28.0)	113 (139	18.2 24.5)	31 (104	5.0 18.3)
16. The goals I have can be reached better through work than leisure.	180 (45	29.0 7.9)	207 (148	33.4 26.1)	112 (132	18.1 23.3)	82 (158	13.2 27.9)	39 (75	6.3 13.2)

[a]Wording of items shortened, see Appendix B for full statement.

[b]Goldstein's data in parenthesis.

Table 17

Number and Percentage of Responses to the ALAS and

Goldstein's Survey: Perceived Leisure

Item[a]	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
17. I have enough leisure.	67 (52	10.8 9.2)[b]	280 (124	45.2 21.9)	66 (109	10.6 19.2)	151 (220	24.4 38.8)	56 (49	9.0 8.6)
18. Very little of my free time is really leisure.	80 (30	12.9 5.3)	236 (164	38.1 28.9)	83 (98	13.4 17.3)	183 (215	29.5 37.9)	38 (49	6.1 8.6)
19. I would like to have more free time.	144 (24	23.2 4.2)	226 (135	36.5 23.8)	105 (124	16.9 21.9)	115 (178	18.5 31.4)	30 (99	4.8 17.5)
20. I always seem to have more things to do than I have time for.	203 (34	32.7 6.0)	217 (104	35.0 18.3)	68 (90	11.0 15.9)	117 (213	18.9 37.6)	15 (117	2.4 20.6)

[a]Wording of items shortened, see Appendix B for full statement.

[b]Goldstein's data in parenthesis.

Comparison of the factor Work Time, Free Time, Vacation Time (Table 18) indicates a slight tendency for the ALAS group to feel that their leisure time is full of things to do, while Goldstein's group expressed more potential boredom. Items 26 and 27 show that the ALAS group favored a longer work week than did Goldstein's group. Comparative information for items 23 and 25 were not given by Goldstein.

Grade-Related Differences

The one-way analysis of variance between factor scores and grade levels, contrary to expectations, revealed only one significant result. In Table 19, only Factor II relating to the amount of vacation desired had a significant grade-related variance, F (4, 616) = 6.289, $p < .001$. The Scheffé comparison procedure on Factor II showed a difference between the twelfth and tenth grades significant at the .05 level. Similar comparisons showed differences between the twelfth grade and the sixth grade, between the twelfth and the seventh grade, and between the twelfth and the eighth grade significant at the .01 level. Scheffé results for all other factors were not significant. The calculation of the chi-square statistic on the raw score of each item by grade level indicated differences for items 1, 4 and 8 significant at the .01 level and items 3, 10 and 21 significant at the .05 level. This suggests that there are no underlying differences not discovered by the analysis of variance procedure. A further confirmation of this was the results of the analysis of variance performed between the factor scores of the middle school cases and the high school cases. Again Factor II was the only factor showing a significant grade related variance, F (1,619) = 14.047, $p < .001$ (Table 20).

Table 18

Responses to the ALAS and Goldstein's Survey:

Items 21, 23, 25, 26, and 27

Item	ALAS N	ALAS %	Goldstein N	Goldstein %
21. Check the one statement below which best tells what you are like:				
1. My leisure time is filled with thousands of things to do.	123	19.8	79	13.9
2. I usually have no trouble finding things to do during my leisure time.	281	45.3	211	37.2
3. I sometimes do not know what to do in my leisure time.	121	19.5	145	25.6
4. I usually do not know what do do in my leisure time.	26	4.2	39	6.9
5. I sometimes feel quite bored during my leisure time.	46	7.4	62	10.9
6. I usually feel quite bored during my leisure time.	18	2.9	12	2.1
7. I always feel quite bored during my leisure time.	5	.8	6	1.1

	ALAS Mean	ALAS SD	Goldstein Mean	Goldstein SD
23. How many weeks of vacation per year would you like to have now?	12.57	10.89	---[a]	---
25. Under the best conditions of any country you can imagine, how many weeks of vacation from work should a person have who has worked for a company for ten years?	8.81	8.37	---[a]	---
26. Under present conditions in our country, how many days per week should a person have to work for a living?	5.12	.711	4.75	.833
27. How many days per week would you want to spend working for a living?	4.83	.869	4.49	1.01

[a]Information not furnished by Goldstein.

Table 19

Analysis of Variance Results Between Factor Scores and Grade Level

Factor & Label		SS	MS	F Ratio
I	Affinity for Leisure	4.0795	1.0199	1.259
II	Work-Vacation Desired	16.7055	4.1764	6.289**
III	Perceived Leisure	4.6824	1.1706	1.708

**$p < .001$

Table 20

Analysis of Variance Results Between Factor Scores and Middle School-High School Level

Factor and Label	SS	MS	F Ratio
I Affinity for Leisure	.0034	.0034	.004
II Work-Vacation Desired	9.4475	9.4475	14.047**
III Perceived Leisure	.099	.099	.016

**$p < .001$

High School and Middle School Factor Analyses

The factor analysis of the high school cases of the ALAS using principal-component factoring with iteration and Varimax rotation, resulted in four factors which met the criterion of having an eigenvalue of one or greater. Items with loadings of .30 or greater and .10 or larger on the respective factor than on any other factor were used to define factors. Table 21 presents the factors, their loadings, and communalities with similar information from the previous studies. On face value this factor structure appears much more similar to the previous studies than did the results for the total group (Table 12). Coefficients of congruence in Table 22 indicate that the relevant comparisons are all significant at the .001 level. The relatively lower value for the correlation of ALAS Factor II and Neulinger and Breit's Factor V is due to negative loadings being compared to positive loadings and to the lack of comparable items in each factor.

Table 23 reports the results of a similar factor analysis of the middle school cases. Interestingly, the results of this analysis are quite similar to those for the high school cases with four factors accounting for 71.5% of the variance.

Relationships Between Attitudes and Background Characteristics

Pearson product-moment correlation coefficients between IQ scores and factors scores (Table 24) ranged from -.085 to .027 with none being significant, but there was a significant relationship between IQ

Table 21

Factors, Loadings and Communalities for the Factor Analysis of the ALAS with a High School Sample with Comparable Factors and Loadings of Previous Studies

ALAS Item[a]	ALAS Factors[b] I	II	III	IV	ALAS Communality	Neulinger and Breit's Factors	and Loadings	Goldstein's Factors	and Loadings
1	.76	---	---	---	.69	I	.75	I	.85
2	.75	---	---	---	.74	I	.81	I	.83
3	-.56	---	---	---	.41	I	-.57	I	-.69
4	.72	---	---	---	.64	I	.68	I	.76
5	.33	---	---	---	.25	I	.58	IV	.90
11	---	---	---	.57	.38	III	.69	II	.73
12	---	---	---	.61	.48	III	.67	II	.74
13	---	---	---	.53	.44	III	.66	II	.72
14	---	---	---	.37	.20	III	.50	II	.55
17	---	---	-.68	---	.58	IV	.61	V	-.78
18	---	---	.47	---	.28	IV	-.41	V	.59
19	---	---	.77	---	.68	IV	-.55	V	.80
20	---	---	.40	---	.34	IV	-.61	V	.60
23	---	-.45	---	---	.41	V	.73	IV	.46
26	---	.37	---	---	.	V	.46	--	---
27	---	.79	---	---	.	V	.67	--	---
Sum of Squared Loadings	4.39	1.58	1.38	1.09					
Percent Total Var.	40.0	14.4	12.6	10.0					

[a]Only items loading on the ALAS factors presented here.

[b]N= 263

Table 22

Coefficients of Congruence Between Factors of the ALAS and Factors of Previous Studies

High School Cases

ALAS Factors[a]	Labels	Neulinger & Breit's Factors	Coefficient of Congruence	Goldstein's Factors	Coefficient of Congruence
I	Affinity for Leisure	I	.936**	I	.972**
II	Work-Vacation	V	.797**	--[b]	--
III	Perceived Leisure	IV	.857**	V	.992**
IV	Self-Definition through Leisure	III	.857**	II	.997**

[a] N=263

[b] No comparable factor definers.

**$p < .001$

Table 23

Factors, Loadings and Communalities for

ALAS Middle School Cases

Items[a]	Factors and Loadings[b] I	II	III	IV	Communality
1	.77	---	---	---	.66
2	.84	---	---	---	.75
3	-.42	---	---	---	.26
4	.57	---	---	---	.38
5	.35	---	---	---	.31
11	---	---	---	.49	.29
12	---	---	---	.48	.34
13	---	---	---	.53	.32
14	---	---	---	.40	.33
17	---	---	.50	---	.38
19	---	---	.80	---	.73
20	---	---	.37	---	.19
21	---	---	---	.31	.22
23	---	.63	---	---	.49
24	---	.76	---	---	.72
25	---	.62	---	---	.44
Sum of Squared Loadings	3.96	1.38	1.15	1.14	
Percent Total Var.	37.1	12.9	10.8	10.7	

[a]Only items loading on factors of the ALAS presented here.

[b]N=357

Table 24

Correlation Coefficients Between Factor Scores, IQ Scores and Parents' Educational Level

Variables	Factors of the ALAS			Fathers' Education Level	Mothers' Education Level
	I	II	III		
IQ Scores	-.085 (512)[a]	-.056 (512)	.027 (512)	.303** (600)	.303** (620)
Fathers' Education Level	-.036 (590)	.025 (590)	-.025 (590)	---	.489** (727)
Mothers' Education Level	-.072* (605)	.015 (605)	-.008 (605)	.489** (727)	---

Note. IQ Scores correlated through Pearson product-moment coefficients, others are Kendall's rank-order coefficients.

[a]Numbers in parenthesis indicate number of cases in correlation.

*$p < .01$

**$p < .001$

scores and mothers' and fathers' educational level. The relationship between parent's educational level and factor scores established through Kendall's rank-order coefficients (Table 24) yielded only one statistically significant result, but the correlation coefficient is so low (-.072) as to make the result of little real importance. As might be expected, mothers' and fathers' educational levels were significantly related to each other (Table 24).

An analysis of variance procedure between factor scores and sex, race, occupation of father and occupation of mother (Table 25) shows a strong relationship between sex and Factor I and a moderate relationtionship between sex and Factor II. The chi-square statistic computed between sex and raw-score responses for the items comprising these two factors (Table 26) indicates that items 1, 2 and 4 in Factor I and item 25 in Factor II are probably most responsible for the sex-related differences in the factor scores. Examination of the raw data shows that females desire a life of leisure less than males and are less favorable toward a life of leisure for their children. Item 25 showed no apparent trend to account for the significant chi-square statistic. Relationships attributable to race and parents' occupation were all nonsignificant. Table 27 shows the distribution of parents' educational level and Table 28 shows the distribution of parents' occupation.

Table 25

F Ratios from the Analysis of Variance Between Factor Scores, Sex, Race and Parents' Occupation

Groups	N	Factors		
		I	II	III
Sex		9.698**	3.961*	2.974
Male	271			
Female	299			
Race		2.008	.008	.004
White	485			
Black	85			
Fathers' Occupation	570[a]	1.654	.810	.954
Mothers' Occupation	570	1.130	1.738	.456

[a]See Table 28 for complete data on occupation.

*$p < .05$

**$p < .01$

Table 26

Chi-square Statistic Between Sex and Items of Factor I and Factor II

Factor	Item	df	X^2	Signicance
I	1	6	15.450	.0170
I	2	6	29.212	.0001
I	3	6	12.948	.0734
I	4	6	19.214	.0038
I	5	25	34.777	.0923
II	23	35	37.741	.3451
II	25	34	49.192	.0445

Table 27

Number and Percentage of Responses to each Option for Fathers' and Mothers' Education

Educational Level	Fathers N	Fathers %	Mothers N	Mothers %
Eighth Grade or Less	64	10.3	23	3.7
Some High School	102	16.5	110	17.7
Finished High School	190	30.6	243	39.2
Technical School	62	10.0	70	11.3
Some College	53	8.5	69	11.1
Finished College	79	12.7	73	11.8
Masters Degree	34	5.5	15	2.4
Doctoral Degree	6	1.0	2	.3
No Response	30	4.8	15	2.4

Table 28

Number and Percentage of Responses to each Option for Fathers' and Mothers' Occupation

Occupation[a]	Fathers		Mothers	
	N	%	N	%
Professional	81	13.1	73	11.8
Business or Sales	147	23.7	76	12.3
Clerical	35	5.6	140	22.6
Personal Service	6	1.0	34	5.5
Skilled Trades	154	24.8	11	1.8
Factory Worker	142	22.9	185	29.8
Public Service	23	3.7	15	2.4
Homemaker	1	.2	61	9.8
No Response	31	5.0	25	4.0

[a]See Appendix B for full descriptors.

CHAPTER V

CONCLUSIONS AND DISCUSSION

This study was done to investigate adolescents' attitudes toward leisure. Grade-related differences associated with a developmental understanding of leisure attitudes were examined, and the delineation of relationships between leisure attitudes and background variables such as race, sex and parents' education was attempted. Further, the suitability of a previously used instrument to measure the attitudes of adolescents toward leisure was examined. The results of the data analyses were reported in Chapter IV. Conclusions are drawn in this chapter regarding the meaning of the results, and implications for their use are discussed.

A Developmental Understanding of Leisure Attitudes

This study of 620 students from grade 6 through grade 12 failed to establish a strong basis for a developmental understanding of leisure attitudes. Although Factor II (Work-Vacation Desired) did show some degree of grade-related difference, the results in general would have to be considered insignificant. The differences which were shown indicated that the younger students were more inclined to express a desire for larger amounts of vacation than were the older students. Two reasons for this may be suggested. First, young students are sometimes characterized as being self-centered (Erikson, 1968) and might, therefore, express a desire for something they consider self-satisfying

without regard for the full implication of that desire. Second, the older students may be influenced more by the realism of the world of work and by the knowledge that few people have 10 or 15 week of vacation per year.

This clearly defined difference between young students and older students on the amount of vacation time they expect or desire has definite parallels in vocational development theory and important implications for counseling practices. Ginzberg et al. (Osipow, 1963) posited a Fantasy period in vocational development during which the child's orientation is toward play and in which arbitrary, unrealistic career choices may be made. A similar phenomenon may be behind the tendency for the younger students in the present study to choose longer vacations and more time off from work than the older students. Although Ginzberg's theory does not set absolute age limits on the various periods of development, the Fantasy stage is generally expected to begin to shift into the Tentative stage around age 11 and the Realistic stage at about 18 to 24. If leisure attitudes follow a similar pattern, it becomes evident that students the age of the youngest in this study may have a fantasy outlook toward both leisure and work. In fact, all of the oldest in this study may not have reached a stage of realism in their vocational outlook nor in their leisure attitudes.

Counselors who work with adolescents on either work or leisure concerns will probably find both dimensions intertwined. The finding mentioned above would suggest that as work and leisure concerns are addressed in the counseling process, the unrealistic attitudes of adolesdents must be considered. Counselors have employed various means to

help students through the fantasy stage of career choice. They have used tests of ability, interests, and aptitude to assess suitability for certain jobs. They have exposed students to information and experiences which allow them to gain realistic views of various work settings. Some of these same approaches would also be applicable to helping adolescents through the fantasy stage of leisure attitudes. As students clarify their thinking regarding work, they may also form more realistic expectations of leisure. Counselors could use such activities as having clients interview people in various work settings and record leisure activities as well as work activities for these persons. Clients could also make studies of how much time various workers spend working and vacationing. Another potentially helpful activity would be to seek out some persons who have great amounts of leisure, either through retirement or some other cause, and discuss with them how they feel about not working. Such approaches would help adolescents begin to realize the differences between their own desires and perceptions of leisure time (vacations) and those of the adult working world. They would also have opportunity to form better judgments of how important vacation time connected with a particular job is to them.

The program of leisure counseling presented by Edwards and Bloland (1980) puts an emphasis on Leisure Life-Style Counseling in which the counselor is involved with helping the client look at leisure in the context of the total life-style desired. This same emphasis is made by those who are active in career guidance. Wrenn (1964) made this point when he said

> The planning for which the vocational counselor can be held responsible is planning for work satisfactions from both employed and

> nonemployed activity. . .to suggest the new emphasis is to say the counselor helps the student define goals, not merely to inventory capacities. And it is clear that these must be life goals, not occupational goals only. . .It is imperative that vocational counselors accept responsibility for helping students see their work life whole. (p. 41).

Such thinking as that expressed by Wrenn has found its way into career education and guidance. A manual for occupational education in North Carolina made this statement: "The program should contribute to the development of wholesome avocational and leisure time activities. . ." (A Guide for Implementing a Middle Grades Occupational Exploration Program. 1975, p.1) And the teaching of appropriate use of leisure time is one of the nine continuing objectives of the program. The present study and the implications it has for the counseling profession fill a need to add to the understanding of leisure attitudes and thus make the goals of total life-style counseling a little closer to realization. Studies such as this one emphasize the general responses of groups of persons. However, it must be remembered that within those groups there is a variety of individual responses representing individual attitudes and feelings. This study has established the general stability of certain attitude dimensions relative to leisure and identified one (Vacation Desired) which may vary with age-grade of client. These dimensions give the leisure-career counselor the general responses against which individual responses can be understood. More investigation, of course, is needed to establish the normative data which can be used easily. This study has opened possibilities for its development.

In the newly developing field of leisure counseling, tests of interests, aptitude, and the like are not very plentiful. However, combining vocational and leisure counseling opens up possibilities for

using some of the standard vocational guidance materials for purposes of leisure counseling. Instruments such as the Career Development Inventory (Super, Bohn, Forrest, Jordaan, Lindeman & Thompson, 1971), the Career Maturity Inventory (Crites, 1973), and the Work Values Inventory (Super, 1968) can be used to help the client in self-understanding not only in relation to work, but in relation to leisure too. It would be the task of the counselor to be aware of leisure implications in these instruments and guide the client in exploring those implications.

While the amount of vacation desired (Factor II) is important as an attitude, a more general attitude may be expressed by the items of the survey relating to an affinity for leisure (Factor I) or the perception of satisfaction with leisure (Factor III). The failure of these factors to show grade-related differences would suggest that the attitudes of adolescents in regard to a liking for leisure and a perception of adequate leisure do not change during the ages of the present study. Previous studies (Neulinger & Breit, 1969; Neulinger & Berg, 1976) had led to the expectation of some age-grade differences. The failure to find these differences may be because the attitudes of adolescents are formed during childhood as a result of parental influence, society's values, or some other factor. It may also be that individual attitudes do not become differentiated until the adult years. Since leisure is often thought of as the opposite of work, it is possible that attitudes toward leisure are tied quite closely to experiences of work. Thus the developmental stages in leisure attitudes could come much later in life than the adolescent years.

A counseling approach which takes into consideration the above possibilities would be concerned with addressing other attitude-forming influences, such as parents and society. Counseling could involve parents and youth together in a process of exploring likenesses and differences in attitudes toward leisure and work. Such efforts would not be aimed at negating parental influence, but at allowing youth and their parents opportunity to explore the meaning of work and leisure. A similar effort regarding society's values and other influences on attitudes could be incorporated into an educational program. The purpose would be to find out how society's values have influenced one's leisure attitudes and whether those values are in keeping with present-day reality. For example, an adolescent may feel that the values of society dictate very little time for leisure, but the reality may be that for today's youth larger amounts of leisure will be a possibility.

Leisure Attitude Measurement: The Instrument

Considerable effort toward adapting an instrument for use in this study was necessary since no age-appropriate instrument was available. Both the concurrent validity and the test-retest stability procedures yielded results which would indicate that the instrument used has a reasonable degree of validity and stability. There should be some concern that items which had been reworded were low in stability or failed to load on any significant factor. It is impossible to tell whether the failure of certain items to correlate highly in the concurrent validity test was because the reworded items were easier to understand or harder to understand. Low stability of items in the test-retest

correlation is not easily explained. One factor may be that the pretest sensitized the students to certain concepts so that their posttest answers were influenced by the prior exposure (Nunnally, 1967). Nevertheless, the over-all stability seems to be suitable for this particular exploratory study.

There was some concern that lack of responses or unscorable answers would adversely affect the representativeness of the data. The population description in Chapter III and the data in Tables 5, 6 and 7, as well as other demographic information, indicate that the final sample is similar in nature to the population in the area, and that no systematic deletion of subjects occurred due to incomplete data. The attrition compared favorably with the experience of Goldstein (1979), who had to delete 146 cases out of 716. One of the causes of missing data appeared to be the lack of experience by students in responding to an opinion type of instrument. A suggestion for future use would be to administer a short practice test to familiarize students with the test format. Regardless of missing data and reduction in the number of cases, the final conclusion was that the instrument as administered and the final data used in the analyses were both of suitable quality for the explortory nature of this study.

The Factor Structure of Leisure Attitudes

Goldstein (1979) concluded that her study with high school students showed that "the factor structure of the attitude dimensions developed with an adult sample and a college population remained basically stable with high school teenage subjects" (p. 102). The results of this study with middle school and high school students offered little to support a

similar claim. Tables 12 and 13 indicate that for the total sample only 11 items from Neulinger and Breit's (1971) survey met the criteria for inclusion in the factors of the ALAS, and that only three factors instead of five were extracted. Neulinger and Breit's five factors were defined by 32 items with at least four items in each factor. Of the three factors of the ALAS, one factor (Factor II, Work-Time, Vacation Time) was defined by only two items, making it questionable whether this should truly constitute a meaningful factor. It is clear that the results of the factor analysis of the ALAS do call into question the stability of the total factor structure when used with this particular age-grade group in a different geographic-cultural region from the previous studies.

The results of the separate analysis of the middle school cases and the high school cases (Tables 21, 22 and 23) would suggest that the factor structure tended to be more like that of previous studies than was found for the total sample. Notably, the high school group tended to match the structure of Neulinger and Breit (1971) more than it did Goldstein's high school sample. In general the data suggested that the factor structure obtained bore some similarity to that which was expected for the high school sample, but that there were also important differences. A few items loaded on different factors, and some items were missing entirely. Notable was the absence of all items from Neulinger and Breit's Factor II (Society's Role in Leisure Planning). This finding is discussed later in relationship to item wording.

When all three analyses (the total ALAS, the high school cases and the middle school cases) were studied, it became evident that items

defining two factors were common to all three analyses. These were: items one through five (Affinity for Leisure) and items 17 through 20 (Ammount of Perceived Leisure). Items 11 through 14 (Self-Definition through Leisure) were common to the analyses of the middle school and high school cases. The logical conclusion is that Factor I and Factor III are much more stable than the others from the previous studies. Conspicuously absent from all the analyses were items which defined the factor Society's Role in Leisure Planning in the other studies. Reasons for this are discussed later.

There are several possible explanations for the failure of the factor structure to be completely replicated, ranging from pure statistical considerations to highly speculative conjectures concerning the nature of leisure attitudes. The most obvious factor in this study is that it was done with an age group quite different from previous studies. While most age-grade differences within the sample group were not significant, that does not mean that inclusion of younger students did not affect the results of the factor analysis. The different results which were evident when the middle school and high school groups were separately analyzed may bear evidence of the influence of a wide age span. Differences in correlations, upon which the factors are built, could occur without showing grade-to-grade variance because when data from widely heterogeneous groups are combined, the factor structure is affected (Nunnally, 1967).

Assuming that the percentage of variance attributed to each factor by the previous studies was based upon the rotated solution, it is obvious that the analysis of the ALAS accounted for much more variance

with fewer factors. This would account for fewer factors, since so much of the explained variance was attributed to the first few factors.

Another consideration is that this study was done in a geographic-cultural environment quite different from the environment where the previous studies were done. Central North Carolina is different in many respects from the urban area in and around New York City. Not only is it less urbanized, it is generally more conservative politically and less unionized in the work-place. The results reported in Table 18 indicate that the respondents to the ALAS expected a much longer work week than Goldstein's (1979) sample. Her sample in turn expected a longer work week than Neulinger and Breit's (1971) adults. The data are not now available, but it would be helpful to know what the actual work week is in each geographic region involved in all the studies compared. Another difference between North Carolina and New York City may be a religious influence. Neulinger and Breit found some significant relationships between religion and leisure attitudes. North Carolina is often characterized as being part of the Southern Bible Belt, but religion was not examined as a variable in the present study.

Goldstein (1979) was concerned that the respondents of her sample seemed confused about the amount of perceived leisure. They were dissatisfied with the amount of leisure they had, but did not want more. In the present study the students were satisfied with the amount of leisure, but expressed a desire for more. These differences in response patterns probably had some affect upon the factor structure.

Another possible source of differences in the factor structure is the definition given to leisure and work. Goldstein was cautious about

the meaning of some of her results which were based upon a definition of work as the job the student intended to have when finished with school. This study defined work and leisure somewhat differently, which could account for some differences in the students' perception of the meaning of some questions. The changes in definitions were made primarily to suit the needs of the younger students who might have had difficulty thinking in terms of a future job. However, it cannot be known for certain just how the students personally interpreted the definitions. The responses to items 11 through 16 (Self-Definition Through Leisure) in particular seem to indicate some contradictory attitudes. However, the possibility exists that the students were expressing positive attitudes toward leisure in items 11 through 13 and positive work orientation in items 14 through 16 without perceiving a contradiction. The items were not arranged to be mutually exclusive. Items 14 through 16 also contained such key words as "important", "famous" and "goals" which may have tended to elicit responses more related to how the students perceived their responsibility toward work. Only further replication with other samples could help clarify whether the definitions used in this study are more useful than others or whether they tend to cause differences in response patterns.

The failure of the items relating to Society's Role in Leisure Planning to form a factor may also relate to the wording of the items. Neulinger (1974) used the question: "What in your opinion [should be] society's position regarding these activities?" Goldstein and the ALAS dropped the word "society" from the question. Some students may have interpreted the question to be asking their own preference for certain

activities. Difficulty with understanding the real direction of the questions may account for the sex-related differences if students felt they were expressing their own preference for an activity. Any such confusion could account for the failure of these items to form a factor.

Any further use of instruments patterned after the ALAS, either in research or in counseling practice, should take into consideration the questions raised about wording. The items related to society's role should be clearly stated. For example, items in Part II could be prefaced with the statement, "How much do you think society should influence the following activities?" The younger adolescents may need concrete words to illustrate the concept of society. For them the question might read, "How much do you think parents, teachers and government should encourage or discourage the following activities?"

The results of the factor analyses led to the general conclusion that strong evidence was not presented to support the total replicability of the factor structure of the previous studies with this particular population. However, there was evidence that two factors (I, Affinity for Leisure and III, Amount of Perceived Leisure) seem to continue to remain strong throughout all studies. Crandall and Slivken (1980) suggested that Neulinger's instrument was too long, had too many question formats, and that it was "somewhat clumsy to work with five separate dimensions. It would be nice to give people a profile score across dimensions and see if some summary groupings . . . could be created" (p. 267). An examination of three of the ten items of their Leisure Attitudes Scale indicates its closeness to items of Factors I and III

of the ALAS. Three of their items are:

1. I would like to lead a life of complete leisure.
2. I don't feel guilty about enjoying myself.
3. People should seek as much leisure as possible in their lives.

The factor analysis of the ALAS, when considered as a means to reduce the number of items needed to extract the most meaningful information, would support such a shorter instrument, as Crandall and Slivken suggest. Such an instrument could use Crandall and Slivken's Leisure Attitude Scale to cover the concept of Affinity for Leisure and items 17 through 20 of the ALAS to cover Perceived Leisure. Such an instrument could serve in future research, but more importantly, it would cover two very meaningful concepts for leisure counselors. The first concept (Affinity for Leisure) would express the respondents' wishes regarding a life of leisure, and the second would express the respondents' assessment of satisfaction with leisure. Discussion of the similarities and likenesses between the two would allow a counselor to help the client reach a clearer understanding of his/her orientation toward leisure. If discrepencies between what is desired and what is possible are found, the counselor could help the client work through to a satisfactory balance between the two.

Not only does the stability of Factor I (Affinity for Leisure) and Factor III (Amount of Perceived Leisure) suggest that a shorter instrument could be used with confidence; the lack of grade-related differences for these factors has important implications as well. It could mean that an instrument developed along such lines as suggested would be stable over a wide age span of adolescents. This would be ideal for assessing individual attitudes without concern about the relative age of the client.

Leisure Attitudes and Background Characteristics

Neulinger and Breit (1971) and Goldstein (1979) both examined their data for relationships between the results of the survey and certain characteristics of the respondents. The data from the ALAS were also examined in this light. Tables 24, 25 and 26 in Chapter IV reported the results of this analysis. Neulinger and Breit (1971) found some weak but significant associations between factor scores and age, educational level, family income, sex, religion, marital status and occupation. The present study established no meaningful relationships between factor scores and IQ, parents' educational level, race and parents' occupation.

The relationship between sex and Factor I (Affinity for Leisure) and Factor II (Amount of Perceived Leisure) indicated that males and females do differ in responses to some dimensions of leisure attitudes. This finding agreed in part with previous studies (Neulinger and Raps, 1972). The inclination of females to have a lower affinity for leisure could be the result of a growing work-oriented achievement motivation for females. There are no data, however, to compare the females in this study to a past group so that trends in recent years might be examined. It may be that females have long adhered to the work ethic more than males.

In spite of the sex-related differences, the general conclusion would have to be that, for the most part, background characteristics show little relationship to the attitudes expressed through the ALAS. Of particular note is the lack of differences due to race with this

population drawn from an area having a long history of racial segregation where racially related cultural attitudes might be expected.

The general lack of significant differences in attitude due to background characteristics suggests that attitudes could be assessed without much concern for these variables. The contrary is true for sex. The sex-related differences suggest that leisure counseling and related services should take into consideration the sex of the client. This difference also implies a sex-related attitude toward work which would be an important consideration for career counseling. Being conscious of the sex of the client does not imply unfair treatment. It means rather that the likely orientation of the individual toward work and leisure is considered so that more effective help can be given in helping that person toward greater self-satisfaction with work and leisure.

Recommendations for Research

This study has fulfilled some of the suggestions Goldstein (1979) made for future research. It has compared persons across a wide age span and provided information useful for future comparisons of the additudes of adolescents to other age groups. This study has redefined work and leisure and attempted to remedy the weakness in definition noted by Goldstein. Sex differences in attitudes toward leisure have also been examined on several dimensions. Goldstein's final suggestion was that her study be replicated in a less affluent culture and in a different geographic area. This study has replicated a part of her study in an area which meets those requirements.

Some possible extensions of this study are as follows:

1. An examination of both adolescents and their parents would give an opportunity for further inquiry into developmental processes in the formation of leisure attitudes.

2. Considerable work needs to be done in the further development of an instrument to assess leisure attitudes. Suggestions have already been made concerning improving the wording of the items relating to society's role in leisure planning. The combining of part of the ALAS and Crandall and Slivken's (1980) instrument have also been suggested. One approach to implementing this suggestion would be to use both instruments concurrently and through factor analysis or other means reduce the number of items to cover the most stable dimensions.

3. Since research to date has yielded mixed results regarding leisure attitudes and background variables, studies could be designed to examine other variables not yet explored. Two possible variables are the influence of religion on leisure attitudes and the influence of parents' leisure preference on leisure attitudes of their children.

4. A longitudinal study of leisure attitudes from early adolescence through late adolescence should also be done.

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APPENDIX A

Goldstein's Survey Instrument

Background Information[1]

(1) Age: _____

Please answer the following questions by placing an "X" on the line next to your answer.

(2) Sex: _____Female _____Male

(3) Grade:
_____10th _____11th _____12th

(4) Religious Preference:
_____Catholic
_____Protestant
_____Jewish
_____Other

(5) Race:
_____Caucasian
_____Black
_____Hispanic
_____Asian
_____Other

(6) Number of Children In your Family (including you):

(7) Annual Family Income (Your best estimate):

_____Under $9,000	_____$15,000-$20,000
_____$9,000-$11,000	_____$20,000-$25,000
_____$11,000-$13,000	_____$25,000-$30,000
_____$13,000-$15,000	_____$30,000 or Over

(8) Approximate Grade Point Average:
_____A (94-up)
_____B (84-93)
_____C (75-83)
_____D (65-74)
_____F (Below 65)

Note. From An Exploration of the Relationships Between the Leisure Attitudes and Leisure Activities of an Adolescent Group, by Eileen Goldstein, Columbia University Teachers College, 1980. Dissertation Abstracts International, 40, 3117A, (University Microfilms No. 793592).

[1]Scoring blanks have been eliminated and items numbered for clarity in references made to this questionnaire.

(9) Each day, approximately how many hours do you study after school?

_____

(10) Each week, approximately how many hours do you study after school?

_____

(11) Father's Occupation_____

(12) Mother's Occupation_____

(13) Highest Educational Level Attained by Parents (Mark only one for each):

Mother

_____Elementary School
_____Some High School
_____Graduated High School
_____Trade School beyond High School
_____Some College (Didn't graduate)
_____College Degree
Graduate Degree:
_____Masters
_____Doctorate
_____Professional Degree
_____Other (Specify)_____

Father

_____Elementary School
_____Some High School
_____Graduated High School
_____Trade School beyond High School
_____Some College (Didn't graduate)
_____College Degree
Graduate Degree:
_____Masters
_____Doctorate
_____Professional Degree
_____Other (Specify)_____

(14) How much schooling do you expect to complete?

_____High School
_____Trade School
_____2 yrs. of College
_____4 yrs. of College
_____Graduate Study (Specify)_____

(15) What occupation do you expect to enter?_____

Leisure/Work Attitudes Form

INSTRUCTIONS: This questionnaire is concerned with your opinions, beliefs, and attitudes about leisure and work. When the question refers to "work", answer it in terms of the occupation you expect to pursue.

In our society, nearly everybody works. Now, assume that you were given the chance to live a life of complete leisure, never having to work for a living. Indicate below how you think you might feel about certain aspects of such a life.

(1) How much would you like to lead such a "life of leisure?"

_____Not at all
_____Probably dislike it
_____Uncertain
_____Would like it
_____Would like it very much
_____Extremely so
_____Would be the fulfillment of my greatest dreams

(2) How long could you "stand" such a life?

_____For a month or less
_____Half a year
_____One year
_____Two years
_____Five years
_____Ten years
_____Forever

(3) Would you feel guilty about living such a "life of leisure?"

_____Not at all
_____Probably not
_____Uncertain
_____Somewhat
_____Quite a bit
_____Very much
_____Extremely

(4) Would you like your children to lead such a life?

_____Certainly not
_____Probably not
_____Uncertain
_____Somewhat
_____Quite a bit
_____Very much
_____Extremely so

(5) If you were able to freely divide your time between work and free time, what percentage would be work time and what percentage would be free time?

_____% work time

_____% Free time

Below are listed a number of free-time activities. Please circle the appropriate letter(s) that most closely represents your beliefs regarding how much the activity should be encouraged. Use the following system for each activity:

Strongly Encouraged ..... SE
Encouraged ..... E
Uncertain ..... ?
Discouraged ..... D
Strongly Discouraged ..... SD

(6) Activities involving productive efforts such as certain hobbies like woodworking, leather tooling, sewing, etc.....SE E ? D SD

(7) Activities that consist of creative and/or artistic efforts, such as writing, painting, or playing an instrument.....SE E ? D SD

(8) Activities involving active participation in social affairs, such as volunteer work, club activities, etc.....SE E ? D SD

(9) Activities involving physical exercise, such as sports and callesthenics, hunting and fishing, or just walking .....SE E ? D SD

(10) Activities involving mental endeavors, such as studying, taking adult education courses, etc.....SE E ? D SD

Below are listed a number of statements. Please circle the number which is closest to the way you feel about the statements.

Strongly agree ..... SA
Agree ..... A
Uncertain ..... ?
Disagree ..... D
Strongly disagree ..... SD

(11) My leisure activities express my talents and capabilities better than does my job. . .SA A ? D SD

(12) My leisure activities are more satisfying to me than my work .....SA A ? D SD

(13) I can describe myself better in terms of my free-time activities than my work activities .....SA A ? D SD

(14) It is more important for me to be good at my free-time activities than at my work activities.....SA A ? D SD

(15) I would prefer to be famous for something I had done on my job (like an invention) rather than for something I had done in my free time (like crossing the ocean in a rowboat).....SA A ? D SD

(16) My personal ambitions can be more fully realized on the job than in my free time.....SA A ? D SD

(17) I have enough leisure.....SA A ? D SD

(18) Very little of my free time is actually leisure.....SA A ? D SD

(19) I would like to have more free time than I have now .....SA A ? D SD

(20) I always seem to have more things to do than I have time for.....SA A ? D SD

(21) Check the one statement below which best describes you.

_____My leisure time is always filled with thousands of things to do.

_____I ususally have no trouble finding things to do during my leisure time.

_____I sometimes do not know what to do in my leisure time.

_____I usually do not know what to do in my leisure time.

_____I sometimes feel quite bored during my leisure time.

_____I ususally feel quite bored during my leisure time.

_____I always feel quite bored during my leisure time.

(22) What percentage of your free-time activities could be called "Killing Time"?

_____%

(23) How many weeks of vacation per year would you like to have?

_____weeks

(24) Give the most ideal conditions of any society you can think of, how many weeks of vacation should a person who has been employed by a company for 10 years receive?

_____weeks

(25) Given the present state of our society, what should be the work-week? That is, how many days per week should be spent working for a living?

_____days

(26) How many days per week would you want to spend working for a living?

_____days

APPENDIX B

The Adolescent Leisure Attitude Survey

INSTRUCTIONS:[2] These questions ask you how you think and feel about work and leisure. Please think of the following meanings of work and leisure as you answer the questions.

WORK - The activities you are required or expected to do. You may receive some kind of pay for some of these, but others you have to do without any pay. Young students may consider school work and home chores as examples of work. Older students may have paying jobs in addition to school work and home chores as examples. Work does not have to be something you dislike doing, you may enjoy these activities which you have to do.

LEISURE ACTIVITIES - The activities you choose to do during your free-time and for your enjoyment. Reading, games, sports and hobbies are some examples of leisure activities. Some of these may look like work to someone else, but they are leisure for you if you choose to do them for your own enjoyment.

PLEASE READ THE INSTRUCTIONS FOR EACH PART BEFORE ANSWERING.

When told to begin, turn to the next page.

[2]As administered, this questionnaire had each part on a separate page. Scoring blanks have been eliminated here and items numbered for clarity.

PART I

In our country almost everyone works. Pretend that you were given the chance to live without working. Indicate below how you might feel about this kind of life. Mark one answer for each of the questions. (Place an X in the blank by your choice.)

(1) How much would you like to live such a "life of leisure?"

_____Not at all
_____Probably dislike it
_____Not sure
_____Would like it
_____Would like it very much
_____Extremely so
_____Would be the thing I want most

(2) How long could you "stand" such a life?

_____For a month or less
_____Half a year
_____One year
_____Two years
_____Five years
_____Ten years
_____Forever

(3) Would you feel guilty about living such a "life of leisure?"

_____Not at all
_____Probably not
_____Not sure
_____Somewhat
_____Quite a bit
_____Very much
_____Extremely so

(4) If you have children, would you like them to live such a life?

_____Certainly not
_____Probably not
_____Not sure
_____Somewhat
_____Quite a bit
_____Very much
_____Extremely so

(5) If you were able to freely divide your time between work and free time, what percent would be work time and what percent would be free time? (Both should add up to 100%)

_____% Work time

_____% Free time

100%

Part II

Below are a number of free-time activities. How much do you think each kind should be encouraged? Please show how much you think each should be encouraged by circling one of the codes after the list. Use the following code system.

Should be Strongly Encouraged. . . SE

Should be Encouraged. . . E

Not sure . . . ?

Should be Discouraged . . . D

Should be Strongly Discouraged. . . SD

(6) Activities in which something is made, such as certain hobbies like woodworking, leather craft, sewing, knitting, etc.....SE E ? D SD

(7) Activities in which musical or artistic talent is used such as painting, writing or playing a musical instrument.....SE E ? D SD

(8) Activities in which one takes part in community social events, such as clubs and volunteer groups.....SE E ? D SD

(9) Activities which call for physical exercise, such as sports, hunting and fishing, or hiking.....SE E ? D SD

(10) Activities in which thinking is important, such as studying, taking special school courses, etc.....SE E ? D SD

Part III

Below are a number of statements about leisure and work. Please show how you feel about each by circling one of the codes to the right

of each statement. Use the following code system.

Strongly agree. . . . . .SA

Agree . . . . . A

Not Sure. . . . . ?

Disagree. . . . . D

Strongly Disagree . . . . .SD

(11) My leisure activites let me use my talents and abilities more than my work does . . . . . .SA A ? D SD

(12) My leisure activities are more satisfying to me than my work activities . . . . . .SA A ? D SD

(13) What I do in my free-time tells the kind of person I am better than my work activities . . . .SA A ? D SD

(14) It is more important for me to be good at my free-time activities than at my work activities. . . . . .SA A ? D SD

(15) I would rather be famous for something done while working (like inventing something) rather than for something done in my free time (like winning a tennis match) . . . . . .SA A ? D SD

(16) The goals I have for myself can be reached better through my work than through my leisure time . . . . . .SA A ? D SD

(17) I have enough leisure time . . . . . .SA A ? D SD

(18) Very little of my free time is really leasure time (doing what I want) . . . . . .SA A ? D SD

(19) I would like to have more free time than I have now . . . . . .SA A ? D SD

(20) I always seem to have more things to do than I have time for . . . . . .SA A ? D SD

Part IV

(21) Check the one statement below which best tells what you are like:

_____My leisure time is always filled with thousands of things to do.

_____I usually have no trouble finding things to do during my leisure time.

_____I sometimes do not know what to do in my leisure time.

_____I usually do not know what to do in my leisure time.

_____I sometimes feel quite bored during my leisure time.

_____I ususally feel quite bored during my leisure time.

_____I always feel quite bored during my leisure time.

. . . . . .

(22) What percent of your free-time activities could be called "killing time?"

_____% Killing time.

(23) How many weeks of vacation per year would you like to have now?

_____Weeks.

(24) How many weeks of vacation would you like to have when you finish school and have a job?

_____Weeks

(25) Under the best conditions of any country you can imagine, how many weeks of vacation from work should a person have who has worked for a company for 10 years.

_____Weeks

(26) Under the present conditions in our country, how many days per week should a person have to work for a living?

_____Days

(27) How many days per week would you want to spend working for a living?

_____Days

Background Information

Some general information about you is needed to complete this survey. Please answer as correctly as possible.

(28) How old were you on your last birthday? _____

(29) Your sex (mark one): _____Boy _____Girl

(30) Your grade in school this year. (check one)

_____6 _____7 _____8 _____10 _____12

(31) Your Race (Mark one).

_____White _____Black _____Indian _____Asian

_____Spanish speaking _____Other _____
write in

(32) Which of the following is closest to the kind of job your parents have? Place an X in the proper blank. If a parent is dead, retired, or unemployed mark the kind of job he/she used to have. If you have only one parent leave the other blank.

Father	Mother
_____Professional (Examples: Doctor, lawyer, teacher, minister, engineer)	_____
_____Business or sales (Ex: Banker, sales person, store Manager, sales agent)	_____
_____Clerical (Ex: Secretary, bank teller, office worker, bookkeeper)	_____
_____Personal Service (Ex: Beautician, barber waitress)	_____
_____Skilled Trades (Ex: Bricklayer, carpenter, machinist)	_____
_____Factory Worker (Ex: Knitter, fixer, folder packer, machine operator)	_____
_____Public Service (Ex: Fireman, police, postal clerk)	_____
_____Homemaker (Mother who has never worked away from home)	_____

(33) Mark the highest level of education each parent has.

Father	Mother
_____Eighth grade or less	_____
_____Some high school	_____
_____Finished high school	_____

Father		Mother
_____	Technical school	_____
_____	Some college	_____
_____	Finished college	_____
_____	Masters degree	_____
_____	Doctoral degree	_____

Thank you! Look back over the form and see that you marked the proper blanks. Turn paper over when finished.

Administrator's Manual

for

The Adolescent Leisure Attitude Survey

Since this is a survey of attitudes and opinions, there is no time limit nor are there answers which are right for every person. However, good testing practices such as having the class orderly, cooperative and attentive to instructions are important. The administrator will read to the students the instructions in the boxed areas below. A special pencil is not required, but a pencil instead of a pen will make corrections easier.

When all students are settled and ready to begin, distribute the survey forms and the parent permission forms which the students have previously returned to you. If any are not participating, allow them to work on other class work. When all forms are distributed, begin reading the instructions.

Today you are going to participate in a research project to find out how you think and feel about work and leisure. It is important for you to answer the way you really feel, not the way you think someone else might want you to answer. Please turn now to page 2 and write your name in the name blank..... Now turn back to page 2 and read silently while I read the instructions to you.

INSTRUCTIONS: These questions ask you how you think and feel about work and leisure. Please think of the following meanings of work and leisure as you answer the questions.

WORK - The activities you are required or expected to do. You may receive some kind of pay for some of these, but others you have to do without any pay. Young students may consider school work and home chores as examples of work. Older students may have paying jobs in addition to school work and home chores as examples. Work does not have to be something you dislike doing, you may enjoy these activities which you have to do.

LEISURE ACTIVITIES - The activities you choose to do during your free-time and for your enjoyment. Reading, games, sports and hobbies are some examples of leisure activities. Some of these may look like work to someone else, but they are leisure for you if you choose to do them for your own enjoyment.

Now listen while I read some other instructions:

Most of your answers will be given by checking a blank or circling a code letter. A few require you to write a number in a blank. Please be careful to make your markings clear and erase any mistakes. DO NOT

write in the blanks to the right of the dotted line. Several parts of the survey begin with a statement and an explanation of a marking code. Please read and understand these before you mark your answers.

I will not read the rest of the survey to you, but if you come to a word or sentence which is a problem for you, raise your hand and I will come and read it quietly to you. Do not discuss your answers with other students. Are there any questions?. . . Begin now with Part I and continue until you have finished all parts. When finished, turn your paper and parent permission form face down on your desk. Please begin. (End Reading Instructions)

Monitor the room for those who need assistance. You may read words or show how to mark answers, but avoid indicating any preference for an answer. Try to keep students from making comments during the session.

When all are finished, take up the survey and the parent permission forms. Check to see that they are both turned in. Return the completed form and all other material by the instructions on the cover sheet, unless other arrangements have been agreed upon.

THANK YOU FOR YOUR HELP.

APPENDIX C

Correspondence

93 Pascack Road
Pearl River, N.Y. 10965
March 5, 1981

Dear Mr. Frye:

I am in receipt of your request for permission to use the copyrighted material from my dissertation.

This is to inform you that you may use the material as noted, the Leisure Attitude Survey, for dissertation purposes only. Any other use of the material would require an additional agreement.

Unfortunately, as you may have surmised, my schedule has been very filled and I therefore have not had the opportunity to further study and expand my results. I do plan to do so, sometime in the near future and would be interested in your outcomes. Perhaps a collaboration could be attempted using the combined and possibly validated results.

I enjoyed reading the few pages of your proposal draft and would request a copy of your final dissertation.

My best wishes for the successful completion of your work.

Sincerely,

Eileen Goldstein

Eileen Goldstein, Ed.D.

EG:bl

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA
gainesville, florida

April 1, 1980

Mr. Buford Frye
P.O. Box 953
Elon College, NC 27244

Dear Mr. Frye,

Thank you for your interest in our leisure counseling efforts. I apologize for the delay in responding; I have been out of town for the past several weeks.

I am enclosing for your review some of the materials we have been using in some of our leisure counseling activities. I am also enclosing copies of initial drafts of manuscripts which are now being considered for publication. Some other materials we have used are being duplicated and I will forward them as they become available.

I hope these are helpful to you. If I may be of further assistance, please feel free to ask.

Sincerely,

Larry C Loesch

Larry C. Loesch, Ph.D.
Associate Professor
Counselor Education Department
University of Florida

LCL/de

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N.Y. 10031

DEPARTMENT OF PSYCHOLOGY (212) 690-

June 30, 1980

Dear Buford Frye,

Re your letter of June 11 (which I only received now; note wrong address!), ...

I do not have an instrument for the age group you are interested in. The "A study of leisure" could probably by changed somewhat to be suitable, by changing some of the items.

I do not think that I received info about Eileen Goldstein's thesis.

Check Social Psychological Perspectives on Leisure and Recreation, by Iso-Ahola (Thomas Publisher), 1980, for other attitude scales.

I have a new book out in July: To leisure: an introduction, Allyn and Bacon, Inc., 470 Atlantic Ave, Boston, Mass 02210, which might be of interest to you. It has a new instrument in it which relates to the leisure experience, rather than leisure attitues.

Good luck with your work (and leisure!), and keep me informed.

Sincerely,

John Neulinger